



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Nursing 146  
**Descriptive Title:** Health Assessment

**Course Disciplines:** Nursing

**Division:** Health Sciences and Athletics

**Catalog Description:** This course will help the student develop and utilize physical assessment and history-taking skills necessary to care for the biophysical needs of patients. The course focuses on the communication techniques and critical thinking skills necessary to elicit a health history. Concepts of patient, professional nursing, health and illness, and the healthcare environment will be introduced. Physical assessment skills will be developed to determine normal and abnormal findings of various body systems, including a general survey assessment.

**Conditions of Enrollment: Prerequisite**

Anatomy 32  
AND

Physiology 31 or

Anatomy and Physiology 34A  
AND

Anatomy and Physiology 34B  
AND

Microbiology 33  
AND

Medical Terminology 1  
AND

Nursing 143  
AND

Nursing 144  
with a minimum grade of C in all prerequisites

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 1.50 hours per week  TBA  
**Hours Laboratory:** 0.50 hours per week  TBA  
**Course Units:** 2.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

Transfer CSU:  Effective Date: January 18, 2005  
Transfer UC:  Effective Date: Proposed

General Education:

El Camino College: \_\_\_\_\_

CSU GE: \_\_\_\_\_

IGETC: \_\_\_\_\_

## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. **Analyze Findings:** The student will analyze the findings of a complete health history documentation.
2. **Assessment Skills:** The student will demonstrate the biophysical assessment skills to identify normal versus abnormal findings.
3. **Professional Skills:** The student will exemplify the skills and professional demeanor needed to perform a head to toe physical examination.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Gather data for a biophysical health history from an adult client.  
Other (specify)  
Skills Lab Evaluations and quiz.
2. Identify common abnormal biophysical findings and evaluate the impact on an adult client.  
Other (specify)  
Skills Lab Evaluations and quiz.
3. Compare and contrast normal and common abnormal findings for the biophysical body structures and systems.  
Other (specify)  
Skills Lab Evaluations and quiz.
4. Identify the steps in the nursing process and demonstrate how to use it in a client's history and physical.  
Other (specify)  
Skills Lab Evaluation and quiz
5. Document normal and abnormal findings and complete basic history and physical examination of all the body systems using correct terminology.  
Other (specify)  
Weekly documentation assignments

6. Analyze and evaluate the findings from health and physical examinations utilizing the nursing process and critical thinking skills.

Term or other papers

7. Perform a physical assessment from head to toe utilizing the appropriate equipment and medical terminology.

Class Performance

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	2	I	<b>Assessment Process</b> A. Health assessment forms and documentation B. Critical thinking in the assessment process C. Nursing process review
Lab	2	II	<b>The Interview Process</b> A. Establish a database by obtaining a health history B. Practice communication and interviewing skills C. Introduction to adult simulator
Lecture	2	III	<b>Assessment Techniques</b> A. Inspection B. Auscultation C. Palpation D. Percussion
Lecture	2	IV	<b>General Survey</b> A. Mini-Mental Survey B. Presentation C. Hygiene D. Skin Integrity
Lab	2	V	<b>General Survey and Techniques Practice and demonstrate:</b> A. Assessment techniques and equipment B. Performing Mini-Mental Surveys C. General Survey Assessments D. Documentation of General and Mini-Mental Surveys
Lecture	4	VI	<b>Assessment of the Respiratory System</b> A. Anatomy & physiology review B. Respiratory assessment techniques and equipment C. Assessment landmarks of the thoracic cavity D. Normal and abnormal breath sounds E. Developmental and cultural considerations

			F. Common diseases and disorders
Lab	4	VII	<b>Respiratory System Assessment Lab</b> Practice and demonstrate: A. Inspecting, palpating and percussing the thoracic cavity B. Auscultating breath sounds C. Documentation of normal and abnormal assessment findings
Lecture	3.5	VIII	<b>Assessment of the Circulatory &amp; Lymphatic System</b> A. Anatomy and physiology review B. Cardiovascular assessment techniques/equipment C. Peripheral vascular assessment techniques/equipment D. Lymphatic assessment techniques and landmarks E. Developmental and cultural considerations F. Common diseases and disorders
Lab	3	IX	<b>Assessment of Circulatory System Lab</b> Practice and demonstrate: A. Locating position and surface landmarks (pulses) B. Assessment of normal and abnormal heart sounds C. Locating and palpating accessible lymph node regions D. Documentation of normal and abnormal assessment findings
Lecture	3.5	X	<b>Assessment of the GastroIntestinal System</b> A. Anatomy and physiology review B. Inspection and auscultation techniques and equipment C. Palpation and percussion techniques and equipment D. Developmental and cultural considerations E. Common diseases and disorders
Lab	3	XI	<b>GastroIntestinal Assessment Lab</b> Practice and demonstrate: A. Locating and auscultating abdominal region landmarks B. Light and deep abdominal palpation C. Documentation of normal and abnormal abdominal findings
Lecture	3	XII	<b>Assessing the Musculoskeletal System</b> A. Anatomy and physiology review of musculoskeletal system B. Range of motion (Active and Passive) C. Developmental and cultural considerations D. Common diseases and disorders
Lab	3	XIII	<b>Musculoskeletal System Assessment Simulation</b> Practice and demonstrate:

			<ul style="list-style-type: none"> <li>A. Assessment techniques and equipment</li> <li>B. Range of motion exercises (head to toe)</li> <li>C. Documentation of normal and abnormal findings</li> </ul>
Lecture	2	XIV	<p><b>Assessment of the Male Reproductive System</b></p> <ul style="list-style-type: none"> <li>A. Anatomy and physiology review</li> <li>B. Assessment techniques and equipment</li> <li>C. Inspecting the male genitals</li> <li>D. Scrotum and testes examinations</li> <li>E. Developmental and cultural considerations</li> <li>F. Common diseases and disorders</li> </ul>
Lab	2	XV	<p><b>Male Reproductive System Assessment Lab</b> Practice and demonstrate:</p> <ul style="list-style-type: none"> <li>A. Scrotum and testes examination</li> <li>B. Documentation of normal and abnormal assessment findings</li> </ul>
Lecture	2	XVI	<p><b>Assessment of the Female Reproductive System</b></p> <ul style="list-style-type: none"> <li>A. Anatomy and physiology review</li> <li>B. Assessment techniques and equipment</li> <li>C. Inspecting the female genitals</li> <li>D. Breast examinations</li> <li>E. Developmental and cultural considerations</li> <li>F. Common diseases and disorders</li> </ul>
Lab	2	XVII	<p><b>Female Reproductive System Assessment Lab</b> <b>Practice and demonstrate the following:</b></p> <ul style="list-style-type: none"> <li>A. Breast Examination</li> <li>B. Female Genitalia</li> <li>C. Documentation of normal and abnormal findings</li> </ul>
Lecture	3	XVIII	<p><b>Assessment of the Neurological System</b></p> <ul style="list-style-type: none"> <li>A. Review of motor and sensory functions</li> <li>B. Discuss the neurological relationship to the musculoskeletal system</li> <li>C. Developmental and cultural considerations</li> <li>D. Common diseases and disorders</li> </ul>
Lab	3	XIX	<p><b>Neurological System Assessment Lab</b> Practice and demonstrate:</p> <ul style="list-style-type: none"> <li>A. Assessment of equilibrium and cognitive orientation</li> <li>B. Assessment techniques and equipment for motor status</li> <li>C. Assessment techniques and equipment for sensory status</li> <li>D. Documentation of normal and abnormal assessment findings</li> </ul>

Lab	3	XX	<b><i>Final Practicum (Head to Toe Physical Examination Demonstration)</i></b> Demonstrate assessment of all systems from head to toe in 10 minutes
<b>Total Lecture Hours</b>	27		
<b>Total Laboratory Hours</b>	27		
<b>Total Hours</b>	54		

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Complete a health history and physical examination form on a client of your choice. Analyze the findings in relation to one medical diagnosis and one nursing diagnosis.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Formulate a written nursing care plan based on the findings of a history and biophysical assessment of a client. Describe the significance of the various parts of the assessment process. Document and evaluate the findings using the nursing process.
2. Analyze abnormal findings from a health history and biophysical assessment of a client and communicate relevant information during a role play. Utilize SBAR (S-situation, B-background, A-assessment, R-recommendation) with a member of a health care team such as a physician or social worker.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams  
 Quizzes  
 Class Performance  
 Multiple Choice  
 True/False

#### V. INSTRUCTIONAL METHODS

Discussion  
 Group Activities  
 Laboratory  
 Lecture

Multimedia presentations

Role Play

Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## **VI. WORK OUTSIDE OF CLASS**

Study

Skill practice

Required reading

**Estimated Independent Study Hours per Week: 3**

## **VII. TEXTS AND MATERIALS**

### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Carolyn Jarvis. PHYSICAL EXAMINATION AND HEALTH ASSESSMENT. 5TH ed.  
W.B. Saunders Co., 2008.

Carolyn Jarvis. Laboratory Manual for Physical Examination & Health Assessment. 7th ed. Elsevier, 2015.

### **B. ALTERNATIVE TEXTBOOKS**

### **C. REQUIRED SUPPLEMENTARY READINGS**

### **D. OTHER REQUIRED MATERIALS**

## **VIII. CONDITIONS OF ENROLLMENT**

### **A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

<b>Requisites</b>	<b>Category and Justification</b>
Course Prerequisite Anatomy-32 AND	Sequential
Course Prerequisite Physiology-31 or	Sequential
Course Prerequisite Anatomy and Physiology-34A AND	Sequential
Course Prerequisite Anatomy and Physiology-34B AND	Sequential
Course Prerequisite Microbiology-33 AND	Sequential
Course Prerequisite Medical Terminology-1 AND	Sequential
Course Prerequisite Nursing-143 AND	Sequential
Course Prerequisite Nursing-144	Sequential

### **B. Requisite Skills**

### Requisite Skills

Students must be able to identify anatomical structures and how these structures are impacted by medical conditions. ANAT 32 -

Identify cellular structures, organelles, and tissue types for all human organ systems.

ANAT 32 -

Apply appropriate terminology such as directional terms and regional terms to various anatomical features.

ANAT 32 -

Identify the major anatomical structures for the major organ systems of the human body including integumentary, musculoskeletal, nervous, endocrine, digestive, circulatory, respiratory, urinary, and reproductive systems.

Students must demonstrate a full understanding of how the major body systems work. PHYO 31 -

Explain the major functions of human body systems.

PHYO 31 -

Compare and contrast the different cell types, tissues, and organs that compose the body systems and their functions.

PHYO 31 -

Explain how the body systems work together as a whole.

PHYO 31 -

Compare and contrast the methods whereby the body maintains homeostasis.

Students must demonstrate a full understanding of the chemical and physiological processes affecting the body systems. APHY 34A -

Demonstrate an understanding of the interaction of chemical and physiological processes in cells and the body systems examined.

APHY 34A -

Identify all major anatomical structures in cells and tissues, as well as the integumentary, skeletal, muscular, and nervous systems.

APHY 34A -

Explain how the systems work together as a whole, and methods whereby the body maintains homeostasis.

Students must demonstrate knowledge of the major anatomical structures as well as explain the physiological functions and processes. APHY 34B -

Use appropriate terminology in discussing anatomical and physiological principles and relationships pertaining to the course subject matter.

APHY 34B -

Identify all major anatomical structures of the special senses, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and autonomic nervous systems.

Students must be able to apply knowledge of concepts of microbiology to the infectious disease process to further prevent the spread of disease. MICR 33 -

Identify the measures and describe the procedures used to control microorganisms. This includes those that are personally carried out to halt the spread of infection and disease in the health care setting.

MICR 33 -

Explain the basic elements of the human immune system and how it functions to protect us from disease.

MICR 33 -

Compare and contrast different human diseases, including those that are food-borne, air-borne, arthropod borne and those transmitted by sexual contact.

Medical terminology knowledge is important as it applies to patient care in the ability to analyze and identify medical terms to describe diseases, their symptoms as well as diagnostic tests and medical surgical procedures. MEDT 1 -

Formulate medical terms by properly arranging prefixes, suffixes, word roots, and combining forms.

MEDT 1 -

Use a medical dictionary to compare closely related medical terms and choose the appropriate terms for specific applications.

MEDT 1 -

Differentiate between medical terms that describe various diseases related to each of the nine body systems.

MEDT 1 -



Analyze and identify medical terms and their components, including prefixes, suffixes, roots, and combining forms.

MEDT 1 -

Analyze unfamiliar medical terms by their word parts and be able to define the unfamiliar terms with the aid of a medical dictionary.

MEDT 1 -

Examine medical documents for correct usage of medical terminology.

Students will demonstrate a beginning understanding of the nurse's role and responsibilities as it applies to patient care and data collection for the development of a nursing care plan. NURS 143 -

Identify the nurse's role and responsibilities in communication with patient's across the lifespan while considering the patient's cultural and developmental attributes.

NURS 143 -

Evaluate how the evidence-based practice impacts biophysical outcomes in patient care.

NURS 143 -

Use steps of the nursing process to understand the nursing care plan.

NURS 143 -

Utilize standards of critical thinking to determine adequacy of data collection for the development of a nursing care plan.

Students must demonstrate the ability to calculate sage oral and parenteral drug dosages. NURS 144 -

Demonstrate the application of mathematical concepts when calculating oral and parenteral drug dosages for adults.

NURS 144 -

Convert metric, apothecary, and household measurements from one system to another.

NURS 144 -

Carefully interpret medication labels and medication administration records to safely administer drug dosages utilizing the six rights of medication administration.

### **C. Recommended Preparations (Course and Non-Course)**

<b>Recommended Preparation</b>	<b>Category and Justification</b>
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### **D. Recommended Skills**

<b>Recommended Skills</b>
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### **E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by K. Hellwig, S. Zareski on 05/14/2018.**

**BOARD APPROVAL DATE: 01/18/2005**

**LAST BOARD APPROVAL DATE: 07/16/2018**

**Last Reviewed and/or Revised by Julie Meredith on 05/14/2018**