

**INTERAMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
SCIENCE AND TECHNOLOGY FACULTY  
CARMEN TORRES DE TIBURCIO NURSING DEPARTMENT**

**SYLLABUS**

**I. GENERAL INFORMATION**

<b>Course Title</b>	: Health Assessment
<b>Code and Number</b>	: NURS 3120
<b>Credits</b>	: Four (4)
<b>Academic Term</b>	:
<b>Instructor</b>	:
<b>Office Location and Hours</b>	:
<b>Office Telephone</b>	: 787-250-1912 EXT 2202
<b>E-mail</b>	:

**II. DESCRIPTION**

Application of knowledge and skills for a comprehensive health assessment of the client throughout the lifecycle. Emphasis on the compilation and organization of data using the physical examination and diagnostic reasoning. Requires 30 hours of lecture and 60 hours of closed presential lab. Co-requisites: NURS 3100 & 3115.

**III. OBJECTIVES**

**TERMINAL OBJECTIVES**

1. Use assessment and therapeutic skills when providing nursing care in diverse scenarios so they can improve the expected health care results. (BSN)

**GENERAL OBJECTIVES**

It is expected that upon completing the course, the student should be able to:

1. Use the basic knowledge of the nursing process as a framework to guide the practice of health assessment.
2. Integrate the concepts and principles of patient safety, cultural sensitivity, humanistic care, leadership/Team STEPPS, evidence-based practice, health literary, structured communication, and nursing informatics while performing the health assessment.

3. Perform a holistic health assessment to the patient/client across the life span in the wellness-illness continuum integrating the collection of subjective and objective data with an emphasis on physical examination skills.
4. Apply diagnostic reasoning process for decision-making through data analysis, to formulate an appropriate nursing diagnosis.
5. Recognize proactive methods and strategies to effect personal lifelong learning within the profession and for its advancement.
6. Integrate an attitude of caring in client/nurse relationships while incorporating behaviors related to a Christian value system in the provision of nursing care.

#### **IV. CONTENT**

##### **A. Person Assessment**

1. Evidence-based assessment
  - i. Diagnostic Reasoning
2. Cultural Assessment
  - i. Assessment of client's and family member's cultural background, value systems, perceptions, beliefs, experiences with health, wellness, illness, suffering, and death
3. Interview
4. Comprehensive health history
5. Mental Health Assessment and Substance Use Assessment
  - i. Generalized anxiety disorder (GAD-2)
  - ii. Patient Health Questionnaire (PHQ-2 & PHQ-9)
  - iii. Screen for suicidal thoughts
  - iv. Mini Mental State Examination (MMSE)
  - v. Cognitive Impairment in older adults (Mini-Cog)
  - vi. Substance Use Assessment
  - vii. Short Michigan Alcoholism Screening Test – Geriatric Version (SMAST-G)
  - viii. Clinical Institute Withdrawal Assessment (CIAW)
6. Domestic and Family Violence Assessment

##### **B. Focus on the clinical environment**

1. Assessment Techniques and Safety in the Clinical Setting
  - i. Inspection
  - ii. Palpation
  - iii. Percussion
  - iv. Auscultation
2. General Survey and Anthropometric Measures

- i. COLDSPA (character, onset, location, duration, severity, pattern, associated factors)
  - ii. OLD CART (Onset Location Duration Characteristics Aggravating Factors Relieving Factors Treatment)
  - iii. ICE (Ideas, Concerns, and Expectations)
3. Vital Signs
  4. Pain Assessment
    - i. Numerical rating scale (NRS)
    - ii. FLACC Scale: FLACC Scale
    - iii. COMFORT Scale: COMFORT Scale
  5. Nutritional Assessment

#### C. Physical Examination

1. Skin, Hair and Nails
2. Head, Face, Neck and Regional Lymphatics
3. Eyes, Ears, Nose, Mouth, and Throat (EENT)
4. Thorax and Lungs
5. Breasts, Axillae, and Regional Lymphatics
6. Heart and Neck Vessels
7. Peripheral Vascular System and Lymphatic System
8. Abdomen
9. Musculoskeletal System
10. Neurological System
11. Male & Female Genitourinary System
12. Anus, Rectum and Prostate

#### D. Integration: Putting it all together

1. Comprehensive health assessment: Adult
2. Bedside Assessment and Electronic Documentation
3. Functional Assessment of the Older Adult

### V. **ACTIVITIES**

1. Conferences
2. Assignments
  - Case Studies
  - ATI modules
3. High Definition Simulation
  - Cardiovascular System
  - Respiratory System
  - Gastrointestinal System

## VI. EVALUATION

Criteria	Score	Percent
<b>Theoretical Component</b>		50%
2 Partial Exams (10%each)	200	20%
Assignments / Quizzes	100	10%
Comprehensive Final Exam or equivalent evaluation	100	15%
Contact Hours (30 hours)	100	5%
<b>Laboratory Component</b>		50%
Clinical Assessment Skills by System/Regional <ul style="list-style-type: none"> <li>Interview techniques and health history taking on a peer or patient in the laboratory setting or during simulation</li> </ul>	100	20%
Case Studies/ Diagnostic Reasoning <ul style="list-style-type: none"> <li>Normal and Abnormal Findings</li> </ul>	100	5%
Documentation & ATI Physical Exam Skills Module	100	5%
Comprehensive Exam <ul style="list-style-type: none"> <li>Comprehensive Interview</li> <li>Comprehensive Physical Examination</li> <li>Documentation</li> </ul>	100	10%
ECOIE <ul style="list-style-type: none"> <li>The final laboratory exam the student will perform a physical exam on a peer.</li> </ul>	100	5%
Contact Hours (60 hours) <ul style="list-style-type: none"> <li>Simulation (10 hours)</li> </ul>	100	5%
<b>Total</b>	1100	100

## VII. SPECIAL NOTES

### A. Auxiliary services or special needs

All students who require auxiliary services or special assistance must request these at the beginning of the course or as soon as they know that they need them, through the proper registry, in the Guidance Office with Dr. María de los Ángeles Cabello at email [mcabello@metro.inter.edu](mailto:mcabello@metro.inter.edu)

### B. Honesty, fraud, and plagiarism

Dishonesty, fraud, plagiarism, and any other inappropriate behavior in relation to academic work constitutes major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may have as a consequence,

suspension from the University for a definite period greater than one year or the permanent expulsion from the University, among others sanctions.

**C. Use of electronic devices**

Cellular telephones and any other electronic device that could interrupt the teaching and learning processes or alter the environment leading to academic excellence will be deactivated. Any urgent situation will be dealt with, as appropriate. The handling of electronic devices that allow students to access, store or send data during evaluations or examinations is prohibited.

**D. Compliance with the Provisions of Title IX**

The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or in any other program or function, sponsored or controlled by a higher education institution, whether or not it is conducted within or outside the property of the institution if the institution receives federal funds.

In harmony with current federal regulations, in our academic unit an Assistant Coordinator of Title IX has been designated to offer assistance and orientation in relation to any alleged incident constituting discrimination because of sex or gender, sexual harassment or sexual aggression. The Assistant Coordinator, Mr. George Rivera, can be reached by phone at (787) 250-1912 extension 2147, or by e-mail [grivera@metro.inter.edu](mailto:grivera@metro.inter.edu).

The Normative Document Titled **Norms and Procedures to Deal with Alleged Violations of the Provisions of Title IX** is the document that contains the institutional rules to direct any complaint that appears to be this type of allegation. This document is available in the Web site of Inter American University of Puerto Rico ([www.inter.edu](http://www.inter.edu)).

**VIII. EDUCATIONAL RESOURCES**

**Textbooks**

Jarvis, C. (2020). *Physical Examination and Health Assessment* (8<sup>th</sup> ed) Elsevier, St. Louis. ISBN: 978-0323510806

Jarvis, C. & Eckhardt, A.L. (2023). *Study Guide and Laboratory Manual Physical Examination and Health Assessment* (9<sup>th</sup> ed) Elsevier, St. Louis. ISBN: 978-0323827805

## IX. REFERENCES

### Books

Patton, K.T. & Thibodeau, G.A. (2019). *Anthony's Textbook of Anatomy & Physiology*. (21<sup>st</sup> ed) St.Louis, MO: Elsevier. ISBN: 978-0-323-52880-1

### Electronic Resources

Information Access Center-CAI. <http://www.metro.inter.edu/centro-acceso-informacion/>

Communication: TeamSTEPPS Essential Course 2.0  
<http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/instructor/essentials/index.html>

Differentiating research, evidence-based practice, and quality improvement  
<http://www.americannursetoday.com/differentiating-research-evidence-based-practice-and-quality-improvement/>

Humanistic: Eight principles of patient-centered care  
<https://www.oneviewhealthcare.com/blog/the-eight-principles-of-patient-centered-care/>

Quality and Safety Education for Nurses (QSEN)  
[www.qsen.org](http://www.qsen.org)

Nursing Process: NANDA-I NIC NOC for Safe Patient Care  
<http://nanda.host4kb.com/article/AA-00281/0/NANDA-I-NIC-NOC-for-Safe-Patient-Care.html>

WHO patient safety Curriculum- Handouts Patient Safety Topics  
<https://www.esaic.org/uploads/2021/07/who-patient-safety-curriculum-guide.pdf>

Rev august 2022 oct 2022/MRV