COURSE OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<td>NSG 137</td>
<td>Physical Assessment</td>
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**Hours:**
- 2 lecture / 2 lab

**Pre-requisite:** Admission to the Program
**Co-requisite:** BIO 103 AND PSY 101

**Implementation:** Fall 2014

**Catalog description (2013-2014 Catalog):** [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Provides the knowledge and skills necessary to perform a comprehensive adult health assessment. Through discussion, laboratory, and individual practice all body systems are assessed. Emphasizes interviewing, obtaining a complete health history, performing a physical assessment and systematic documentation of findings.

**Is course New, Revised, or Modified?** [Modified courses are those which have a new prefix or course number]
New / modified

**Required texts/other materials:**

**Revision date:** Sept. 2013

**Course coordinator:** (Name, telephone number, email address)
Carol Hernandez, RN, MSN, CNE 609-599-6352
c hernandez@stfrancismedical.org

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Textbooks
Angel Learning Online Resources (Gaming, animations with sound, videos, Audio Glossary, Lab & Diagnostics.

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Library resources
Evolve Elsevier—HESI Case Studies r/t Physical Assessment
atitesting.com (Skills r/t Physical Assessment)

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07; Revised 8/2013
Course Competencies/Goals:

The student will be able to:

1. Apply biological, physical and psychosocial concepts to the assessment process. (GE Goals 3, 4, 5; MCCC Core Skills A, B, D, E)
2. Discuss legal and ethical principles related to the data collected. (GE Goals 1, 4, 9; MCCC Core Skills A, B, D, E)
3. Apply concepts of therapeutic communication to the assessment process. (GE Goals 1, 8; MCCC Core Skills A, B, D, G)
4. Identify transcultural & ethnic considerations in the assessment process. (GE Goals 8; MCCC Core Skills A, D, G)
5. Use critical thinking skills to analyze, cluster and document data (GE Goals 1, 3, 5, 8; MCCC Core Skills A, B, D, E)
6. Demonstrate skills used in a health history & physical examination. (GE 1, 3; MCCC Core Skills A, B, E)
7. Perform a comprehensive health history & physical examination on an adult client. (GE Goals 1, 3, 4, 5, 8, 9; MCCC Core Skills A, B, C, E, G)

Course-specific General Education Knowledge Goals and Core Skills. [INSTRUCTIONS: To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal 1. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [INSTRUCTIONS: Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to
the course-level SLOs – cross-referencing them by number. Each unit-level SLO must connect to at least one course-level SLO. See the attached examples. Delete the instructions from your final document.]

**Unit I  Introduction to Physical Assessment**

*Learning Objectives*

*The student will be able to…*

1. Describe the steps in obtaining an accurate health history. (Course Goal 1, 6)
2. Determine how to check the validity and reliability of health assessment data. (Course Goal 1, 5)
3. Use evidence-based findings to incorporate research-based knowledge into assessment practices. (Course Goal 1)
4. Describe how culture affects a client’s health beliefs and health habits. (Course Goal 4)
5. Describe modifications needed to accommodate a client’s cultural beliefs. (Course Goal 4)
6. Identify appropriate interview techniques. (Course Goal 3, 4, 6)
7. Gather appropriate information for a complete health history. (Course Goal 1, 3, 6)
8. Describe how culture affects a client’s health beliefs and health habits. (Course Goal 4)
9. Document a health history. (Course Goal 1, 5, 7)

**Unit II    Approaches to the Assessment of the Individual**

*Learning Objectives*

*The student will be able to…*

1. Discuss the purpose and components of the physical assessment. (Course Goal 1, 2, 4, 7)
2. Identify the equipment required in completing the physical assessment. (Course Goal 5, 6, 7)
3. Demonstrate the techniques of physical assessment. (Course Goal 5, 6)
4. Complete a general survey. (Course Goal 6, 7)
5. Identify normal/abnormal vital signs. (Course Goal 1, 7)
6. Describe the components of the mental status assessment. (Course Goal 4)
7. Describe the components of a nutritional assessment. (Course Goal 1, 5, 6)
8. Describe variations in assessment related to culture and ethnicity. (Course Goal 1, 4)
9. Identify legal & ethical considerations in the assessment process. (Course Goal 2)
10. Document findings. (Course Goal 1, 2, 5, 6, 7)

**Unit III  Nursing Physical Examination**

*A   Integument (Skin, Hair, Nails)*

*Learning Objectives*

*The student will be able to…*

1. Describe the assessment of normal skin, hair and nails. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Gather appropriate health history information. (Course Goal 1, 3, 4)
4. Complete an assessment of the client’s skin by inspection and palpation. (Course Goal 1, 6, 7)
5. Describe the characteristics of common skin lesions. (Course Goal 1, 4)
6. Differentiate between normal and abnormal skin conditions. (Course Goal 1, 4)
7. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
8. Document findings. (Course Goal 1, 2, 5, 6, 7)

**Unit III B  Head, Eyes, Ears, Nose, Throat**

*Learning Objectives*

*The student will be able to…*

1. Discuss the assessment of the head, eyes, ears, nose & throat structures and functions. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Gather appropriate health history information (Course Goal 1, 3, 4)
4. Demonstrate how to inspect, palpate and auscultate structures of the head, eyes, ears, nose & throat. (Course Goal 1, 6, 7)
5. Describe normal findings of assessment. (Course Goal 1, 4)
6. Describe common abnormalities found in assessment. (Course Goal 1)
7. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
8. Document findings. (Course Goal 1, 2, 5, 6, 7)

Unit III C   Breasts & Regional Lymph nodes

Learning Objectives
The student will be able to...
1. Describe and locate structures of the breast and location of axillary nodes to be assessed. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Gather appropriate health history information (Course Goal 1, 3, 4)
4. Identify developmental changes that are important to breast assessment. (Course Goal 1, 4)
5. Demonstrate how to inspect and palpate the breast and axilla. (Course Goal 1, 6, 7)
6. Differentiate between normal and abnormal findings. (Course Goal 1, 4)
7. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
8. Document findings. (Course Goal 1, 2, 5, 6, 7)

Unit III D   Pulmonary (Thorax & Lungs)

Learning Objectives
The student will be able to...
1. Discuss the assessment of the structures and functions of the respiratory system (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Gather appropriate health history information. (Course Goal 1, 3, 4)
4. Identify locations of auscultation of breath sounds. (Course Goal 1, 5)
5. Demonstrate how to inspect, palpate, percuss and auscultate the respiratory system structures. (Course Goal 1, 6, 7)
6. Describe normal and common abnormal assessment findings. (Course Goal 1, 4)
7. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
8. Document findings. (Course Goal 1, 2, 5, 6, 7)

Unit III E   Cardiovascular System (Heart, Neck Vessels, Peripheral Vascular & Lymphatic Systems)

Learning Objectives
The student will be able to...
1. Describe the assessment of the structure and function of the heart, arteries, veins and lymph vessels. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Describe the significance of selected risk factors on cardiac disease & venous stasis. (Course Goal 1, 4)
4. Gather appropriate health history information. (Course Goal 1, 3, 4)
5. Identify locations for auscultation of heart sounds. (Course Goal 1, 5)
6. Demonstrate how to inspect, palpate and auscultate the structures of the cardiovascular and lymphatic systems (Course Goal 1, 6, 7)
7. Differentiate between normal and abnormal findings. (Course Goal 1, 4)
8. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
9. Document findings. (Course Goal 1, 2, 5, 6, 7)

Unit III F   Gastrointestinal System (Abdomen)

Learning Objectives
The student will be able to...
1. Describe the organs of the GI system to be assessed. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations (Course Goal 1, 4)
3. Gather appropriate health history information. (Course Goal 1, 3, 4)
4. Demonstrate how to perform an abdominal assessment. (Course Goal 1, 6, 7)
5. Differentiate between normal and abnormal findings. (Course Goal 1, 4)
6. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
7. Document findings. (Course Goal 1, 2, 5, 6, 7)

**Unit III G  Musculoskeletal**

*Learning Objectives*

The student will be able to...

1. Describe the normal musculoskeletal structures and functions to be assessed. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Gather appropriate health history information. (Course Goal 1, 3, 4)
4. Demonstrate how to inspect and palpate musculoskeletal structures. (Course Goal 1, 6, 7)
5. Demonstrate how to assess muscle strength and range of motion. (Course Goal 1, 6, 7)
6. Differentiate between normal and abnormal findings. (Course Goal 1, 4)
7. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
8. Document findings. (Course Goal 1, 2, 5, 6, 7)

**Unit III H  Neurological Exam**

*Learning Objectives*

The student will be able to...

1. Identify the major components of the nervous system to be assessed. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Gather appropriate health history information. (Course Goal 1, 3, 4)
4. Explain the differences between a neurologic screening, a complete neuro assessment and a neuro check. (Course Goal 6)
5. Demonstrate how to complete a neurologic exam. (Course Goal 1, 6, 7)
6. Differentiate between normal and abnormal findings. (Course Goal 1, 4)
7. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
8. Document findings. (Course Goal 1, 2, 5, 6, 7)

**Unit III I  Male and Female Genitourinary Systems**

*Learning Objectives*

The student will be able to...

1. Identify male & female genitourinary organs and structures to be assessed and compare variations in hormone levels and actions. (Course Goal 1)
2. Identify variations related to ethnic and cultural considerations. (Course Goal 1, 4)
3. Develop interview questions that will provide information for a health history. (Course Goal 1, 3, 4)
4. Describe a physical assessment of the male & female genitourinary system. (Course Goal 1, 6, 7)
5. Describe normal / abnormal assessment findings. (Course Goal 1, 4)
6. Identify legal & ethical considerations in the assessment process. (Course Goal 2, 6, 7)
7. Document findings. (Course Goal 1, 2, 5, 6, 7)

**Unit IV  Integration of the Complete Physical Examination**

*Learning Objectives*

The student will be able to...

Perform a complete history and physical examination using recommended techniques. (Course Goal 1, 2, 3, 4, 5, 6, 7)

**Evaluation of student learning:** [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended. Connect the evaluation of the student learning to course-level SLOs.]
1. Demonstration of specific skills related to conducting a physical exam. (Course SLO 6, 7)
2. Quizzes (Course SLO 1, 2, 3, 4, 5)
3. Two exams (Course SLO 1, 2, 3, 4, 5)
4. Completion of assignments on Angel (Course SLO 1, 2, 3, 4, 5, 6)

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

We affirm the college’s Academic Integrity Policy as indicated below:

MCCC OMB 210

**ACADEMIC INTEGRITY POLICY**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. **Uses or obtains unauthorized assistance in any academic work.**
   - copying from another student's exam.
   - using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
   - stealing an exam or possessing a stolen copy of an exam.

B. **Gives fraudulent assistance to another student.**
   - completing a graded academic activity or taking an exam for someone else.
   - giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
   - sharing answers during an exam by using a system of signals.

C. **Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
   - submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
   - using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
   - presenting another individual's work as one's own.
   - submitting the same paper or academic assignment to another class without the permission of the instructor.

D. **Inappropriately or unethically uses technological means to gain academic advantage.**
   - inappropriately or unethically acquiring material via the Internet or by any other means.
   - using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.
CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
May 19, 1983

Revised: May 18, 2000
March 18, 2004