### Course Title:
N211 Physical Assessment

### Credits:
3 credits

### Course Description:
This course is designed to facilitate the integration of physical assessment as an essential element of the nursing process. The components of physical assessment, including health history and physical examination are organized to allow the student to proceed from an assessment of overall function of a client to the more specific functions of each body system.

### Pre-Requisite Courses:
NSG 200, NSG 214

### Co-Requisite Courses:
NSG 210, NSG 215

### Placement:
Third Semester, Sophomore Year.

### Faculty:
Janet Frascella, MSN, Ed, RN

### Textbooks/Materials:


### Recommended Textbooks/Materials:
ATI Nursing Education Website
Course Outcomes:
1. Develop history and interviewing skills.
2. Demonstrate knowledge of physical examination techniques and equipment.
3. Increase active participation and involvement in learning activities.
4. Improve critical thinking, decision-making, and problem-solving skills in the application of physical health assessment.
5. Improve interpersonal concern for others.
7. Improve personal responsibilities and constructive participation in groups.
8. Identify cultural considerations in process of physical assessment of client.
9. Demonstrate holistic evaluation of client through physical assessment process.

Teaching Strategies:
The following teaching strategies may be utilized:
1. Lecture
2. Power Point
3. Physical Examination

Description:
University Mission:
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

Passan School of Nursing Mission:
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

Requirements and Evaluation Components:
Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.
The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

**Equivalence of grades:**
The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- 1.0 = 65 – 69%
- 0.0 = less than 65%

**PROGRESSION POLICY**
In order to progress INTO clinical nursing courses, students must:

- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
• Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress THROUGH the nursing curriculum, all nursing majors must:
• Earn a 2.5 or better in all nursing courses.
• Earn a 2.5 or better in all required science courses.
• Meet expected outcomes in all nursing courses.
  o A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    ▪ A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
• Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Comprehensive Health History and Review of Systems Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Written Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Final Written Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Practicum</td>
<td>15%</td>
</tr>
<tr>
<td>Final Practicum</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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</tbody>
</table>


All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

Professionalism: Please see policy in the Passan School of Nursing Student Handbook.
**Attendance:**
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

**Dress Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Academic Honesty:**
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

**Communication Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Taping:**
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.
Medication Proficiency Policy:
Please see policy in the Passan School of Nursing Student Handbook.

Assignment Due Dates:
Please see policy in the Passan School of Nursing Student Handbook.

Academic Support:
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

Clinical Requirements and Evaluations of Components:
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

Clinical Skill Checklist:
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

Student Community Service Requirement:
Please see policy in the Passan School of Nursing Student Handbook.
Policy on Integrated Testing Program:

All students are required to complete the Integrated Testing Program administered by the School of Nursing. Please see policy in the Passan School of Nursing Student Handbook.

Course Examinations:

Please see policy in the Passan School of Nursing Student Handbook.

Advisement:

Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>STUDENT LEARNING OUTCOMES</th>
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</table>
| **Week 1** | • Identify the role of the nurse in health assessment  
• Discuss the assessment process in the nursing process  
• Describe the steps of the health assessment  
• Discuss the factors affecting health assessment  
• Analysis the phases of the interview  
• Identify the types of communication during an interview  
• Identify health concerns, personal, health history, and family history  
• Describe the role of the nurse when performing a physical examination  
• Identify techniques when performing a physical examination  
• Describe the methods of validation of data  
• Analysis the diagnostic reasoning process | • Introduction to physical assessment  
• Interviewing skills for the health history  
• Obtaining a comprehensive health history  
• Documentation of a health history | Weber & Kelly (2014) Health and Assessment in Nursing  
Chapters 1,2,3,4,& 5  
ATI: Equipment skills module  
Lab: Orientation to assessment equipment and health assessment room in CSC | 1,3,8 |
| **Week 2** | • Describe the vital signs of the adult client  
• Compare subjective and objective data on a physical examination  
• Identify the fifth vital sign  
• Demonstrate need for assessing culture  
• Identify factors affecting disease, illness, and health state | • Vital signs  
• General survey questions  
• History  
• Physiologic responses to pain  
• Classifications of pain  
• Universal pain assessment tool  
• Concepts and terms related to culture | Weber & Kelly (2014)  
Chapters 8, 9, 11  
ATI: Level of consciousness, general survey, and vital sign module | 1,3,8 |
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|         |                          | • Cultural competencies and awareness  
|         |                          | • Factors affecting approach to providers  
|         |                          | • Cultural considerations | Lab: Complete comprehensive health history |  |
| Week 3  | • Identify the structure and function of the heart  
|         | • Describe the types of heart sounds  
|         | • Identify the neck vessels  
|         | • Describe the assessment of the cardiovascular and peripheral vascular systems  
|         | • Identify the major arteries and veins  
|         | • Demonstration the function of the lymphatic system  
|         | • Provide a health history and physical examination | • Heart and great vessels  
|         |                          | • Normal heart sounds  
|         |                          | • Extra heart sounds  
|         |                          | • Murmurs  
|         |                          | • Carotid and jugular pulse and pressures  
|         |                          | • Tachycardia and palpitations  
|         |                          | • Inspection, auscultation, percussion and palpation of neck vessels, heart, arms, and legs | Weber & Kelly (2014)  
|         |                          | Chapter 21 & 22 | 2,4,8 |
| Week 4  | • Identify the structure and function of the thorax and lungs  
|         | • Explain the mechanism of breathing  
|         | • Describe the assessment of the thorax and lungs  
|         | • Provide a health history and physical examination  
|         | • Describe the common disorders | • Thoracic cavity  
|         |                          | • Inspection, auscultation, percussion and palpation of thorax  
|         |                          | • Adventitious sounds | Weber & Kelly (2014)  
|         |                          | Chapter19  
|         |                          | ATI: Respiratory skills module  
<p>|         |                          | Lab: Practice assessment techniques | 2,4,8 |</p>
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| Week 5  | • Identify the structure and function of the abdomen, male and female genitalia  
  • Describe the assessment of the abdomen and renal systems  
  • Describe the quadrants of the abdomens  
  • Provide a health history and physical examination  
  • Describe common disorder | • Types of abdominal pain  
  • Inspection, auscultation, percussion and palpation of the abdomen and male and female genitalia  
  • Cholecystitis  
  • Ascites  
  • Hernia  
  • Enlarged liver  
  • Aortic aneurysm  
  • Genital warts  
  • Cancer | Weber & Kelly (2014)  
Chapters 23, 26, & 27  
ATI: Abdomen skills module  
Lab: Practice assessment techniques | 2,4,8 |
| Week 6  | • Identify the structure and function of the neurological system  
  • Demonstrate the growth and development of the adult client  
  • Describe the assessment of the neurological and psychosocial development  
  • Provide a health history and physical examination  
  • Demonstrate the use of reflex hammer  
  • Identify the cranial nerves  
  • Describe common disorders | • Inspection, auscultation, percussion, and palpation of the cranial nerves, motor systems, and reflexes  
  • Numbness and tingling  
  • Headaches  
  • Seizures  
  • Difficulty speaking or swallowing  
  • Muscle control  
  • Tremors  
  • Abnormal gaits | Weber & Kelly (2014)  
Chapter 7 & 25  
ATI: neurological skills module  
Lab: practice assessment techniques | 2,4,8 |
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| Week 7  | • Identify the structure and function of the musculoskeletal system  
• Describe the assessment of the musculoskeletal system  
• Provide a health history and physical examination  
• Describe common disorders | • Inspection, auscultation, percussion and palpation of the temporomandibular joint, cervical, thoracic, and lumbar spine, shoulders, arms, elbows, wrists, hand fingers, hips, knees, ankles, and feet  
• Kyphosis  
• Lordosis  
• Arthritis | Weber & Kelly (2014)  
ATI: Musculoskeletal skills module  
Lab: Practice assessment techniques | 2,4,8 |
| Week 8  | Mid-term written examination | | | |
| Week 9  | • Identify the structure and function of the integumentary system  
• Describe the assessment of the integumentary system  
• Provide a health assessment and physical examination  
• Identify the six types of skin  
• Discuss the Brandon Scale  
• Describe common disorders | • Self-examination of skin  
• Inspection, auscultation, percussion, and palpation of the skin, scalp, hair, and nails  
• Pressure sore and stages  
• Skin lesions  
• Tattoos  
• MRSA  
• Skin cancer | Weber & Kelly (2014)  
ATI: Integumentary skills module  
Lab: Practice assessment skills | 2,4,8 |
| Week 10 | • Identify the structure and function of the breast and axillae of the female and male clients  
• Describe the assessment of the breast and axillae  
• Provide a health assessment and physical assessment | • Inspection, auscultation, percussion, and palpation of the breasts, and axillae  
• Abnormalities on palpation of breast  
• Retracted nipple  
• Dimpling | Weber & Kelly (2014)  
Lab: Practice assessment techniques | 2,4,8 |
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| Week 11 | • Demonstrate technique of self-breast examination  
• Describe common disorders | • Inspection, auscultation, percussion and palpation of the head, neck lymph nodes, and eyes  
• Types of headaches  
• Altered thyroid function  
• Glaucoma  
• Cataracts  
• Macular degeneration  
• Vision charts  
• Hordeolum  
• Exophthalmos  
• Retinal abnormalities | Weber & Kelly (2104)  
Chapters 15 & 16  
ATI: Head, Face, Neck, and Eyes skills modules  
Lab: Practice assessment techniques | ![Image](image.png) |
| Week 12 | • Identify the structure and function of the head, neck, and eyes  
• Describe the assessment of the head, neck, and eyes  
• Provides a health assessment and physical assessment  
• Describe common disorders | • Inspection, auscultation, percussion and palpation of the ears, nose, mouth, and throat  
• Hearing loss  
• Whisper test  
• Rinne test  
• Weber test  
• Romberg test  
• Sinusitis  
• Herpes simplex  
• Canker sore  
• Gingivitis  
• Carcinoma of tongue and lip | Weber & Kelly (2014)  
Chapters 17 & 18  
ATI: Ears, Nose, and Throat skills module  
Lab: Practice assessment skills | ![Image](image.png) |
| Week 13 | ![Image](image.png) | ![Image](image.png) | ![Image](image.png) | ![Image](image.png) |
|         | Thanksgiving Break | ![Image](image.png) | ![Image](image.png) | ![Image](image.png) |
### Student Learning Outcomes

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<tbody>
<tr>
<td>Week 14</td>
<td></td>
<td>• Practicum Practice</td>
<td>Weber &amp; Kelly (2014)</td>
<td>2,4,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Putting It All Together</td>
<td>Chapter 28</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td>• Final Practicum</td>
<td></td>
<td>3,4,7,8</td>
</tr>
</tbody>
</table>

Revised: BZ/bl 02/17/16
01/17 JF

**Final Written Examination per Final Examination Schedule**

For all ATI Assignments, review the skills module tab for Adult Physical Assessment. Review the accepted practice and step by step viewing for each topic.