

**UNIVERSIDAD DEL SAGRADO CORAZÓN**  
**DEPARTMENT OF NATURAL SCIENCES**  
**NURSING PROGRAM**

**SYLLABUS**

<b>TITLE</b>	:	Physical assessment clinical
<b>CODE</b>	:	ENL 206
<b>PRERREQUISITES</b>	:	BIO 102, ENF 101, ENL 101
<b>CORREQUISITE</b>	:	ENF 206
<b>CREDITS</b>	:	One (1) credit clinical, 45 hours

**DESCRIPTION**

The course aims to help the student develop essential competencies in performing the physical assessment. Students will apply the knowledge acquired using critical thinking and specific techniques while compiling the medical record and performing the physical assessment of the adult client in his/her different stages of growth and development. Students will use their findings to identify problems of adaptation and ineffective behaviors in order to determine nursing diagnoses and set goals and objectives while planning the patient's care through the nursing process thereby providing quality holistic care.

**JUSTIFICATION**

The physical assessment is a basic tool in maintaining the health of the adult client during the different phases of growth and development. The knowledge thereby acquired is the basis for primary prevention and health promotion. This course introduces students to the following topics: how to perform a continuous and systematic evaluation, gather relevant data, identify ineffective behaviors affecting the client's health, reach a nursing diagnosis, and implement interventions based on scientific evidence. The course is essential in developing other phases of the nursing process. It is also a pillar for continuing graduate studies in the nursing sciences.

**COMPETENCIES, LEVEL II**

Upon completion of the course, the student will be qualified to:

1. Compare/contrast normal and abnormal findings in the adult in order to promote safe, quality care. *Ess. II*
2. Identify scientific evidence and guidelines that affect the assessment and nursing care of the adult. *Ess. II*
3. Recognize the importance of the use of technology and information management in performing a physical assessment of an adult. *Ess. IV*
4. List the factors that influence changes in the health system. *Ess. V*

5. Discuss the importance of communication and inter professional collaboration in identifying critical clinical findings in order to further the client's goals. *Ess. VI*
6. Identify environmental and lifestyle risk factors that influence the adult's wellbeing and health promotion efforts in order to reduce or eliminate the risks. *Ess. VII*
7. Discuss professional values and behaviors used by the nurse while gathering the medical history of an adult. *Ess. VIII*
8. Provide competent nursing care to an adult while gathering his/her medical history and conducting a physical assessment in different scenarios. *Ess. IX*

### **Guides and professional standards**

The curriculum is guided by the following publications:

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC.

American Nurses Association (2010). *Guide to the code of ethics for nurses: Interpretation and application*. . Washington, DC.

American Nurses Association (2010). *Nursing: Scope and standards of practice* (2nd ed.). Washington, DC.

American Nurses Association (2010). *Nursing's social policy statement: The essence of the profession* (3rd ed.). Washington, DC.

Colegio de Profesionales de la Enfermería en Puerto Rico (2010). *Estándares de Práctica de la enfermería en P.R.* San Juan, P.R.

Colegio de Profesionales de la Enfermería en Puerto Rico (2008). *Código de ética* San Juan, P.R.

### **Description of the clinical course**

- a. Discussion of goals and competencies of the clinical area
- b. Required documents
- c. Materials
- d. Uniform(s) worn in the clinical laboratory
- e. Evaluation methods
- f. Textbooks
- g. Office hours
- h. Rules and regulations governing self-tutorial and skills laboratory

## Rules and regulations of the clinical area

- a. Orientation by agency staff
- b. Reading of handbooks/manuals concerning institutional standards, policies, and procedures
- c. Attendance, on each day of practice, at pre-conference discussions concerning work assignments, daily objectives, and evaluation of the experience
- d. Attendance, on each day of practice, at post-conference discussions concerning clinical experiences and compliance with daily objectives
- e. Compliance with institutional standards and policies during the clinical experience, with the requirements of The University of the Sacred Heart and its Nursing Program

## CONTENT

### I. Essential concepts in the nursing physical assessment

A. Application of the Healthy People 2020 guidelines in services, health care, and education plans provided to clients

B. Use of abbreviations and other elements of the physical assessment

1. Gathering and analyzing vital signs and summarizing data when intervening with adult clients in different stages of growth and development
2. Using critical thinking to integrate findings with classroom learning
3. Identifying adaptation and maladaptation (mismatching behavioral components) when compiling the medical history and physical assessment
4. Documenting the clinical record
5. Evaluating the cultural diversity of the adult client according to his/her stage of growth and development
6. Using critical thinking in following the steps of the nursing process
  - a. Identifying physiological and pathological changes
  - b. Performing procedures taking into account the client's stage of growth and development
7. Carrying out specific procedures
  - a. Participating in processes of admissions, triage, and physical assessment, by rotation
  - b. Planning nursing activities
  - c. Carrying out planned nursing activities
  - d. Evaluating the effects of actions implemented
  - e. Revising and/or modifying planned actions regarding the care plan
  - f. Recording nursing notes using the SOAPIER, DAR, or agency-specific format

C. Documenting the assessment according to the format used by the different institutions

1. Flow sheets
2. SOAPIER
3. DAR
4. Narrative

5. Electronic record
6. Other

D. Identifying health conflicts of the adult client

E. Performing the nursing role correctly when carrying out the physical assessment

1. Role of advanced practice
2. Education
3. Research

II .Knowledge and use of materials and equipment for performing the physical assessment

A. Using the following correctly

1. Stethoscope
2. Sphygmomanometer
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. Preparing the client correctly as he/she assumes different positions during the physical assessment

1. Supine
2. Fowler's
3. Semi-Fowler's
4. Prone
5. Sim's
6. Dorsal recumbent
7. Lithotomy
8. Genupectoral

C. Providing the client adequate privacy while carrying out the physical assessment

III. Taking a past and present medical history for each patient, stressing the physical assessment according to the health condition that the client presents

A. Maintaining assertive communication with the patient

1. Conducting the interview in a pertinent, private manner, using an adequate tone of voice
2. Documenting the family history correctly

3. Developing the family genogram correctly
4. Documenting the family's immunization history

B. Carrying out the psychosocial assessment

1. Considering the following factors affecting psycho social health
  - a. Internal factors
  - b. External factors
  - c. Beliefs and spirituality
  - d. Culture

C. Recording the nutritional history

1. Using the nutritional evaluation format
2. Documenting the Body Mass Index (BMI)
3. Referring the client for evaluation by a nutritionist if needed
4. Identifying the morphotype (somatotype) according to Sheldon's constitutional theory

D. Documenting the general components in the nursing physical assessment

1. Weight
2. Height
3. Vital signs (pulse, respiration, temperature arterial pressure, perception of pain)

IV. Using the techniques of physical examination correctly

A. IPPA (Inspection, Palpation, Percussion, and Auscultation)

1. Inspection
2. Palpation
  - a. Soft
  - b. Moderate
  - c. Deep
3. Percussion
  - a. Direct
  - b. Indirect
  - c. Sounds
    - i. Dull
    - ii. Stony dull
    - iii. Tympanic
    - iv. Resonant
4. Auscultation
  - a. Others, according to the system or organ assessed

V. Carrying out the physical assessment of the different body systems, parts, or organs according to the criteria and knowledge acquired through theory

A. Identifying ineffective behaviors in the different systems

B. Carrying out the nursing process using scientific data regarding the following:

1. Physiologic modes
2. Ineffective behaviors
3. Stimuli
4. Nursing diagnosis
5. Measurable objectives
6. Nursing interventions
7. Evaluation and revision

## **METHODOLOGY**

### **Instructional strategies**

#### **Experience in the clinical area:**

Application of the physical assessment in:

- Triage
- Admissions
- Physical assessment during different nursing shifts
- Compiling of medical history
- Data gathering instruments
- Portfolio
- Care plans
- Pre-and post-conferences
- Direct care to adult patients in different clinical areas
- Procedures

## **STUDENT EVALUATION**

<b>Final evaluation of the clinical performance</b>	25%
Practice examinations and clinical assessments according to systems	30%
Application of the nursing process	10%
Documentation of the physical assessment	15%
Portfolio	15%
Attendance and participation	5%
<b>Total</b>	<b>100%</b>

## **ASSESSMENT**

Immediate written reaction

## BIBLIOGRAPHY

### TEXTBOOK

D'Amico, D. & Barbarito, C. (2012). *Health & physical assessment in nursing* (2nd ed.). Upper Saddle River, NJ: Pearson, Prentice Hall.

### REFERENCE BOOKS

Bickley, L. S. (2013). *Bate's guide to physical examination and history taking* (11th ed.). Philadelphia: Lippincott Williams & Wilkins.

Carpenito-Moyet, L. J. (2010). *Nursing diagnosis: Application to clinical practice* (13th ed.). Philadelphia: Lippincott Williams & Wilkins.

Dillon, P. M. (2007). *Nursing health assessment: A critical thinking, case studies approach* (2nd ed.). Philadelphia: F.A. Davis Company.

Jarvis, C. (2011). *Physical Examination & Health Assessment in Nursing* (6th ed.). St. Louis, MO: Elsevier/Saunders.

Weber, J. R. & Kelley, J. H. (2012). *Health Assessment in Nursing* (4th ed.). Philadelphia: Lippincott William & Wilkins.

Seidel, H. M., Ball, J. W., Dains, J. E., Flynn, J. A., Solomon, B. S., & Stewart, R. W. (2010). *Mosby's Guide to Physical Examination* (7th ed.). Philadelphia, PA: Mosby, Inc.

Smith, S., Duell, D. & Martin, B. (2012). *Clinical nursing skills: basic to advanced skills*. (8th ed.) Boston, MA: Pearson.

Smith, S., Duell, D. & Martin, B. (2009). *Técnicas de enfermería clínica: De las técnicas básicas a las avanzadas* (7ma ed.). Madrid, España: Pearson Prentice Hall.

### 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](http://www.birthdefects.org)

**Cancer Net**  
[www.cancer.net](http://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 Grow Charts: Data files 2000**  
[www.cdc.gov/growthcharts/](http://www.cdc.gov/growthcharts/)

**Denver developmental screening materials**  
[www.denverii.com](http://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](http://www.health.gov/healthypeople/state/toolkit)

## **REASONABLE ACCOMODATION**

Any student requiring ancillary services or special assistance should submit a request so stating to the Office of the Associate Dean for Student Affairs at the start of the course or soon thereafter, but no later than the third week of class.



## **ISSUES OF ACADEMIC HONESTY, FRAUD, AND PLAGIARISM**

Any student in violation of the prevailing guidelines with respect to honesty, fraud, and plagiarism will be subjected to all or any of the following sanctions: he/she will receive a grade of zero in the assessment of the course, will have to repeat the course, will obtain a grade of "F" in the course, and/or will be suspended or expelled, as set forth the in the document on Academic Honesty Policy, number DAEE 205-001, effective as of August 2005.

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