

Physical Assessment for School Nurses  
SUMMER 2020

<u>Course Number:</u>	Nursing 136
<u>Course Title:</u>	Physical Assessment for School Nurses
<u>Units:</u>	3 Units
<u>Prerequisites:</u>	Permission of School Nurse Program Coordinators
<u>Faculty:</u>	Terea Giannetta RN, DNP, CPNP, FAANP Professor Phone # (559) 355-3497 Cell (559) 353-5460 Clinic Email: <a href="mailto:tereag@csufresno.edu">tereag@csufresno.edu</a>

**Catalog Description:**

Health appraisal integrates psychosocial and pathophysiological processes, which includes techniques of history taking and health assessment in nursing practice and knowledge of normal findings and common deviations.

**Objectives:**

On completion of the course student will be able to:

1. Collect a comprehensive health history for clients, which reflect an understanding of factors such as heredity, culture, ethnicity, lifestyle and environment, which may influence the client's state of health and potential for disease.
2. Perform a systematic physical examination applying techniques of inspection, palpation, auscultation and percussion.
3. Show a beginning ability to use specialized tools such as the otoscope, ophthalmoscope, and reflex hammer.
4. Make appropriate adaptations in the data collection format based on the client's age, degree of discomfort, and current state of health.
5. Record the findings in the problem-oriented medical record format using appropriate medical terminology.
6. Analyze a data base for significant clues to alterations in health and/or presence of disease.
7. Develop an initial plan for health maintenance, health promotion and disease prevention in collaboration with the client/family and/or other health care providers.

## Learning Activities:

The class is divided into on-line activities, lecture, and activities sessions.

Lecture portion: Lecture, videos, directed readings, on-line case studies, and lab manual assignments

Clinical portion: Practice, return demonstrations, health histories & physical assessment.

## Grading Criteria:

A-90-100% B-80-89% C-70-79% D-60-69%

NOTE: Students are expected to be familiar with the statement on academic dishonesty in the University Catalogue.

## Assignments:

ASSIGNMENT	% OF GRADE	PTS. POSS.
1. Health history	15%	15
2. SOAP note	15%	15
3. PE write-up	20%	20
4. Clinical activity	20%	20
5. Observed Assessment	20%	20
6. On-line case studies	10%	10

## REQUIRED TEXTS: BOTH MUST BE PURCHASED TO PASS COURSE

Jarvis, Carolyn. "Physical Examination and Health Assessment". 7th Edition. 2016. Saunders Elsevier

Jarvis, Carolyn. "Student Laboratory Manual. Jarvis Physical Examination and Health Assessment". 7<sup>th</sup> Edition. 2016. Saunders Elsevier.

### Textbook Acquisition Options:

1. **Order from any on line textbook source such as Amazon, Target etc.** You MUST have the books for the first day and the Bookstore may not be open
2. I caution against ordering the lab manual "used" as often the pages needed have been torn out.

**N 180 T COURSE CALENDAR**

<b>DATE</b>	<b>TIME</b>	<b>TOPIC</b>	<b>ACTIVITY</b>	<b>ASSIGNMENT</b>
<b>Thursday</b> June 18	5-6 pm	Introduction to Course	Review Syllabus	Orientation to Class
	6-7 pm 7-7:30 7:30-10	Interviewing, History	Video Lecture History taking with peer	Jarvis Ch. 1, 2, 3, 4, 5, 6, 7 Worksheet for Hx taking p. 29-36
<b>Friday</b> June 19	8-10 am 10-12	Recording, SOAP notes Clinical Exam, Assessment Techniques	Introduction to Skills Lab, Equipment	Jarvis, Ch. 8, 9, 10, 11
	<b>12-1pm Lunch</b> 1-2 pm	Skin, hair, nails	Video-no skills Practice. Work in lab manual	Jarvis, Ch. 12 Clinical Activity P. 93
	2-5 pm	Head, face, neck (thyroid & lymph system)	Video, skills practice Write SOAP note cc: "rash on arm x 3d"	Jarvis, Ch. 13 Clinical Activity P. 103-104
<b>Saturday</b> June 20	8-11:30 am <b>11:30 Lunch</b> 12:30-4 pm	Eyes, Ears, Nose, Throat	Videos, skills practice Skills practice contd. Complete Hx on peer	Jarvis, Ch. 14, 15, 16 Clinical Activity P. 115, 125, 135 <b>SOAP DUE!</b> On-line case study #1
<b>Friday</b> July 10	5-10 pm	Thorax/ Lungs Heart, Vessels  Cardio-Respiratory	Videos Videos, review murmur Audiotapes	Jarvis, Ch. 17, 18, 19, 20 Clinical Activity P. 173, 159 On-line case study #2
<b>Saturday,</b> July 11	8-11:30 <b>11:30 Lunch</b> 12:30-2 pm  2-3 pm 3-5pm	Abdomen  Musculoskeletal  Neurological	Skills practice  Video, skills practice  Video, skills practice PE on peer	Clinical Activity P. 195 Jarvis, Ch. 21  Jarvis, Ch. 22, 23 P. 205,219-221
<b>Sunday,</b> July 12	8-11 am <b>11-12 Lunch</b> 12-5 pm	Exam infant, child, adolescent, preg, adult, & elderly  Observed Hx/PE	Video, skills practice	Jarvis, Ch. 27  Hx/PE write up on peer due P. 29-36, 255-259

Please see note on next page re: class calendar information.

Class Calendar – NOTE: Dear Students: Minimal time for reading and assignments will be allowed in class. Prior reading, on line assignments, and assignment completions by students is recommended since some homework is expected in all university classes and the time frame of the class is very short. However, the faculty recognize that this will be more of a learn-as-you-go course, and I believe that more learning occurs in a stress free environment. The Jarvis text is very readable and student friendly, as are the clinical activity assignments. Since students will have a partner of their choice during the classes, it is acceptable to do the review questions together. Students might want to read several Jarvis chapters in the weeks prior to the first day of class. This will allow more time to practice skills or to catch up on the next day's reading. Some chapters could be read on the week of break. There will be no written exam or formal papers required in the course, and there will be minimal lecturing due to the use of videos, skills practice and lab manual assignments. Please bring your own stethoscopes, and otoscope/ ophthalmoscope instruments if you have them. We do have equipment available. The class should be fun, so just relax and enjoy it. Assessment of the genitalia and the pregnant client will not be covered in this class due to time constraints, but these topics are covered in Jarvis. The usual format of the class will be as follows: classroom videos and/ or lecture for each system, students working in pairs in the skills lab to practice skills learned in that session, and back to the classroom to read and do clinical activity assignments.

Note: Instructors reserve the right to make necessary course changes due to unforeseen circumstances.

**Parking: Parking for the Thursday class does require a parking pass and you park in any GREEN lot. If you arrive after 4 PM on Friday, you may park in any yellow or green space, and there are plenty of spaces right outside the McLane building, and you do not need to buy a parking pass.**

## Grading Criteria-Selected System

Name \_\_\_\_\_

N136

Unknown Demo-Observed

ALL Exams: introduces self, hand hygiene

\_\_\_\_\_ Takes appropriate history: CC, HPI, PMHx, FmHx, P/SHx, ROS

\_\_\_\_\_ Uses equipment appropriately

\_\_\_\_\_ Explains procedure

\_\_\_\_\_ Proceeds in logical order

\_\_\_\_\_ Summarizes appropriately

Head and Neck: (CC: headache, stiff neck, thyroid problem)

\_\_\_\_\_ Inspects and palpates scalp

\_\_\_\_\_ Inspects and palpates neck for thyroid

\_\_\_\_\_ Palpates for lymph nodes

\_\_\_\_\_ Palpates trachea

\_\_\_\_\_ Checks range of motion

\_\_\_\_\_ Palpates and percusses sinuses

Eyes (CC: vision changes, red eyes, trauma)

\_\_\_\_\_ Checks vision

\_\_\_\_\_ Inspects conjunctiva/sclera, cornea, lens

\_\_\_\_\_ Checks pupil reaction

\_\_\_\_\_ Checks EOM

\_\_\_\_\_ Uses ophthalmoscope correctly

\_\_\_\_\_ Elicits red reflex

Abdomen (CC: abdominal pain, diarrhea, constipation, mass)

\_\_\_\_\_ Drapes correctly

\_\_\_\_\_ Inspects for contour and lesions

\_\_\_\_\_ Auscultates prior to palpation

\_\_\_\_\_ Perform light palpation prior to deep palpation

\_\_\_\_\_ Palpates all 4 quadrants

\_\_\_\_\_ Palpates for liver and spleen

CV (CC: chest pain, planning to start exercise program)

\_\_\_\_\_ Drapes correctly

\_\_\_\_\_ Inspects thorax

\_\_\_\_\_ Auscultates all listening areas in at least 2 positions

\_\_\_\_\_ Palpates for apical impulse and thrills

\_\_\_\_\_ Palpates peripheral pulses

Musc (Injury, stiffness, backache)

\_\_\_\_\_ Compares sides throughout exam

\_\_\_\_\_ Inspects for posture and gait

\_\_\_\_\_ Evaluates ROM of major joints

\_\_\_\_\_ Evaluates strength of major muscle groups

\_\_\_\_\_ Checks spinal curvatures including check for scoliosis

## **GUIDELINES AND GRADING CRITERIA FOR ASSIGNMENTS**

### **HEALTH HISTORY (15 points) and SOAP NOTE (15 points)**

1. Choose a partner to work with. You will interview each other for the health history and you will also work together in skills practice sessions and on the final observed physical assessment. Worksheet for history taking is in workbook.
2. When you are being interviewed by a classmate during the health history, try not to volunteer information too readily.
3. Develop a preliminary problem list based on the information given in the health history. Example on formulation of a problem list will be given in class.
4. You will use the information collected in the health history to formulate a one-page SOAP note due Sunday June 20. Guidelines will be given in class for this process.

### **CLINICAL ACTIVITY ASSIGNMENTS (20 Points possible)**

10 Clinical activities will be handed out in class for completion during the practice session and turned in at the end of that class day. Activities related to on-line readings will also be incorporated into the clinical activities section.

### **OBSERVED ASSESSMENT SKILLS RETURN DEMONSTRATION (20 points possible)**

Scheduled time will be set-aside for student to do an observed Hx / exam on an unknown problem. Working in pairs, each will choose 1 of 5 potential problems, take appropriate Hx, do appropriate PE and briefly summarize findings.

### **WRITE-UP OF PHYSICAL ASSESSMENT (20 points possible)**

1. Continue with the same person you used for your history.
2. Collect an interval history. (Any changes since your initial history, 1 page max)
3. Follow the guidelines on physical exam documentation that is in the Jarvis text, chapter 27, page 255-259 in the student manual.

Develop a short problem list based on the history and physical exam. Develop a preliminary plan for any current problems. A one sentence plan is sufficient for each problem identified. This write-up will be turned in at the end of class.

### **ON-LINE CASE STUDIES (10 points possible)**

2 case studies will be presented and a summary of your decision process will be required to be submitted on-line prior to the end of the course.