

SYLLABUS

TITLE: Physical Assessment

COURSE CODE: ENL 206

PREREQUISITE:

On-site Education: BIO 101, ENF 101

Distance Education: BIO 102, ENF 101, ENF 231, ENF 206

COREQUISITE:

On-site Education: None

Distance Education: ENF 231T, ENF 101T, ENL 101

CREDITS: One (1) credit, 30 hours of skills laboratory

DESCRIPTION

In this course students develop the essential competencies when performing the physical assessment. Students apply the knowledge acquired using critical thinking and specific techniques when performing the physical assessment and medical history of the adult client, in its different growth and development stages. Use their findings to identify adaptation problems and maladaptive behaviors to determine nursing diagnoses, objectives, and interventions when planning client care, while applying the nursing process to provide exceptional holistic care.

JUSTIFICATION

The physical assessment is an essential tool for maintaining the adult client's health in different growth and development stages. The knowledge acquired when carrying it out is the basis for primary prevention and health promotion. This course teaches students to carry out a continuous and systematic evaluation, gather relevant data, and identify maladaptive behaviors on client

health, as well as perform nursing diagnosis and interventions based on scientific evidence. This course is essential to develop other phases of the nursing process and is also the backbone to continue graduate studies in nursing sciences.

COMPETENCIES, LEVEL II

At the end of the course, students will be able to:

1. Contrast normal and abnormal findings in the physical assessment of the adult to promote safe and quality care. *Ess. II*
2. Identify scientific evidence and guidelines that impact the assessment and nursing care of the adult. *Ess. III*
3. Recognize the importance of technology and information management when performing the physical assessment of the adult. *Ess. IV*
4. List the factors affecting changes in the health care system. *Ess. V*
5. Discuss the importance of interprofessional communication and collaboration in identifying critical clinical findings to improve client goals. *Ess. VI*
6. Identify lifestyles and environmental risks affecting the adult well-being and promotion efforts to reduce or eliminate risks. *Ess. VII*
7. Discuss professional behaviors and values shown by the nurse when conducting the adult's medical history. *Ess. VIII*
8. Offer competent nursing care to the adult when carrying out the medical history and physical estimate in different scenarios. *Ess. IX*

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents, which are available on the Web under the different organizations:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.

American Nurses Association (2017). *Guide to the Code of Ethics for Nurses with Interpretive Statements* Washington, DC: Author.

American Nurses Association (2015). *Nursing: Scope and Standards of Practice (3rd ed.)*. Washington, DC: Author.

American Nurses Association (2010). *Nursing's Social Policy Statement: The Essence of the Profession (3rd ed.)*. Washington, DC: Author.

Colegio de Profesionales de la Enfermería en Puerto Rico (2018). *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.]San Juan, P.R. Author.

Colegio de Profesionales de la Enfermería en Puerto Rico (2008).. *Código de ética* [Code of Ethics], San Juan Author.

Department of Health and Human Services: Institutional Review boards and the HIPAA privacy rule information for Researches, Review on July 10, 2017. Retrieved September 17, 2018 from [http: https://www.hhs.gov/hipaa/index.html](http://www.hhs.gov/hipaa/index.html)

CONTENT

- I. Essential concepts in the nursing physical assessment
 - A. Apply Healthy People 2020 Guidelines in activities, care plans, and education planned and offered to the client
 - B. Use abbreviations and other components related to the physical assessment
 1. Measure and interpret vital signs and summarize data when intervening with adult and elderly clients at different growth and development stages.
 2. Use critical thinking to incorporate findings with the knowledge acquired in the classroom
 3. Identify adaptive and maladaptive behaviors by carrying out medical history and physical assessment.
 4. Document medical record.
 5. Evaluate cultural diversity of the adult client according to the current growth and development stage.
 6. Use critical thinking when applying the steps of the nursing process
 - a. Identify physiological and pathological changes
 - b. Perform procedures considering growth and development stage
 7. Perform specific procedures:
 - a. Take turn participating in admissions, triage, and physical assessments
 - b. Plan nursing activities
 - c. Carry out planned nursing actions
 - d. Evaluate the effect of the actions taken.
 - e. Review or modify the actions planned in the care plan
 - f. Write nursing notes using SOAPIER, DAR, or another institutional format
 - C. Document assessment using the appropriate sheet or form used in the different institutions.
 1. Flow sheets
 2. SOAPIER
 3. DAR note

4. Narrative
 5. Electronic file
 6. Others
 - D. Identify different adult client health controversies
 - E. Perform the nursing role correctly when carrying out the physical assessment
 1. Advanced practice role
 2. Education
 3. Investigation
- II. Identification and use of materials and equipment when performing physical assessment
- A. Use the following equipment correctly:
 1. Stethoscope
 2. Blood pressure cuff
 3. Thermometer
 4. Ophthalmoscope
 5. Otoscope
 6. Tuning fork
 7. Lamp
 8. Reflex hammer
 9. Goniometer
 10. Caliper
 11. Vaginal speculum
 12. Nasal speculum
 - B. Correctly prepares and positions the client when performing the physical assessment
 1. Supine
 2. Fowler's
 3. Semi-Fowler's
 4. Prone
 5. Sims'
 6. Dorsal recumbent
 7. Lithotomy
 8. Genupectoral
 - C. Offer adequate privacy to the client during the physical assessment.
- III. Document each client's past and present medical history, emphasizing physical assessment according to the health condition presented by the client
- A. Maintain assertive communication

1. Conduct the corresponding interview privately, using an appropriate tone of voice
 2. Correctly document the family medical history
 3. Elaborate the family genogram correctly
 4. Document immunization records
- B. Perform psychosocial evaluation
1. Consider the factors affecting psychosocial health
 2. Internal factors
 3. External factors
 4. Beliefs and spirituality
 5. Culture
- C. Assess nutritional history
1. Use the nutritional assessment format
 2. Record body mass index (BMI)
 3. Refer to nutritionist for evaluation when necessary
 4. Identify the morphotypes (somatotype) according to Sheldon's theory
- D. Document general components in the nursing physical assessment
1. Weight
 2. Height
 3. Vital Signs (pulse, respiration, temperature, blood pressure, and pain estimate)
- IV. Use physical examination techniques correctly
- A. Assessment techniques
1. Inspection
 2. Palpation
 - a. Light
 - b. Moderate
 - c. Deep
 3. Percussion
 - a. Direct
 - b. Indirect
 - c. Percussion sounds
 - 1) Dull
 - 2) Flat
 - 3) Tympanic
 - 4) Resonant
 4. Auscultation
 - 1) Others according to the body or organ system being assessed

V. Performs physical assessment of the different systems and parts of the body according to the considerations and knowledge acquired in the theoretical course.

A. Identify maladaptive behaviors in the different systems

1. Tegument (skin, nails, hair)
2. Head, neck, eyes, lymph nodes
3. Mouth, nose, ear, throat
4. Chest and lungs
5. Chest and breasts
6. Chest and heart
7. Abdomen
8. Male and female genitalia
9. Skeletal and neurological muscle

B. Nursing process using scientific evidence

1. Physiological modes
2. Maladaptive behaviors
3. Stimuli
4. Nursing diagnosis
5. Measurable objectives
6. Nursing interventions
7. Evaluation and review

METHODOLOGY

Clinical area experiences

Practice physical assessment in:

Triage area

Admissions

Physical assessment by turn

Documentation of records

Data collection instrument

Portfolio

Care plans

Pre-conference / post-conference

Direct adult client care in various clinical areas

Procedures

LEARNING EVALUATION

ON-SITE EDUCATION

| | <i>CRITERION</i> | <i>PERCENTAGE</i> |
|-------------------|--|-------------------|
| Skills laboratory | | 100% |
| | - Physical exams | 30% |
| | - Comprehensive cephalocaudal assessment | 30% |
| | - Documentation | 20% |
| | - Nursing process application (1) | 20% |
| | <i>Total Course</i> | <i>100%</i> |

ONLINE

LEARNING EVALUATION

| | | |
|-------------------|--|-------------|
| Skills laboratory | | 100% |
| | - Physical exams | 30% |
| | - Comprehensive cephalocaudal assessment | 30% |
| | - Nursing process application (1) | 20% |
| | - Documentation | 20% |
| | <i>Total Course</i> | <i>100%</i> |

LEARNING ASSESSMENT

Spoken and written chain notes

BIBLIOGRAPHY

TEXT BOOK

Fenske, C.; Watkins, K.; Saunders, T.; D'Amico, D.; & Barbarito, C. (2020.) *Health & Physical Assessment in Nursing*. (4th ed.). NJ, Pearson

REFERENCE BOOKS

- American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.
- American Nurses Association (2017). *Guide to the Code of Ethics for Nurses: Interpretation and Application*. Washington, DC: Author ISBN:1-55810-176-4
- American Nurses Association (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC: Author
- American Nurses Association (2018). *Nursing's Social Policy Statement: The Essence of the Profession (3rd ed.)*. Washington, DC: Author.
- Ball, J. W., Dains, J. E., Flynn, J. A., Salomon, B. S. & Stewart, R. (2015). *Mosby Guide to Physical Examination (8th ed.)*. PA; Mosby
- Bickley, L. S. (2013). *Bates' Guide to Physical Examination and History Taking (11th ed.)*. Philadelphia: Lippincott Williams and Wilkins.
- Carpenito, L. (2010). *Nursing Diagnosis Application Clinical Practice*. (13th ed.). Philadelphia: Lippincott Williams and Wilkins.
- Colegio de Profesionales de la Enfermería en Puerto Rico *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.]San Juan, P.R. Author.
- Colegio de Profesionales de la Enfermería en Puerto Rico (2018). *Código de ética* [Code of Ethics] *Código de ética* [Code of Ethics], San Juan P.R. Author.
- Jensen, S. (2015). *Nursing Health Assessment: A Best Practice Approach*. (2nd ed.). Philadelphia: Lippincott Williams and Wilkins
- Kee, J.; Hayes, E. & Mc Cuiston, L. (2015). *Pharmacology A Patient-Centered Nursing Process Approach..* (8th ed.) Philadelphia: W.B. Saunders, Elsevier.
- Lynn, P. (2014). *Taylor's Clinical Nursing Skills: A Nursing Process Approach (4th Ed.)*. Philadelphia: Wolters Kluwer, | Lippincott | Williams & Wilkins
- Roy, C. (2009). *The Roy Adaptation Model*. (3rd ed.). New Jersey: Pearson

ELECTRONIC RESOURCES

- <http://www3.us.elsevierhealth.com/simon/>
Agency for Health Care Policy and Research
<http://www.ahrq.gov/>
American Medical Association

<http://www.ama-assn.org/>

Association of Nurses in AIDS Care

<http://www.nursesinaidscare.org>

Birth Defect Research for Children

www.birthdefects.org

Cancer net

www.cancer.net

Center for Food Safety and Applied Nutrition

<http://www.fda.gov/AboutFDA/CentersOffices/OfficeofFoods/CFSAN/default.htm>

Centers for Disease Control and Prevention (CDC)

<http://www.cdc.gov>

Centers for Disease Control and Prevention/National Immunization Program

<http://www.cdc.gov/vaccines/>

Center for Disease Control and Prevention/National Center for Health Statistics/

United States Growth Charts: Data files 2000

www.cdc.gov/growthcharts/

Denver developmental screening materials

www.denverii.com

Food and Drug Administration

<http://www.fda.gov/>

Health Care Information and Management Systems Society

<http://www.himss.org/>

HHS for kids (U.S. Department of Health and Human Services)

<http://www.hhs.gov/children/>

Healthy People 2020

www.health.gov/healthypeople/state/toolkit

Littman Solutions

http://solutions.3m.com/wps/portal/3M/es_NI/3M-Littmann-LA/home/Education/MobileApps/

Find more information resources related to the course topics on the library page
<http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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