**Primum non nocere**

[First do no harm]

**NURS 3403**

**Client Assessment**

**Fall 2015**

**CLASS SCHEDULE**

**Lecture** Tuesday 9 a.m.-noon

**Lab** Tuesday, Wednesday, Thursday, or Friday 1-4:30 p.m.; Tuesday 5-8:30 p.m. Wednesday, Thursday, or Friday 9 a.m.-12:30 p.m.

LHSB 1.706 Brownsville

HSHE 2.102 & 2.104 Edinburg

**ALL labs will meet TOGETHER for the first 2 Tuesday afternoons of the semester; regularly scheduled labs will commence Week 3**

**FACULTY**

Sandy Sánchez
HSHE 2.190
665-3499

**LAB FACULTY**

TBA

**OFFICE HOURS**

Usual office hours are posted on office doors, but these sometimes vary due to daily commitments. Individual conferences are invited and can be arranged as needed, so please do not hesitate to discuss any concerns.

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COURSE NUMBER & TITLE: NURS 3403 Client Assessment

COURSE DESCRIPTION: This course will enable the student to apply psychological, social, and cultural concepts conjointly with normal anatomy/physiology and assessment skills to evaluate the health status of clients. The student will use practice settings to develop cognitive, affective, and psychomotor skills in the systematic assessment of clients and their environment.

PREREQUISITE: Admission to BSN Program or consent of BSN faculty

PLACEMENT OF COURSE: First semester of Junior year

CREDIT HOURS: Four semester credit hours

LECTURE/LABORATORY: Three hours lecture/Four hours laboratory weekly

COURSE OBJECTIVES: Successful completion of this course will enable the student to:

1. Perform a safe (mind-body-spirit), comprehensive holistic (mind-body-spirit) assessment and analysis of a client's health status, making referrals when necessary to promote optimal health throughout the lifespan.
   a. Elicit a thorough health history from a client in order to accurately establish or update a data base.
   b. Perform a complete health assessment, utilizing effective verbal and nonverbal communication along with the techniques of inspection, palpation, percussion, and auscultation, with and without instrumentation, being as gentle as possible.
   c. Assess specific functions of each body system.
   d. Discriminate between normal and abnormal findings of the history and health assessment.
   e. Evaluate the overall function of a client in view of psychosociocultural and spiritual influences, developmental considerations, parameters that promote health, and factors that impinge on wellness.
   f. Organize and record/document findings appropriately and accurately.

2. Discuss the role and scope of nurses with varying preparation in assessment and diagnosis, and compare this role and scope with those of other health professionals.

3. Identify own strengths, challenges, and limitations in performing client assessment.

4. Discuss pertinent safety (mind-body-spirit), psychosociocultural, spiritual, developmental, ethicolegal, political, economic, and technological considerations as they relate to client assessment.
NURS 3403

BROAD CONCEPTS & CONTENT:

1. Communication principles, including written documentation
2. Safety (mind-body-spirit)/hygiene/cleanliness/germ-reduction
3. Nursing process
4. Critical thinking
5. Wellness/health promotion
6. Holism
7. Basic human needs
8. Lifespan development
9. Human sexuality
10. Cultural considerations
11. Disability considerations/modifications
12. Teaching-learning
13. Information technology/informatics
14. Ethicolegal/political issues
15. Health history
16. Assessment modalities
17. Functional status
18. Time management/assessment sequence
19. Assessment of mental status
20. Assessment of nutritional status
21. Assessment of skin, nails, hair
22. Assessment of head, face, neck, sinuses
23. Assessment of ears, nose, mouth, throat
24. Assessment of eyes
25. Assessment of lymphatics
26. Assessment of thorax and lungs
27. Assessment of heart and blood vessels
28. Assessment of breasts and axillae
29. Assessment of abdomen
30. Assessment of pelvis, genitalia, and sacrococcygeal area
31. Assessment of anus, prostate, and rectosigmoid region
32. Assessment of musculoskeletal system and extremities
33. Assessment of nervous system

BSN STUDENT LEARNING OUTCOMES:
(SLOs)

At the completion of the BSN program, the BSN graduate will be able to:

1. Demonstrate critical thinking in the use of knowledge and theory from the behavioral, physical, and nursing sciences to provide holistic client care in multicultural health settings.
2. Demonstrate the appropriate use of the nursing process in providing culturally competent client care.
3. Collaborate as a member of a multidisciplinary health care team to advocate for safe (mind-body-spirit) and effective client care, including the use of information technology, being cognizant of cultural, societal, economic, political, and ethicolegal issues.
4. Use the research process to identify nursing issues and evaluate research findings for applicability to nursing practice.
COURSE REQUIREMENTS:

Students are expected to:

- be prepared
- attend both class & lab [mandatory]
  - laboratory attendance & participation are required
  - students should wear comfortable clothes to lab
  - gowns should be worn during all “below-the-neck” lab assessments, although shorts may be worn [as well] during vascular, musculoskeletal, and neurological lab assessments
- earn a letter grade of “C” to pass this course and progress in the BSN Program
  - any grade < “C” is failing, i.e., “D” or “F”
- comport themselves with integrity in all activities pertaining to the BSN Program, whether in class, lab, or preparation for such
- adhere to the policies and procedures of the BSN Student Guide, including the BSN Student Conduct Code.
  - students are responsible for their own academic honesty and are also responsible for reporting violations of academic honesty by others.
  - students who violate academic or scholastic honesty [including failing to report its violation(s) by others] will receive a failing grade in the respective course(s) and may not be considered for readmission.
  - students will be required to abide by an honor statement for each test/quiz.
- refrain from classroom distractions (e.g., talking [to each other], eating, texting, using electronic devices [e.g., phones], entering late or moving about excessively during class, slamming doors, etc.). If your laptop or other electronic device is not being used to take class notes or follow class content, it too is a distraction. Students causing distractions will be asked to leave class and may be subject to disciplinary action.
- use UTRGV-assigned e-mail addresses for official course or program correspondence

Course assignments include:

- passage of Math calculation quiz (grade of 100)
- an accurately written health history submitted during Week 2 with attached gradesheet
- an accurately written health history submitted during Week 2 with attached gradesheet
- **WEEKLY quizzes** [via required ‘clicker,’ XR or NXT Response Card] to encourage student preparation for class & laboratory, so please be prepared!
  - quizzes may be written or practical; occasionally, “pop” quizzes may be given
  - absences from quizzes without proper notification of the instructor may result in the student receiving a zero for the missed quiz
  - at the end of the semester, the lowest quiz grade will be dropped
    - if ALL quizzes are taken, the 2 lowest quiz grades will be dropped
- **WEEKLY** health assessment documentation of each system submitted the week after each lab unit is completed
  - documentation will be graded according to organization, clarity, accuracy, conciseness, thoroughness, consistency of information throughout, format, terminology, symbols, abbreviations, spelling, error correction, & legibility/typing
  - these recordings will be returned to the student, but must be neatly compiled, stapled, & resubmitted to respective lab faculty along with the lab final’s documentation
  - see NURS 3403 Documentation Guidelines, Checklist, & Samples
- a written midterm examination covering both classroom & laboratory content.
- a final laboratory examination consisting of a health history, a physical assessment, & the appropriate documentation of each on a “client” provided by student
  - the health history & physical assessment must be supervised & verified by an approved faculty member & completed within a specified time period
    - barring extenuating circumstances, points will be deducted if the time limit is exceeded
  - a complete, legible, & **TYPED** recording of the history & physical must be submitted the following day. [except weekends] with an attached gradesheet to the front of the assignment
- a comprehensive written final examination covering both classroom and lab content
**TEACHING METHODOLOGY:**

Your class preparedness is essential. The content will be presented through lectures [including PowerPoint & Tegrity], class discussions [in class & on Blackboard-Learn], audiovisual presentations, readings, role playing, demonstration/guided return demonstration, campus laboratory experience, Blackboard-Learn uploads [handouts, messages, announcements, etc.], and **SELF-DIRECTED LEARNING**. At the beginning of each class or lab, time will be allotted to answer questions or review the previous class/lab material.

Opportunities will be provided in lab so that the student can gain psychomotor proficiency with guidance as needed. All classroom and laboratory objectives must be satisfactorily completed by the end of the semester.

**EVALUATION:**

Written quizzes/exams; videotapes; classroom discussions; written assignments; clinical performance (history taking & physical assessment skills; lab practicals/return demonstrations). Barring extenuating situations, late papers will NOT be accepted. Except for weekly documentation, original papers may not be returned to students. However, students will have the opportunity to review graded quizzes/tests or assignments and to discuss their evaluations with their instructor.

**Health history due 9-8-15**

- 10%

**Quizzes**

- 10%

**Weekly documentation (recordings)**

- 10%

**Written midterm exam**

- 10-20-15

- 20%

**Final laboratory exam**

- 12-15-15

- 20%

**Lab participation/practice/class + lab attendance**

- 5%

- **clickers will be used for class attendance!**

**BSN Competency Checklist Booklet**

S/U

100%

**GRADING SCALE:**

90-100-------A

80-89--------B

75-79--------C

60-74--------D

below 60------F failing

**ELECTRONIC DEVICES:**

The use of electronic devices, including laptops, cameras, & voice recorders, must be approved by the course faculty prior to class or lab. The use of any unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz.

**REQUIRED TEXTS:**


**RECOMMENDED TEXTS:**

Anatomy and physiology text (current)

Medical/nursing dictionary (current; preferably *Mosby's dictionary of medicine, nursing, & health professions*, 9th ed., 2013.)
REQUIRED SUPPLIES:
1. Watch with second hand [or appropriate facsimile]
2. Stethoscope with diaphragm/bell
3. Penlight
4. Tape measure with inch/centimeter markings
5. Reflex hammer
6. [Hospital-type] gown/shorts
7. BSN forms packet
8. General Purpose NCS answer sheet #30423 (2)
9. Turning Technologies XR or NXT Response Card, i.e., clicker; [URL removed]

STANDARDS OF PRACTICE:
American Association of Colleges of Nursing (AACN)
ANA's Code of Ethics for Nurses
ANA's Standards of Nursing Practice
Texas Board of Nursing Rules & Regulations relating to Nursing Education, Licensure, & Practice
[URL removed]

STUDENTS WITH DISABILITIES:
Persons with documented disabilities who plan to attend this class and who may need academic accommodations, such as interpreters or readers (large Braille), are encouraged to contact the Student Accessibility Services Office(s) located in Brownsville at Cortéz Hall Room 129, phone 882-7374, fax 882-7861 and in Edinburg at the University Center (UC) Room 108, phone 665-7005, fax 665-3840, e-mail accessibility@utrgv.edu, so that appropriate arrangements can be made. Students with disabilities should also refer to the HOP.

COURSE EVALUATIONS:
Mandatory Course Evaluation Period = TBA. Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account you will be contacted through e-mail with further instructions on the evaluation process, including its timeline. Students who complete their evaluations by the deadline will have priority access to their grades.

Please refer to NURS 3403 Client Assessment Video Links document for individual video links. The general video link = [URL removed]
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASSROOM</th>
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</table>
| 1    | Introduction; Communication, Documentation  
Health Definitions, Models, & Goals  
Client Assessment & the Nursing Process  
Nursing Roles, Scope, Responsibilities |
|      | Health Interview  
*ALL labs meet on Tuesday p.m. during the 1st 2 weeks* |
| 2    | Tools of Physical Assessment |
| 3    | Head/Face/Nose/Sinuses/Mouth/Throat |
| 4    | [Mouth/Throat]Ears/Neck |
| 5    | Eyes |
| 6    | Breasts/Axillae/Thorax/Lungs |
| 7    | Heart/Vascular System |
| 8    | Midterm Exam (written)/Test Review |
| 9    | Abdomen/Anus/Prostate/Sacroccocygeal Area |
| 10   | Pelvis/Genitalia |
| 11   | Musculoskeletal System/Extremities |
| 12   | Nervous System/[Mental Status] |
| 13   | Mental Status/Time Management |
| 14   | Nursing Considerations: Safety (mind-body-spirit), Ethicolegal,  
Psychosociocultural, Spiritual, Developmental, Functional, Sexual,  
Political, Economic, Technological, Health Care Sectors,  
Documentation, Teaching-Learning, etc. |
| 15   | Final Exam (written) |

*Times are tentative. Occasionally we may not complete a given topic during its allotted time, and we will have to do so the following week. Conversely, if we finish a given topic early we may start the next topic ahead of its scheduled time.

Please refer to NURS 3403 Client Assessment Video Links document for individual video links. The general video link = [http://portal.utpa.edu/utpa_main/daa_home/hshs_home/hshs_nursing/nha_videos](http://portal.utpa.edu/utpa_main/daa_home/hshs_home/hshs_nursing/nha_videos)
<table>
<thead>
<tr>
<th>TENTATIVE DATE</th>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>READINGS/AUDIOVISUALS</th>
<th>EVALUATION (throughout)</th>
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<tbody>
<tr>
<td>Week 1 09-01-15</td>
<td>1, 2, 3, 4</td>
<td>I. Introduction to NURS 3403</td>
<td><strong>THROUGHOUT</strong>&lt;br&gt;*Lectures/*PowerPoints&lt;br&gt;*Class Discussions&lt;br&gt;*Audiovisual Aids&lt;br&gt;*Readings&lt;br&gt;*Demonstrations&lt;br&gt;*Return Demonstrations&lt;br&gt;*Role Playing</td>
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<td>Most of Objective 1 will be covered during the laboratory portion of the course.</td>
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<td>Written Exams&lt;br&gt;Quizzes [via clicker]</td>
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<td>Written Assignments&lt;br&gt;Assessment (AS) Videos&lt;br&gt;Lab Practicals&lt;br&gt;Lab Final&lt;br&gt;Class Participation</td>
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<tr>
<td></td>
<td>I.</td>
<td>*Course Packet&lt;br&gt;*UTRGV BSN Student Guide&lt;br&gt;AS 20, AS 30&lt;br&gt;*NURS 3403 Glossary&lt;br&gt;*BDFSS Chapters 1-4, 26&lt;br&gt;*TNA</td>
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<td>*NURS 3403 documentation checklist, guidelines, samples, etc.</td>
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<td>II. Health Definitions, Models, Goals/Levels of Prevention, Arenas/Sectors</td>
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<td>III. Client Assessment</td>
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<td>A. Nursing Process</td>
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<td>B. Purpose(s)</td>
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<td>C. Types</td>
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<td>D. Nursing Roles, Scope, &amp; Responsibilities</td>
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<td>IV. Health Interview</td>
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<td>*BDFSS Chapters 1-2&lt;br&gt;*See laboratory subobjectives Unit IV.</td>
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<td>Health History due 9-8-15&lt;br&gt;*TG links&lt;br&gt;AS 41</td>
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<td>WEEK</td>
<td>OBJECTIVES</td>
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<td>READINGS/AUDIOVISUALS</td>
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<td>Week 2</td>
<td>1. a→f</td>
<td>V. Assessment Tools</td>
<td>*BDFSS Chapters 1-7</td>
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<td>09-08-15</td>
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<td>A. Modalities</td>
<td>*TG video links</td>
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<td>B. General Survey</td>
<td>AS 10, AS 30, AS 44</td>
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<td>C. Mental Status</td>
<td>*See laboratory subobjectives Unit V.</td>
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<td>D. Pain</td>
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<td>E. Nutritional State</td>
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<td>F. Developmental Stage</td>
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<td>G. Family Assessment</td>
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<td>H. Cultural Assessment</td>
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<td>I. Spiritual Assessment</td>
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<td>J. Medical Asepsis/Hygiene</td>
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<td>K. Documentation</td>
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<td>1. a→f</td>
<td>VI. Skin/Nails/Hair</td>
<td>*See lab subobjectives Unit VI.</td>
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<td>Week 3</td>
<td>1. a→f</td>
<td>VII. Head/Face</td>
<td>*See lab subobjectives Unit VII.</td>
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<td>09-15-15</td>
<td>1. a→f</td>
<td>VIII. Nose/Sinuses</td>
<td>*See lab subobjectives Unit VIII.</td>
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<td>1. a→f</td>
<td>IX. Mouth/Throat</td>
<td>*See lab subobjectives Unit IX.</td>
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<td>Week 4</td>
<td>1. a→f</td>
<td>X. Ears</td>
<td>*See lab subobjectives Unit X.</td>
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<td>09-22-15</td>
<td>1. a→f</td>
<td>XI. Neck</td>
<td>*See lab subobjectives Unit XI.</td>
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<td>Week 5</td>
<td>1. a→f</td>
<td>XII. Eyes</td>
<td>*See lab subobjectives Unit XII.</td>
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<td>09-29-15</td>
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<td>Week 6</td>
<td>1. a→f</td>
<td>XIII. Thorax/Lungs</td>
<td>*See lab subobjectives Unit XIII.</td>
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<td>10-06-15</td>
<td>1. a→f</td>
<td>XIV. Breasts/Axillae</td>
<td>*See lab subobjectives Unit XIV.</td>
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<td>Week 7</td>
<td>1. a→f</td>
<td>XV. Heart/Vascular System</td>
<td>*See lab subobjectives Unit XV.</td>
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<td>10-13-15</td>
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<td>Week 8</td>
<td>1. a→f</td>
<td>WRITTEN MIDTERM EXAM (9-10:30 a.m.)</td>
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<td>Midterm Exam 10-20-15</td>
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<td>10-20-15</td>
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<td>Test Review (10:30 a.m.-noon)</td>
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