# Course Description

This course is designed to expand the student’s health assessment skills through a lifespan approach focusing on the role of the nurse as client educator. Normal and abnormal history and physical examination findings are differentiated. Assessment of selected health problems is analyzed. Emphasis is placed on the exploration of the biological, psychosocial, spiritual, and cultural dimensions of the individual that impact health. Health promotion strategies including risk factor reduction as they relate to the adoption of healthy lifestyles are explored. Critical thinking and clinical judgment skills are enhanced through technological applications and other learning modalities.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Synthesize knowledge from the biological, social sciences, and the humanities with nursing practice to differentiate normal and abnormal findings in the health assessment of individuals.
* **CLO2:** Analyze comprehensive health assessment data to identify selected health problems/conditions/nursing diagnoses.
* **CLO3:** Utilize therapeutic communication to collect pertinent client data.
* **CLO4:** Perform selected physical examination assessments of body systems and document findings accurately.
* **CLO5:** Utilize critical thinking, clinical judgment, and teaching and learning principles to develop an appropriate client teaching plan.
* **CLO6:** Explain relevant health promotion and risk factor reduction strategies to support healthy lifestyle practices.
* **CLO7:** Demonstrate use of technological applications to support assessment skills and clinical judgment.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Jarvis, C. (2016). *Physical examination and health assessment* (7th). St. Louis, MO: Elsevier.

**ISBN - 978-1- 4557-2810-7**

*Note:* This ISBN is for the package, which includes the textbook and the access code to the online resources you will need for this course.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Week One Discussion Question 1 | 20 |  |
| Week One Discussion Question 2 | 20 |  |
| Health and Illness Beliefs and Practices Determination Form | 15 |  |
| Health Coaching Activity: Session 1 | 10 |  |
| **Week 2** |  |  |
| Week Two Discussion Question 1 | 20 |  |
| Week Two Discussion Question 2 | 20 |  |
| Week Two Discussion Question 3 | 20 |  |
| Week Two Quiz | 80 |  |
| Week Two Lab Forms | 60 |  |
| Health Coaching Activity: Session 2 | 10 |  |
| **Week 3** |  |  |
| Week Three Discussion Question 1 | 20 |  |
| Week Three Discussion Question 2 | 20 |  |
| Week Three Quiz | 80 |  |
| Week Three Lab Forms | 45 |  |
| Health Coaching Activity: Session 3 | 10 |  |
| **Week 4** |  |  |
| Week Four Discussion Question 1 | 20 |  |
| Week Four Quiz | 80 |  |
| Week Four Lab Forms | 60 |  |
| Health Education Teaching Plan | 100 |  |
| Health Coaching Activity: Session 4 | 10 |  |
| **Week 5** |  |  |
| Week Five Discussion Question 1 | 20 |  |
| Week Five Discussion Question 2 | 20 |  |
| Week Five Quiz | 80 |  |
| Health Coaching Activity: Session 5 | 10 |  |
| Health Assessment Final Practicum | 150 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Health Assessment; Health Promotion and Risk Reduction; Health Literacy, Health Education, and Health Behavior Change** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the holistic dimensions of health assessment (spiritual, cultural, psychosocial, and physical). | | CLO1 | |
| * 1. Analyze the requisite cognitive, affective, psychomotor, and clinical judgment skills of the professional nurse related to performing a health assessment. | | CLO2 | |
| * 1. Summarize the therapeutic communication skills including motivational interviewing skills related to assessment. | | CLO3 | |
| * 1. Apply the concepts of health literacy, health promotion, and risk reduction supporting healthy lifestyle practice. | | CLO1, CLO6 | |
| * 1. Describe health behavior change models, including the transtheoretical model. | | CLO6 | |
| * 1. Identify health coaching competencies for each stage of change. | | CLO5 | |
| * 1. Apply key educational principles in developing a health teaching plan. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 1–4 & 8 of *Physical Examination and Health Assessment* * [Health Literacy: Challenges and Strategies](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No3Sept09/Health-Literacy-Challenges.html) * [Decentering Resources: A Phenomenological Study of Interpretive Pedagogies in Patient Education](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S8755722308000240&site=eds-live) * [Stages of Change](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508183627&site=eds-live) * [Changing behavior: Using motivational interviewing techniques](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsbas&AN=edsbas.ftpubmed.oai.pubmedcentral.nih.gov.1308798&site=eds-live) * [Vark a guide to learning styles](http://vark-learn.com/) * [Jung Typology Test™](http://www.humanmetrics.com/cgi-win/jtypes2.asp) * [Pain Assessment Scales](https://www.painedu.org/Downloads/NIPC/Pain_Assessment_Scales.pdf) * [Using health psychology to help patients: Theories of behavior change](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=118066815&site=eds-live) * [Patient education: a win-win opportunity](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.460174001&site=eds-live) | | 1.1-1.7 |  |
| **Video**  **Watch** [Health literacy and patient safety: Help patients understand](https://youtu.be/cGtTZ_vxjyA)(23:18).  **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.4 | Video = 1 hour |
| **Jarvis Videos**  **Go** to [Evolve](https://evolve.elsevier.com/cs/store?role=student) and redeem the access code that was included in your textbook. If you have already redeemed the access code, go to [Evolve](https://evolve.elsevier.com/cs/store?role=student) and click **Sign in**.  **Enter** your username or email address and password and click **Sign In**.  **Click** the **Evolve Resources for Physical Examination and Health Assessment** link.  **Watch** the following videos:   * Approach (0:25) * General Appearance (1:14)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.1 | Video = 1 hour |
| **Lectures**  **Watch t**he following:   * Health Assessment I () * Health Assessment II () * Health Behavior Change and Motivational Interviewing () * Health Education () * Health Promotion () * Literacy and Health Literacy ()   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.1-1.7 | Lectures = 6 hours |
| **Websites**  **Review t**he following:   * [Healthy People 2020](https://www.healthypeople.gov/) * [National Patient Safety Foundation](http://www.npsf.org/) * [Pain Assessment for Older Adults](https://consultgeri.org/try-this/general-assessment/issue-7) * [FICA Spiritual History Tool](https://consultgeri.org/try-this/specialty-practice/issue-sp5)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | 1.1 | Website Review = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1**  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers. Any references used should be properly cited following APA formatting guidelines.   * You have been asked to strengthen a selected dimension of health assessment (spiritual, cultural, or psychosocial) of the nursing staff on your unit. What are three ways you will endeavor to refresh the nurses on your unit of its importance to holistic patient care?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers. Any references used should be properly cited following APA formatting guidelines.   * Think about your nursing practice and the importance of the cognitive, affective, and psychomotor skills of the professional nurse. * What is an example from your practice where the nurse expertly demonstrates cognitive, affective, and psychomotor skills? * Why are these skills important to the professional nurse?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Health and Illness Beliefs and Practices Determination Form**  **Reflect** on a health-related practice that has been passed on within your own family.  **Complete** the Health and Illness Beliefs and Practices Determination form.  **Submit** your form by Sunday. | | 1.1 |  |
| **Health Coaching Activity: Session 1**  Throughout this course, you will function as a health coach to another person focusing on a specific health behavior change identified by the student or client. You may select a family member, friend, or coworker. You will need to decide with your student or client how you will communicate to complete the health coaching activities throughout this course. You might consider telephone conferences, virtual meeting spaces (Skype or Google Hangout), or even meeting in-person.  **Write** 6 to 8 sentences, documenting the desired behavior change, that formulates a realistic goal related to the desired behavior change, explores the history related to this behavior change, and identifies the stage of change and coaching tips.  **Refer** to class notes and handouts for appropriate questions and approach.  **Submit** your Session 1 notes by Sunday. | | 1.6 | Guided Project = 1 hour |
| **Total** |  |  | **11 hours** |

# Faculty Notes

The learning activities and assignments for Week I describe the concept of health assessment in a holistic manner. In addition, the concepts of health literacy, health promotion, health behavior change, and motivational interviewing are included. Understanding of these concepts is crucial related to the role of the nurse as patient/client educator.

# Content Outline

Use this content outline to guide students through the course material.

1. Culture, spirituality, and pain
2. Health assessment
3. Literacy and health literacy
4. Health promotion
5. Health behavior change and motivational interviewing
6. Health education
7. Key assignments in course
   1. Health Education Teaching Plan
   2. Health Coaching Activity

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| --- | --- | --- | --- |
| Week Two: Cardiovascular; Respiratory and Head; Face and Neck Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify pertinent subjective data specific for a cardiovascular, respiratory, head, face, and neck assessments. | | CLO2 | |
| * 1. Utilize physical assessment techniques when performing the cardiovascular, respiratory, head, face, and neck assessments. | | CLO4 | |
| * 1. Document cardiovascular, respiratory, head, face, and neck assessment findings. | | CLO4 | |
| * 1. Differentiate normal from abnormal findings related to the respiratory, cardiovascular, head, face, and neck assessments. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 13 & 18–20 of *Physical Examination and Health Assessment* * [Gender matters: Heart disease risk in women](https://www.health.harvard.edu/heart-health/gender-matters-heart-disease-risk-in-women) * [The impact of excessive endurance exercise on the heart](http://www.bcmj.org/articles/impact-excessive-endurance-exercise-heart) | | 2.1-2.4 |  |
| **Video**  **Watch** [Go Red For Women ™ presents: 'Just a Little Heart Attack'](https://youtu.be/t7wmPWTnDbE) (3:13).  **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.4 | Video = 1 hour |
| **Lectures**  **Watch** the following:   * Cardiac Peripheral Vascular () * Respiratory Assessment () * Head and Neck Assessment () * Ventilator Assessment ()   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.1, 2.2, 2.4 | Lectures = 4 hours |
| **Jarvis Videos**  **Go** to [Evolve](https://evolve.elsevier.com/cs/store?role=student) and click **Sign in**.  **Enter** your username or email address and password and click **Sign In**.  **Click** the **Evolve Resources for Physical Examination and Health Assessment** link.  **Watch** the following videos:   * Ch. 13     + Head and Face (0:53)   + Neck (2:36) * Ch. 18     + Anterior Chest and Upper Extremities (1:32)   + Posterior and Lateral Chest (2:02) * Ch. 19     + Neck Vessel and Heart (1:53)   + Flow of Lymph through a Lymph Node (0:54)   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.2 | Video = 1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Ventilator-Associated Pneumonia (VAP) Best Practice Strategies for Caregivers](http://pt.halyardhealth.com/media/1488/vap_ceu_booklet_z0406.pdf). * [Patient-Ventilator Dyssynchrony](https://lifeinthefastlane.com/ccc/patient-ventilator-dyssynchrony/) * [Myocardial infarction & sudden death in recreational master marathon runners](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.249247477&site=eds-live) * [Addressing the risk factors and prevention of Sudden Cardiac Death in young athletes: a case report](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.356039633&site=eds-live) | | 2.4 |  |
| **Sounds**  **Review** the following:   * [Heart Sounds – Heart Murmurs](http://www.practicalclinicalskills.com/heart-sounds-murmurs.aspx) * [Lung Sounds – Breath Sounds](http://www.easyauscultation.com/lung-sounds.aspx?gclid=COHNrJTQu7QCFQqk4AodTiQAOA)   **Post** any questions, comments, or observations to share with the class in the Week Two General Q & A discussion forum on Blackboard. | | 2.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1**  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * What was a challenge you encountered when completing the physical assessment techniques this week?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1-2.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Read** [Health literacy: Challenges and strategies](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=48458646&site=eds-live).  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * Describe 2 challenges nurses may experience in caring for patients with low literacy. What are the possible negative effects that teach-back strategies to ensure understanding of health-related information may create for the patient?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 3**  **Read** [Decentering resources: A phenomenological study of interpretive pedagogies in patient education](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.192599064&site=eds-live).  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * What are 2 pros and 2 cons of utilizing patient education resources?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.7 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Two Quiz**  **Complete** the Week Two Quiz covering material from this week’s readings and lectures. | | 2.1, 2.4 | Quiz = .5 hour |
| **Week Two Lab Forms**  **Resource:** Week 2 Lab Forms Answer Sheets  **Use** the Week 2 Lab Forms Answer Sheets to completethe following assessments:   * Head, Neck, and Face * Thorax and Lungs * Cardiovascular System * Peripheral Vascular System   **Submit** your completed forms by Sunday. | | 2.2, 2.3 |  |
| **Health Coaching Activity: Session 2**  For the second session, you will research from a current and credible source (one article or website) for specific information related to the desired behavior change of the client. This article will provide credible information you will refer to when coaching your student or client.  **Write** 6 to 8 sentences, documenting the main discussion points, including the following:     * The stage of change * Level of motivation * Coaching tips * Therapeutic intervention derived from your resource   **Refer** to class notes and handouts for appropriate questions and approach.  **Submit** your Session 2 notes by Sunday. | | 1.6 | Guided Project = 1 hour |
| **Total** |  |  | **10.5 hours** |

# Faculty Notes

The learning activities and assignments reinforce the health assessment of clients or patients focusing on cardiovascular and peripheral vascular, respiratory, and head and neck assessments. In viewing the Jarvis videos, students are encouraged to view the anatomy of the particular system, if needed. The supplemental learning resources provide websites to access for listening to breath sounds and a variety of heart sounds. Students are required to complete the health assessment forms related to these topics on another individual to practice health assessment skills.

# Content Outline

Use this content outline to guide students through the course material.

I. Cardiovascular assessments

II. Peripheral vascular assessments

III. Respiratory assessments

IV. Head and neck assessments

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| --- | --- | --- | --- |
| Week Three: Skin, Hair, Nail, Nose, Mouth, Throat, Nutritional, and Abdominal Assessments | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify pertinent subjective data specific for a skin, hair, nail, nose, mouth and throat, nutritional, abdominal, and genitourinary assessments. | | CLO2 | |
| * 1. Utilize physical assessment techniques when performing a skin, hair, nail, nose, mouth and throat, nutritional, and abdominal assessments. | | CLO4 | |
| * 1. Document skin, hair, nail, nose, mouth and throat nutritional, and abdominal assessment findings. | | CLO4 | |
| * 1. Differentiate normal from abnormal findings related to skin, hair, nail, nose, mouth and throat, nutrition, abdominal, and genitourinary assessments. | | CLO1 | |
| * 1. Identify the health issues related to obesity and the treatment modalities for obesity. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 12, 16, & 21 of *Physical Examination and Health Assessment* * [Assessment and management of acute sore throat](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=104158842&site=eds-live) | | 3.1-3.5 |  |
| **Lectures**  **Watch** the following:   * Skin, Hair, & Nail Assessment () * Nose, Mouth, & Throat Assessment () * Abdominal Assessment () * Obesity ()   **Post** any questions, comments, or observations to share with the class in the Week Three General Q & A discussion forum on Blackboard. | | 3.1, 3.2, 3.4, 3.5 | Lectures: 4 hours |
| **Jarvis Videos**  **Go** to [Evolve](https://evolve.elsevier.com/cs/store?role=student) and click **Sign in**.  **Enter** your username or email address and password and click **Sign In**.  **Click** the **Evolve Resources for Physical Examination and Health Assessment** link.  **Watch** the following videos from the student resources of *Physical Examination and Health Assessment*:   * Ch. 16     + Nose, Mouth, and Throat (1:28)      * Ch. 17     + Breast (1:48) * Ch. 21     + Abdomen and Inguinal Area (2:59) * Ch. 24     + Male Genitalia and Rectum (1:45) * Ch. 26     + Female Genitalia and Rectum (1:09) | | 3.2 | Video = 1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 11, 17, & 24–26 of *Physical Examination and Health Assessment* * [Childhood Overweight and Obesity](https://www.cdc.gov/obesity/childhood/index.html) | | 3.1-3.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1**  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * What was a challenge you encountered when completing the physical assessment techniques this week?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1-3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * Susie is a patient of yours who is 100 lbs. overweight. You heard the following comment from the mother of your patient: “Susie just has no discipline…. that is why she is overweight.” What are three explanations related to the etiology of obesity you could provide to inform Susie’s mother?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Three Quiz**  **Complete** the Week Three Quiz covering material from this week’s readings and lectures. | | 3.1, 3.4 | Quiz = .5 hour |
| **Week Three Lab Forms**  **Resource:** Week 3 Lab Forms Answer Sheets  **Use** the Week 3 Lab Forms Answer Sheets to completethe following assessments:   * Skin, Hair, and Nails * Nose, Mouth, and Throat * Abdomen   **Submit** the forms by Sunday. | | 3.2, 3.3 |  |
| **Health Coaching Activity: Session 3**  **Write** 6 to 8 sentences, documenting the main discussion points, including the following:     * The stage of change * Level of motivation * Coaching tips * Therapeutic intervention derived from your resource   **Refer** to class notes and handouts for appropriate questions and approach.  **Submit** your session III notes by Sunday. | | 1.6 | Guided Project = 1 hour |
| **Total** |  |  | **8.5 hours** |

# Faculty Notes

The learning activities and assignments reinforce the health assessment of clients/patients focusing on skin, hair, nails, nose, mouth, throat, abdomen, male genitalia, anus, rectum, prostate, female genitalia, anus, rectum, breasts, and regional lymphatics. Lectures are available on skin, hair, nails, nose, mouth, throat, and abdomen. Jarvis videos are available on all the assessment topics. Students are encouraged to view the anatomy of the particular system, if needed.

# Content Outline

Use this content outline to guide students through the course material.

I. Skin assessments

II. Hair assessments

III. Nails assessments

IV. Nose assessments

V. Mouth assessments

VI. Throat assessments

VII. Abdomen assessments

VIII. Obesity

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Musculoskeletal, Neurological, Eye, and Ear Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify pertinent subjective data specific for the musculoskeletal, neurological, eye, and ear assessments. | | CLO2 | |
| * 1. Utilize physical assessment techniques when performing musculoskeletal, neurological, eye, and ear assessments. | | CLO4 | |
| * 1. Document musculoskeletal, neurological, eye, and ear assessment findings. | | CLO4 | |
| * 1. Differentiate normal from abnormal findings related to the musculoskeletal, neurological, eye, and ear assessments. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 14, 15, 22, & 23 of *Physical Examination and Health Assessment*. | | 4.1-4.4 |  |
| **Lectures**  **Watch** the following:   * Eye & Ear Assessment () * Neurological and Musculoskeletal – Part 1 Assessment () * Neurological and Musculoskeletal – Part 2 Assessment () | | 4.1, 4.2, 4.4 | Lectures = 3 hours |
| **Jarvis Videos**  **Go** to [Evolve](https://evolve.elsevier.com/cs/store?role=student) and click **Sign in**.  **Enter** your username or email address and password and click **Sign In**.  **Click** the **Evolve Resources for Physical Examination and Health Assessment** link.  **Watch** the following videos from the student resources of *Physical Examination and Health Assessment*:   * Ch. 14     + Eyes (1:38) * Ch. 15     + Ears (1:10) * Ch. 22     + Lower Extremities (1:28)   + Musculoskeletal and Neurologic Systems (2:14) * Ch. 23    + Lower Extremities and Neuromuscular Function (1:36)   + Musculoskeletal and Neurologic Systems (2:14) | | 4.2 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1**  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * What was a challenge you encountered when completing the physical assessment techniques this week?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1-4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four Quiz**  **Complete** the Week Four Quiz covering material from this week’s readings and lectures. | | 4.1, 4.4 | Quiz = .5 hour |
| **Week Four Lab Forms**  **Resource:** Week 4 Lab Forms Answer Sheets  **Use** the Week 4 Lab Forms Answer Sheets to completethe following assessments:   * Ears * Eyes * Musculoskeletal * Neurologic   **Submit** the forms by Sunday. | | 4.2, 4.3 |  |
| **Health Education Teaching Plan**  **Resources:**   * Health Education Teaching Plan Guidelines * Template Sample * Health Education Rubric * Health Education ()   **Select** a patient subject for this assignment.  **Complete** the Health Education Teaching Plan.  **Submit** your Health Education Teaching Plan by Sunday. | | 1.7 |  |
| **Health Coaching Activity: Session 4**  **Write** 6 to 7 sentences, documenting the main discussion points, including the following:     * The stage of change * Level of motivation * Coaching tips * Therapeutic intervention derived from your resource   **Refer** to class notes and handouts for appropriate questions and approach.  **Submit** your session III notes by Sunday. | | 1.6 | Guided Project = 1 hour |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

The learning activities and assignments reinforce the health assessment of clients or patients focusing on the eye, ear, neurological, and musculoskeletal assessments. Jarvis videos are available on these assessment topics. Students are encouraged to view the anatomy of the particular system, if needed.

# Content Outline

Use this content outline to guide students through the course material.

I. Eye assessments

II. Ear assessments

III. Neurological assessments

IV. Musculoskeletal assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Pediatric Assessments; Depression in the Community; Veteran’s Health Assessment | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify primary elements of a developmental pediatric assessment and school screenings. | | CLO2 | |
| * 1. Describe the assessment of depression in the community. | | CLO6 | |
| * 1. Differentiate between health assessment of an average adult and of a veteran. | | CLO2 | |
| * 1. Discuss the health teaching plan and health coaching activity. | | CLO5 | |
| * 1. Demonstrate use of technological applications to support assessment skills and clinical judgment. | | CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [America's Nurses Join Forces with the First Lady and Dr. Biden to support Veterans and Military Families](https://obamawhitehouse.archives.gov/the-press-office/2012/04/11/americas-nurses-join-forces-first-lady-and-dr-biden-support-veterans-and) * [The role of community nurses in the management of depression](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=105277872&site=eds-live) * Milliken, Auchterlonie, Hoge (2007) [Longitudinal Assessment of mental health problems among active reserve component soldiers](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.00005407.200711140.00022&site=eds-live)   **Review** [Stages of Change](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508183627&site=eds-live). | | 1.1-1.7 |  |
| **Lectures**  **Watch** the following:   * Depression in Community, Abuse Assessment, and Veteran Assessment () * Pediatric Assessment () * School Assessments () | | 5.1, 5.2, 5.3 | Lectures = 3 hours |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Autism and Vaccines](http://autismsciencefoundation.org/what-is-autism/autism-and-vaccines/) * [Six common misconceptions about immunization](http://who.int/vaccine_safety/initiative/detection/immunization_misconceptions/en/index5.html) | | 3.1-3.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Question 1**  **Review** [Stages of Change](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508183627&site=eds-live).  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * Prochaska & Norcross (2001) state “beware of treating all patients as though they are in the action stage.” What is the meaning of this statement? * Reflect on your experiences completing the teaching plan and coaching activity. What was the greatest challenge in completing these assignments? What did you learn about patient education and coaching that you did not know prior to this course?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion Question 2**  **Watch** T[he Geriatric Depression Scale (GDS) Assessment](https://consultgeri.org/try-this/general-assessment/issue-4) (27:42).  **Pos**t a clear and logical response in 250 to 400 words to the following, providing specific examples to support your answers:   * What varied aspects of assessment can you identify that the nurse specialist modeled for the students? * Why did she avoid the use of the word *depression* when communicating with "Shelia," the client? * Discuss the multiprong approach the nurses suggested in caring for the client with depression. * What other general strategies would you recommend to prevent depression in clients in the community?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Five Quiz**  **Complete** the Week Five Quiz covering material from this week’s readings and lectures. | | 5.1-5.3 | Quiz = .5 hour |
| **Health Coaching Activity: Session 5**  Summarize the coaching activity. What stage of change was reached? What therapeutic interventions and key coaching tips did you provide to either keep going or to maintain the stage of change?  Self-Evaluation: What did you learn about behavior change? What did you learn about yourself?  **Submit** your session V notes by Sunday. | | 1.6 | Guided Project = 1 hour |
| **Health Assessment Final Practicum**  **Complete** the Health Assessment Final Practicum interactive multimedia. The health assessment practicum will consist of the following five scenarios:   * Cardiac * Respiratory * Abdominal * Neurological * Musculoskeletal   **Access** each of the five scenarios, and **follow** the directions in answering the prompted questions that focus on an aspect of assessment related to a specific health problem. At the end of each scenario, you will be asked for specific nursing diagnoses and the clinical judgment that the assessment findings suggest.  **Submit** the results of the Health Assessment Final Practicum in a Word document by Sunday. | | 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.5 | Case Study = 3 hours |
| **Total** |  |  | **9.5 hours** |

# Faculty Notes

The learning activities and assignments reinforce the health assessment of the neonate and the child including developmental and school screening assessments. Students are encouraged to view the anatomy of the particular system, if needed. In addition, assessment of the client with depression in the community and veteran’s health assessment are included.

# Content Outline

Use this content outline to guide students through the course material.

I. Neonate assessments

II. Child assessments including developmental and school screening assessments

III. Client with depression in the community

IV. Veteran’s health assessment

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 11 |
| Supplemental | 2 |
| **Week 2** |  |
| Required | 10.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 6.5 |
| Supplemental |  |
| **Week 5** |  |
| Required | 9.5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 46 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 48 |