



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  
Fall 2020

Contact Information

Instructor: Mrs. Kayla Ellis, MSN, RN

Office: Remote

Office hours: Virtual hours as needed and by appointment

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Course Description

Course Description

1. This course focuses on the concepts and principles underlying assessment of the health status of individuals are presented with emphasis 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 (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D.C.

Jarvis, C. (2016). *Physical examination and health assessment* (7<sup>th</sup> ed.). St. Louis, MO: Elsevier ISBN: 978-1-4557-2810-7.

#### Student Handbook

Refer to: [Student Handbook 2020-2021](#)

### 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 individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## Grading

Table 1: Points allocated to each assignment –

Assignments	Points
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: Total points for final grade. There will be no rounding of 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 CST Time on due date. A course average of at least 74% is required to pass this course. Students must have an updated immunization records, a valid current CPR card, and Health Insurance and paid Liability Insurance on file with the Wilson School of Nursing secretary during the entire semester. In order to attend class or clinical experiences, each student **MUST** comply with each of these requirements. 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. Campus 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. Rarely should each require more than 200 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 on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. 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. These posts 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 percent deduction for each day they are late.

### **Important Dates**

Last Day to drop with a grade of "W:" Dec 4, 2020.

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 later. 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. RN Transition students must complete all nursing courses within a two-year period of time beginning with the first nursing course. RN Transition students must maintain enrollment in at least two courses per semester. If a student does not maintain enrollment for one 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.

#### 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) 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 (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

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	Activities	Assignments Due Date
<p><b>Week 1</b></p> <p>Course Orientation, Introductions on Discussion Board, Introduction to the health assessment</p>	<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> <li>6.</li> </ol> <p><b>Readings</b> Jarvis Chapter 1</p>	<p><b>Introduction and Week 1 Discussion post</b> due by Friday 10:59PM CST.</p> <p><b>The 2 peer response posts</b> are due by Sunday 10:59PM CST.</p>
<p><b>Week 2</b></p> <p>Interviewing and Health History</p>	<p>Interviewing and Health History 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> Jarvis Chapter 3 and 4</p>	<p><b>Week 2 Discussion post</b> due by Friday 10:59PM CST.</p> <p><b>The 2 peer response posts</b> are due by Sunday 10:59PM CST.</p>

<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 3</b></p> <p>General Survey, Measurements, Vital Signs, and Nutritional Assessment</p>	<p>Assessment Techniques and Safety in the Clinical Setting: General Survey, Measurements, Vital Signs  Pain Assessment: The fifth vital Sign  Nutritional Assessment  Practice:</p> <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> <p><b>Readings</b>  Jarvis Chapter 8,9, 10 and 11</p> <p>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.</p>	<p><b>Week 3</b></p> <p><b>Assignment 1: Accident Prevention and Safety Promotion for Infants</b>  due by Sunday 10:59 PM CST.</p>
<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 4</b></p> <p>Skin, Hair &amp; Nails Assessment, Head, Face, Neck &amp; Regional Lymphatics Assessment</p>	<p>Skin, Hair, Nails, Head, Face, and Neck, including Reginal Lymphatics  Practice:</p> <ol style="list-style-type: none"> <li>1. Inspect skin, hair, eyes, oral cavity, nails and musculoskeletal and neurologic systems for clinical signs and symptoms of nutritional deficiencies.</li> </ol> <p>Practice</p> <p><b>Readings:</b>  Jarvis Chapter 12, and 13</p>	<p><b>Week 4 discussion post</b> due by Friday 10:59 PM CST.  <b>2 peer response</b> due by Sunday 10:59 PM CST</p>



<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 5</b></p> <p>Eyes and Ears</p>	<p>Eyes/Ears Practice:</p> <ol style="list-style-type: none"> <li>1. Record the history and physical examination findings accurately, reach an assessment of the health state.</li> <li>2. Screening for Glaucoma,</li> <li>3. Use of Earbuds and the Increasing Prevalence of Hearing Loss in Adolescents               <ol style="list-style-type: none"> <li>a. Use of Hearing Aids</li> </ol> </li> </ol> <p><b>Readings</b> Jarvis Chapters 14 and 15</p>	<p><b>Week 5</b></p> <p><b>Assignment 2: Child Functional Health Assessment Worksheet</b></p> <p>Due by Sunday 10:59 PM CST</p>
<p><b>Week 6</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> Jarvis Chapter 16</p>	<p><b>Week 6 discussion post</b> due by Friday 10:59PM CST.</p> <p><b>2 peer posts</b> are due by Sunday 10:59PM CST.</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 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> <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> Jarvis Chapter 18</p>	<p><b>Week 8 discussion post</b> due by Friday, 10:59PM CST.</p> <p><b>2 peer post</b> is due by Sunday 10:59PM CST.</p>

<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 9</b></p> <p>Heart &amp; Neck Vessels Assessment, Peripheral Vascular Assessment</p>	<p>Heart &amp; Neck Vessels Assessment Peripheral Vascular Assessment 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> Jarvis Chapter 19 and 20</p>	<p><b>Week 9 discussion post</b> due by Friday, 10:59PM CST.</p> <p><b>2 peer post</b> is due by Sunday 10:59PM CST.</p>

<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 10</b></p> <p>Mental Status Assessment</p>	<p>Mental Status Assessment and Neurological Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Record the history and physical examination findings accurately, reach an assessment about the health history state, and develop a plan of care to identify:               <ol style="list-style-type: none"> <li>a. Assessing for Post-Traumatic Stress Disorder (PTSD)</li> <li>b. Assessing for Alzheimer’s Disease</li> <li>c. Prevention of Traumatic Brain Injury</li> <li>d. Assessing for Substance Abuse</li> </ol> </li> </ol> <p><b>Readings:</b> Jarvis Chapter 5 and 23</p>	<p><b>Week 10 discussion post</b> due by Friday, 10:59PM CST.</p> <p><b>2 peer post</b> is due by Sunday 10:59PM CST.</p>

<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 11</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><b>Readings:</b> Jarvis Chapter 24, 25, and 26</p>	<p><b>Week 11</b></p> <p><b>Assignment 4: Adult Health Assessment</b> due by Sunday 10:59PM CST.</p>

<b>Week</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 12</b></p> <p>Musculoskeletal Assessment</p>	<p>Musculoskeletal Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the symptoms related to the musculoskeletal system by obtaining a regional health history from a peer or patient.</li> <li>2. 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>3. Assess the person's ability to carry out functional activities of daily living.</li> <li>4. 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> </ol> <p><b>Readings:</b> Jarvis Chapter 22</p>	<p><b>Week 12 Discussion</b> post due by Friday 10:59PM CST. <b>2 peer posts</b> due by Sunday 10:59PM CST.</p>

<b>Week or Module</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 13</b></p> <p>Neurological Assessment</p>	<p>Functional Assessment of Older Client Practice</p> <ol style="list-style-type: none"> <li>2. Demonstrate knowledge of the symptoms related to the neurologic by obtaining a regional health history from a peer or patient.</li> <li>3. Demonstrate examination of the neurologic assessment by assessing the cranial nerves; cerebellar function, sensory system, motor system, and deep tendon reflexes.</li> <li>4. Demonstrate knowledge of abnormal findings related to decline in mental health and functional ability.</li> </ol> <p><b>Readings:</b> Jarvis Chapter 5, 21, and 23</p>	<p><b>Week 13</b></p> <p><b>Assignment 5: Health Promotion Presentation</b> due by Sunday 10:59PM CST.</p>

<b>Week or Module</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 14</b></p> <p>Abdominal Assessment</p>	<p>Abdominal Assessment Practice</p> <ol style="list-style-type: none"> <li>5. Demonstrate knowledge of the symptoms related to the abdominal system by obtaining a regional health history from a peer or patient.</li> <li>6. Demonstrate inspection of the abdomen by assessing skin condition, symmetry, contour, pulsation, umbilicus, and nutritional status.</li> <li>7. Demonstrate auscultation of the abdomen by assessing characteristics of bowel sounds and by screening for bruits.</li> <li>8. Demonstrate light palpation by assessing muscular resistance, tenderness, any masses.</li> <li>9. Demonstrate correct technique for assessing for CVA.</li> <li>10. Record the history and physical examination accurately, reach an assessment of the health state and develop a plan of care for Hepatitis Risk, Alcoholism and Cirrhosis, Inflammatory Bowel Disease (IBD), Crohn’s Disease, and Irritable Bowel Syndrome</li> </ol> <p><b>Readings</b> Jarvis Chapter 21</p>	<p>No Assignment Due this week.</p>



<b>Week or Module</b>	<b>Activities</b>	<b>Due Date</b>
<p><b>Week 15</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> Jarvis Chapter 27, 28, and 31</p>	<p><b>Wk 15:</b></p> <p><b>Assignment 6: Putting it All Together Assignment</b> due Wednesday 10:59 PM CST</p>
<p><b>Week 16</b></p> <p>Self-reflection: The Complete Health Assessment</p>	<p><b>No late submissions accepted for this week's Assignment or discussion post. Course closes Friday at midnight. Please plan according.</b></p>	<p><b>Week 16: Self-Reflection discussion Post</b> due by Friday 10:59PM CST.</p>