



FEB - 5 1997

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline *Part A*

School of Health  
Program: Nursing  
Option:

**NURS 1019**  
***Clinical Techniques –***  
***Introduction to Assessment***

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<b>Hours/Week:</b>	10	<b>Total Hours:</b>	50	<b>Term/Level:</b>	1
<b>Lecture:</b>		<b>Total Weeks:</b>	5	<b>Credits:</b>	3.5
<b>Lab:</b>					
<b>Other:</b>					

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**Prerequisites**

**NURS 1019 is a Prerequisite for:**

**Course No.    Course Name**

**Course No.    Course Name**

NURS 1030    Nursing Practicum 1

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**Course Goals**

NURS 1019 provides a basis for understanding and conducting a health assessment. The aim is to develop the student's beginning ability to take a health history and conduct psychosocial and physical assessments.

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**Course Description**

This course presents essential behaviors for conducting psychosocial and physical assessment. It includes techniques for taking a health history in order to identify health needs. Opportunity for practice and demonstration of learned skills is provided.

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**Evaluation**

1. Completion of three assignments	20%
Analysis of assessments (Weeks 2, 3, 4)	
2. Multiple Choice Exam	50%
3. Return demonstration of Assessment Skills	<u>30%</u>
<b>TOTAL</b>	<b>100%</b>

### Course Outcomes and Sub-Outcomes

1. Recognize the difference between a comprehensive and focused assessment and when these are used.
2. Demonstrate correct assessment techniques during physical and psychosocial assessment with the aim of recognizing normal findings.
3. Begin to recognize significant patterns in assessed data.
4. Begin to relate assessment findings to nursing action.
5. Demonstrate ability to communicate assessment findings in a professional manner.
6. Begin to recognize how to individualize health status assessment based on developmental and cultural needs.

### Course Record

Developed by: LINDA BARRATT Date: June 7, 1996  
Instructor Name and Department (signature)

Revised by: C. Henny, Lee Nursing Date: Nov 15/96  
Instructor Name and Department (signature)

Approved by: M. Senadit Ratsay Start Date: JAN 6/97  
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health  
Program: Nursing  
Option:

Course Outline **Part B**

**NURS 1019**  
**Clinical Techniques –**  
**Introduction to Assessment**

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**Effective Date**

January 7, 1997

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**Instructor(s)**

Level 1 Instructors	Office No.: SE 12 418	Phone:	
	Office Hrs.: See posted hours at instructor's office.	Selma Whiteside	451-6949
		Kay Negro	451-6953
		Paula Farrell	432-8914
		Lynn Field	6945

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**Text(s) and Equipment**

Required:

Text:

Sims, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health Assessment in Nursing*. Meno Park, CA: Addison Wesley.

Supplemental:

Craven, R.F., & Hirnle, C.J. (1996). *Fundamental of Nursing: Human health and function, 2nd ed.* Philadelphia: Lippincott.

DuGas, B.W., & Knor, E.R. (1995). *Nursing Foundations: A Canadian perspective*. Scarborough, ON: Appleton & Lange Canada.

LeMone, P., & Burke, K.M. (1996). *Medical-Surgical Nursing: Critical thinking in client care*. Menlo Park, CA: Addison Wesley.

Smeltzer, S.C., & Bare, B.C. (1996). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 8th ed.* Philadelphia: Lippincott.

A medical dictionary

**Equipment:** 1 watch with second hand  
1 good quality stethoscope\*  
pen light  
1 good quality hand held audio tape recorder and tapes

\* a good quality stethoscope will have the following characteristics:

- Diaphragm and bell are heavy enough to lie firmly on the body surface.
- Tubing is thick, stiff and heavy.
- Length of tubing is between 12 to 18 inches.
- Ear pieces fit snugly and comfortably.
- Angled binaurals point the ear pieces toward the nose.
- \* ***Try different stethoscopes before you purchase one.***

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### Course Notes (Policies and Procedures)

1. This course has been designed to develop your ability to ***talk with*** (interview) patients about their health and health concerns and to conduct an effective but ***very basic*** physical examination of body systems. Emphasis will be placed on developing assessment skills ***while*** establishing partnerships with patients. Attention to the communication aspect of the nurse's role will be continually reinforced and form part of the evaluation process.
2. This course will be delivered in both the classroom and practicum setting (Acute Medicine and Extended Care Units). In these settings, students will work in small groups (approximately 8 students with one nursing instructor).
3. In the classroom students will participate in a variety of structured learning activities aimed at developing assessment knowledge and skills. During practicum experiences students will be assigned patients to interview and to conduct basic physical examinations. It is expected that students will ***actively*** participate in both the classroom and the practicum setting.
4. This course is of short duration. Therefore, students **must complete aspects of this course independently**. You will receive a schedule for all required independent study. Independent learning activities include reading, viewing videos and completing written assignments.

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### Participation/Attendance

1. Regular attendance in lecture, seminars and laboratory periods is required of all students. If a student is absent for any cause other than illness for more than ten percent (10%) of the time prescribed for any subject, he/she ***may be prohibited*** from completing the course (4.07, 10 BCIT Policy Manual).
2. If a class or practicum experience is missed the student is responsible for the missed content.

## Evaluation of Assessment Skills: Return Demonstration

Return demonstration of assessment skill is worth 30% of your final grade. ***You must pass this component to pass the course.*** Your demonstration of specific skills will be graded satisfactory/unsatisfactory according to criteria on a checklist which you will see prior to the test. If you meet all criteria, you will receive a satisfactory and be granted 30 marks (30%) of your final grade. If you do not meet all the criteria you will receive an unsatisfactory and no numerical grade will be given. You will be given an opportunity to redo a skills demonstration exam ***once*** should you receive an unsatisfactory.

For all skills demonstration tests, you will be asked to perform a focused interview and physical exam of one body system, e.g., respiratory, and conduct an interview of one section of the nursing history or a health pattern, e.g., psychosocial health.

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## Clinical Techniques-Assessment: Course Failure

A student who is unsuccessful in the assessment course cannot go on to the Nursing Practicum 1 – NURS 1030 but may continue to take other courses. Notification of a failure will be via a letter to the student from the registrar.

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## Assignment Details

### Practicum Assignment: Analysis of Assessment Data

#### *Preamble*

The assessment process involves the simultaneous enactment of two interrelated processes: data gathering and diagnostic reasoning. In other words, before, during and following the process of data collection nurses engage in the critical thinking process of diagnostic reasoning (analysis and synthesis of data). This process is crucial to the accurate identification of patient concerns, problems, issues, evaluation of outcomes and in the making of appropriate clinical judgements. It is also part of the assessment phase of the nursing process.

#### *Purpose of this Assignment*

The purpose of the assignment is to assist students to develop knowledge and skill in the analysis and synthesis of assessment data by analyzing and synthesizing assessment data collected during their practicum experience with assigned patients.

#### *How to do this Assignment*

1. The process of analysis and synthesis (diagnostic reasoning) may be a new experience for you or a familiar one but in a new context. To accommodate for these differences in experience this assignment is set up as a **walk through the process**. You will analyze patient data by responding to a series of questions. Answer these questions thoroughly and to the best of your ability.
2. The analysis of data is a recurring, ongoing process during the assessment phase and therefore should be repeated many times during the data collection process. In this assignment you will analyze data before, during and following collection of assessment data during weeks two, three and four of your practicum experiences.

3. These assignments are to help you *develop* knowledge and skill in the analysis and synthesis of assessment data. They are not a test of your ability to enact these processes. You are therefore encouraged to work in collaboration with classmates, instructors and other health care professionals to assist you in this learning process.
  4. You will not be graded on these assignments. You will be awarded 20 marks (20%) toward your final grade for completing the *three* assignments during weeks two, three and four. Because this is an ongoing learning process marks will *not* be granted for the completion of only one or two of these assignments. These assignments are due on the day stated by your clinical instructor. You may ask for an extension, but a specific date for the submission of the assignment must be set. Late assignments or those submitted past the negotiated date will not receive a grade.
  5. Practicum instructors may ask you to answer additional questions to assist you in the analysis process. Try not to think of these as extra work but as helping you to more fully develop your reasoning skills so that you will make more appropriate and accurate nursing judgements about a patient's health status.
  6. Be sure to hand in your assessment findings with your analysis.
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### ***Analysis of Assessment Data: Questions***

1. Before you even met with your patient did you receive information from your instructor or other health care professionals that you thought was a \* *cue*? If so, what was that *cue(s)* and what action did you initiate as a result of this *cue*.

Did you make any inferences about your assigned patient when you received this information. If so, what were those inferences? How did they influence how you proceeded with your assessment of the patient?

- \* A *cue* is a piece of information that signals the nurse to take some action in the assessment process. For example actions taken could be: a decision to collect more data, a decision to compare data collected with existing norms, a decision to do more research, a decision to seek assistance or immediate help because the "*cue*" alerts you to an existing or pending emergency situation.
- \* An *inference* is a step of the mind, an intellectual act by which one concludes that something is so in light of something else's being so, or seeming to be so (Paul, 1992, p. 651).

2. It is suggested you answer the following questions immediately after you have assessed your patient's health status.

While you conducted your health assessments were you aware of any information "*cues*" that signaled you to take a course of action? If so, describe the course of action you took. What were those pieces of information? Did some of these pieces of information seem to fit together (as in a pattern)? What inferences about your patient's health status did you make, based on those emerging patterns? Did you discover if your inferences were correct? If so, briefly describe how you validated your inferences. If you did not validate them (in some way) what do you think stopped you or interfered with this process? Lack of confidence? Lack of knowledge? Did you not know how you were to do it?

3. Now that you have collected a substantial amount of assessment data it is suggested you review all of the data to get a sense of the “*whole*” and any patterns emerging.

Answer the following questions when you have collected a substantial amount of assessment data, e.g., when you get home from your practicum experiences.

What pieces of information seem to fit together now? Write these down organizing them into clusters of information. What inferences can you make about these clusters of information? Are these inferences different from your initial inferences you made while you were actually involved in the assessment process with your patient? If they are different how do you account for these differences? How will you find out if your current inferences are correct? If your current inferences do not seem valid what do you think you need to do? What data seems to be missing? How will you gain additional data?

If you are confident your inferences are correct or valid, formulate some tentative conclusions. These conclusions can be expressed as a patient concern, a patient issue, a clinical judgement, a nursing diagnoses or a positive outcome.

Now that you have worked through this diagnostic reasoning process and have arrived at some conclusions you *may* be ready to proceed to the next step in the nursing process which is to decide on appropriate nursing interventions. During your practicum experiences you may be expected to use this process in the planning of nursing care.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health  
Program: Nursing  
Option:

Schedule

**NURS 1019**  
**Clinical Techniques –**  
**Introduction to Assessment**

Date	Material Covered	Course Site and Rooms
Jan. 7/97	<b>WEEK 1</b>  <b>Tuesday</b> Introduction to assessment course <ul style="list-style-type: none"> <li>• overview of course delivery methods</li> <li>• course outline</li> </ul> Video: Taking a Health History Health Assessment Process <ul style="list-style-type: none"> <li>• purpose of assessment</li> <li>• types of assessment</li> <li>• the interviewing process</li> <li>• health assessment and the nursing process</li> <li>• diagnostic reasoning process</li> </ul> Establishment of partnerships	BCIT 0830–1020 SW9 206  1030–1230 Gp A SE12 413A Gp B SE12 413B Gp C SE14 112 Gp D SE14 114 Gp E SE12 421 Gp F SE12 422 (SE12 421 & 422 are inside SE12 418)
Jan. 8/97	<b>Wednesday</b> Nursing health history Assessment of growth and development Assessment of psychosocial health Assessment of self-care and wellness activities Assessment of family, culture and environment	BCIT 0830–0930 SW9 206 0930–1230 and 1330–1530 Gp A SE12 413A Gp B SE12 413B Gp C SE14 112 Gp D SE14 114 Gp E SE12 421 Gp F SE12 422
Jan. 14/97	<b>WEEK 2</b>  <b>Tuesday</b> The context of culture in health assessment Introduction to physical examination techniques: inspection, palpation, percussion and auscultation Introduction to assessment equipment Physical assessment of: <ul style="list-style-type: none"> <li>• general survey of patient</li> <li>• measurement (height and weight)</li> <li>• integumentary system (skin, hair and nails)</li> <li>• head (eyes, ears, nose, sinuses, mouth and throat and neck)</li> <li>• mental status exam and focused interview of neurological system</li> </ul>	BCIT 0830–0930 SW9 206  0930–1130 and 1230–1430 Gp A SE12 413A Gp B SE12 413B Gp C SE14 112 Gp D SE14 114 Gp E SE12 421 Gp F SE12 422



Date	Material Covered	Course Site and Rooms
Jan. 15/97	<b>Wednesday</b> Patient assignment to achieve the following: <ul style="list-style-type: none"> <li>• establishment of a partnership with patient</li> <li>• initiation of an interview and completion of a nursing health history</li> <li>• assessment of psychosocial health, self-care and wellness activities, family, culture and environment</li> <li>• completion of a general survey</li> <li>• assessment integumentary system (skin, hair and nails)</li> <li>• assessment of head (eyes, ears, nose, sinuses, mouth and throat) and neck</li> <li>• focused interview of neurological system and mental status exam</li> </ul>	Practicum Placements  See Level I Bulletin Board
Jan. 21/97	<b>WEEK 3</b>  <b>Tuesday</b> Assessment of respiratory system, cardiovascular system, peripheral vascular system and focused interview of lymphatic system Assessment of vital signs	BCIT 0830–0930 SW9 206  0930–1130 and 1230–1430 Gp A SE12 413A Gp B SE12 413B Gp C SE14 112 Gp D SE14 114 Gp E SE14 113 Gp F SE12 422
Jan. 22/97	<b>Wednesday</b> Patient assignment to achieve the following: <ul style="list-style-type: none"> <li>• establishment of a partnership with patient</li> <li>• expanding and improving accuracy of last week's assessment</li> <li>• assessment of respiratory system</li> <li>• assessment of neck vessels and cardiovascular system</li> <li>• assessment of peripheral vascular system</li> </ul>	Practicum Placements  See Level 1 Bulletin Board

Date	Material Covered	Course Site and Rooms
Jan. 28/97	<b>WEEK 4</b>  <b>Tuesday</b> Assessment of abdomen and musculoskeletal system Focused interview of urinary system, reproductive system, breasts and axilla	BCIT 0830–0930 SE12 416 and 417  0930–1130 Gp A SE12 416 and 417 Gp B SE12 416 and 417 Gp C SE12 416 and 417 Gp D SE14 114 Gp E SE14 113 Gp F Telephone Exchange Room  1230–1430 Gp A SE14 114 Gp B SE14 113 Gp C Telephone Exchange Room Gp D SE12 416 and 417 Gp E SE12 416 and 417 Gp F SE12 416 and 417
Jan. 29/97	<b>Wednesday</b> Patient assignment to achieve the following: <ul style="list-style-type: none"> <li>• establishment of a partnership with patient</li> <li>• expanding and improving accuracy of last week's assessments</li> <li>• assessment of abdomen</li> <li>• assessment of urinary system</li> <li>• assessment of musculoskeletal system</li> <li>• assessment of vital signs</li> </ul>	Practicum Placements  See Level 1 Bulletin Board
Feb. 4/97	<b>WEEK 5</b>  <b>Tuesday</b> <ul style="list-style-type: none"> <li>• emergency assessments</li> <li>• tube assessments general overview</li> <li>• preparation for evaluation of assessment skills</li> <li>• practice interviews</li> <li>• conduct selected return demonstration of assessment skills</li> <li>• final review of course</li> <li>• course evaluation</li> </ul>	BCIT 0830–0930 SW9 206  0930–1130 and 1230–1430 Gp A SE12 413A Gp B SE12 413B Gp C SE14 112 Gp D SE14 113 Gp E SE12 421 Gp F SE12 422
Feb. 5/97	<b>Wednesday</b> Use patient assignment to continue to practice and improve on skills learnt in this course	

Date	Material Covered	Course Site and Rooms
Feb. 6/97	<b>Thursday - Evaluation Day</b> 0930-1020 Multiple Choice Exam 1030-1230 } Test demonstration of assessment 1330-1530 }	0930–1020 SE14 122  1030–1230 SE12 416–417  1330–1530 SE 12 417





## Preamble

This schedule describes all the independent learning activities, preparatory and follow-up, required for classroom and practicum learning experiences. These learning activities may include readings, viewing of videos and written assignments. The activities will require a minimum of 3 hours of work prior, and/or following your classroom and practicum learning experiences.

When you read your nursing assessment textbook you will notice that a physical examination of body systems requires the performance of both *basic* and *advanced* assessment techniques. Advanced techniques require a great deal of supervised practice and time to master. You will therefore only be expected to perform *basic* physical examination techniques that can be realistically mastered in 5 weeks. The more advanced techniques will be added throughout the nursing program. These advanced examination techniques and/or steps have been omitted in this schedule of study. Carefully note these as you prepare for classes and practicum experiences.

Also note the exact sequence for conducting the physical examination of body systems is slightly different for practice experiences from the sequence presented in your textbook. For example, neurological assessment is to occur with head and neck, etc., in Week 2.

**WEEK 1:** For Tuesday, January 7, 1997 class.

## Preparatory Study

Chapters 1 and 2 give you an overview of health assessment, health history and health assessment interviews. Focus your studies on:

1. the how, when, why and where these occur.
2. establishing the nurse client relationship.
3. the use of communication to build or hinder the relationship.
4. the key words or phrases you will use.

## Read:

**Text:** *Sims et al (1995). Health Assessment in Nursing*

Chapter 1: *The Foundations of Health Assessment in Nursing*

Chapter 2: *The Interview and Health History*

## Write:

Prepare a written practice guide for yourself to practice taking a health history in the lab and clinical area. (Do not include health patterns in this guide. Health patterns assessment will be the focus of Wednesday's class. This guide can include specifics about the data you will collect, questions you will ask your clients and notes to yourself. You will use these guides during your practice sessions in both the lab and practicum settings. You will not be expected to conduct any assessments from memory during practice sessions. Your guides should be continually reviewed and adjusted throughout this course and in the nursing program. Different nursing contexts will demand different foci in assessment.

\* The Health Assessment Check List in Chapter 22, pp. 707–712, of your assessment text may assist you in organizing these practice guides.

**WEEK 1:** For Wednesday, January 8, 1997 class.

### Preparatory Study

Chapter 3 gives an overview of growth and development (G &D). If you have studied G & D before, skim the chapter. If you haven't studied G & D before, you will need to read the chapter. It is not necessary to know all the theories and theorists. Try to get an overview of G & D as this is not a major focus of this course. Focus your studies on:

1. the principles of growth and development.
2. recognize the major tasks of the adult stages.

Chapters 4–6 each cover a component of the actual nursing assessment. These components are the non-physical aspects of the assessment. Focus your studies on:

1. the factors affecting each component.
2. the data to collect and organize based on factors.
3. determining the nursing diagnosis.

You will become more familiar with this content in the next several weeks. In our curriculum the term nursing diagnosis is also referred to as patient problem and patient concerns.

### Read:

**Text:**           Sims et al (1995). *Health Assessment in Nursing*.  
Chapter 3: *Assessing Growth and Development*.  
Chapter 4: *Assessing Psychosocial Health*.  
Chapter 5: *Assessing Self-Care and Wellness Activities*.  
Chapter 6: *Assessing the Family, Culture and Environment*.

### Write:

From each section titled "Gathering the Data," write some practice questions to help guide you in the next practice class.

### Follow-up Learning Activities

#### Post-Classroom Experiences

**Tuesday:**       Review your tape and adjust your health history guide if needed.

Wednesday: Review the assessment you conducted (written and audio taped). Examine your findings carefully and compare them with normal findings. Are there any identifiable abnormal findings? Until you have a broader knowledge base of what constitutes an abnormal finding, you will need to consult your textbooks to determine when fact a finding is abnormal. In general, how did your assessment go? Were you able to gather the information you wanted? Do you feel prepared to assess a "real patient"? What areas do you need more practice?

**WEEK 2:** For Tuesday, January 14, 1997 class.

### Preparatory Study

Chapter 7 introduces you to the basic assessment skills used in a physical assessment. Focus your studies on:

1. know the meaning of and begin practicing palpation, percussion and auscultation.
2. factors affecting client interactions.
3. an overview of the general survey.

Chapters 8–18 follow the same format beginning with the Anatomy and Physiology (A & P) of the system. You need a basic knowledge of A&P to do physical assessments. It is assumed you have this; if so skim it. If your knowledge is limited on the system, review the system. The common key components are:

1. "Gathering the Data" has specific questions to help you assess the system.
2. "Physical Assessment" explains in steps what you will do. Some steps will be omitted. Make a note of these in your textbook.
3. developmental consideration of the older client.
4. psychosocial, self-care, family, cultural and environmental considerations.
5. identifying nursing diagnosis.
6. health promotion and client education. You are not required to memorize the diseases and conditions, but read them. This will help you to gradually learn more about these.

### Read:

**Text:** *Sims et al (1995). Health Assessment in Nursing*

**Note:** \* Omission of advanced physical examination techniques (steps) in some of these chapters.

Chapter 7:\* *Techniques of Physical Assessment and the General Survey.*

**Omit** Gathering the Equipment pp. 104–108,  
Vital Signs pp. 115–122.

Chapter 8: *Assessing the Integumentary System*

Chapter 9:\* *Assessing the Head and Neck*

**Omit** following techniques and/or steps for the eye, ear, nose, sinuses and neck.

*Eye: Omit* pp. 181–182, steps 4–6,  
pp. 183, step 11,  
pp. 184, step 13,  
pp. 185–188, step 14 (upper eyelid only), and step 15.  
Also, for the eye steps 1 and 2, please bring a newspaper with both large and small print on the same page for your practice sessions. We will not use the Snellen eye chart or Jaeger card.

*Ear: Omit* pp. 190–193, steps 4–10.

*Nose and Sinuses: Omit* pp. 195–197, steps 4, 6, 7.

*Mouth and Throat: Omit* p. 199, step 4.

*Neck: Omit* pp. 201–203, steps 4–8.

#### Chapter 18: *Assessing the Neurologic System and Mental Status*

You will be assessing mental states in both class and in the clinical area. Read about the cranial nerves, you will not be practicing these in lab, except for the focused interview. Some of these functions you will assess in other systems. It is not necessary to remember the order of the nerves but try and learn the meaning of the words. Read about the Glasgow Coma Scale on p. 572. We will discuss this briefly in class.

##### *Reflexes*

**Omit** pp. 567–571 all of the reflexes.

##### *Additional Assessment Techniques*

**Omit** pp. 571–572 Carotid Auscultation, and Meningeal Assessment.

#### **View:**

Refer to the attached list of video tapes for the specific content to be viewed on the video tapes.

*Videotapes:* Mosby's

- |                                       |   |
|---------------------------------------|---|
| 1. <i>Examination Techniques</i>      | 5. <i>Examining the Eyes</i>  |
| 2. <i>The General Survey</i>          | 6. <i>Examining the Ears</i>  |
| 3. <i>Skin, Hair and Nails</i>        | 7. <i>Examining the Nose, Mouth &amp; Pharynx</i>                       |
| 4. <i>Examining the Head and Neck</i> | 8. <i>Neurologic System: Mental Status, Speech &amp; Cranial Nerves</i> |

#### **Write:**

Prepare written guides for yourself to practice the assessment of the Integumentary System, Head and Neck and the Neurological system. Your guides can include specific steps, procedures you will use in the physical examination and questions you will ask in the focused interview part of the assessment. You will want to note equipment you will need.



**WEEK 2:** For Wednesday, January 15, 1997 (Practicum).

### Preparation for Practicum Experience

Review all the work you did before and during the previous 3 days of classes. This should include relevant readings, viewing of videotapes, reviewing of your practice guides, review of actual assessments conducted (written and audio taped) and results of findings. This preparation is required, for each practicum experience, during this course.

Identify parts of the focused interview and/or the physical examination techniques that need more practice. **Practice** on a friend, classmate or family member.

Organize all the materials including assessment materials and equipment you will need to bring to the clinical area. You will need your assessment guides.

### Follow-Up Learning Activity (Wednesday)

Complete the assignment titled *Analysis of Assessment Data*. Guidelines are described in the course outline.

**WEEK 3:** For Tuesday, January 21, 1997 class.

### Preparatory Study

#### Read:

*Text: Sims et al (1995). Health Assessment in Nursing*

Chapter 7: *Techniques of Physical Assessment and the General Survey.*

Assessing Vital Signs, pp. 115–122. Refer to your Nursing Fundamental textbook for a more detailed description.

Chapter 10: *Assessing the Respiratory System, OMIT:*

- Palpate the posterior chest for tactile fremitus p. 238 step 5.
- Percuss the posterior thorax pp. 239–240, step 1–4.
- Auscultate the trachea p. 241, step 2.
- Palpate for tactile fremitus on the anterior chest wall p. 244, step 5.
- Percuss the Anterior Thorax pp. 244–245, steps 1 and 2.

Chapter 11: *Assessing the Cardiovascular System, OMIT:*

- Inspect the jugular veins pp. 278–279, step 3.
- Palpation of chest 5 key landmarks pp. 283–284, steps 1 and 2.
- Palpate for hepatojugular reflex p. 285, step 4.
- Percussion of the chest pp. 285–286, step 1.
- Auscultation of the carotid arteries p. 288, steps 3–5.

When auscultating the heart you will **only** be responsible for distinguishing S<sub>1</sub> S<sub>2</sub> heart sounds and try to determine if there are any abnormal sounds. You will **not** be expected to accurately label and interpret any abnormal sounds. You will simply be expected to report that they can be heard. The information contained on pp. 290–299 (Strategies for Differentiating Heart Sounds) is optional reading.

Chapter 16: *Assessing the Peripheral Vascular and Lymphatic Systems*, **OMIT**:

- Blood pressure in both legs, pp. 465, step 5
- Auscultating carotid arteries, pp. 466, step 2
- Performing Allen test, pp. 469, step 6
- Palpate epitrochlea lymph node, p. 469, step 7
- Perform manual compression, Trendelenburg test and test for Homan's sign, pp. 471–472, steps 5–7.

**View:**

- Videotapes:
- |  |  |
|--|--|
| 1. <i>Physical Assessment Heart and Lungs Part 2</i> | 3. <i>Examining the Vascular System</i>        |
| 2. <i>Examining the Heart</i>                        | 4. <i>The General Survey (for vital signs)</i> |

**Write:**

Prepare written guides for your practice assessments of the respiratory, cardiovascular, peripheral and lymphatic systems and vital signs. Remember to include both the focused interview and the physical examination techniques.

**WEEK 3:** For Wednesday, January 22, 1997 (Practicum).

**Preparation for Practicum Experience**

See required work for Wednesday Week 2

Vital signs will not be practiced this week in clinical. Blood pressure cuffs may be borrowed from the lab so you can practice at home. There is a limited number of cuffs used on loan.

**Follow-Up Learning Activity: Post Practicum**

Complete assignment titled *Analysis of Assessment Data* described in the course outline.

**WEEK 4:** For Tuesday, January 28, 1997.

**Read:**

*Text: Sims et al (1995). Health Assessment in Nursing*

Chapter 12: *Assessing the Breast and Axillae*

Please note that physical examination of the breast will *only* be conducted on yourself in private and on dolls in the lab. You will not be required to perform this examination on a classmate or on a patient during your practicum experiences for this course. You may, have to teach the physical examination of the breast to male and female patients in future nursing practicums if this is a patient health need.

You are required to conduct a focused interview on the Breast and Axillae.

Chapter 13: *Assessing the Abdomen, OMIT:*

- Auscultate for vascular sounds and function rub. pp. 351–352, steps 2 and 3.
- Percuss the liver, spleen and gastric bubble, pp. 353–355, steps 2–4.
- Palpate the liver, spleen, pp. 357–358, steps 3–5.
- All additional procedures, pp. 359–361, steps 1–5.

Chapter 14: *Assessing the Urinary System, OMIT:*

- Auscultating renal arteries, pp. 383, step 2.
- Percussion of kidneys, pp. 385–386, step 5.
- Assessing right and left kidney using palpation, pp. 386–387, steps 1 and 2 and pp. 388, steps 1 and 2.
- Assessing the urinary bladder using percussion, pp. 389–390, step 2.

Chapter 15: *Assessing the Reproductive System*

During this course you will *only* conduct a focused interview and, if appropriate, inspect the external reproductive system on a patient. Your clinical instructor will assist you to make this decision. You should practice conducting a focused assessment on a classmate. The goal for this course is that you develop comfort and judgement in asking questions related to the reproductive system.

You will note that two of the situations in your Nursing and Health Issues 1 course (Sexually Transmitted Diseases and Menopause) involve the reproductive system. This chapter will be important to your discussions about these health issues. The key is for you to become “at ease” talking about and talking with patients and colleagues about issues surrounding the reproductive system.

Chapter 17: *Assessing the Musculoskeletal System* omit the following assessment steps for:

- knees, pp. 521–522, steps 4 and 6.
- ankles and feet deep palpation , p. 524, step 5.

**View:**

Videotape: Mosby's

1. *Examining the Breasts*
2. *Examining the Abdomen*
3. *Examining the Musculoskeletal System*

**Write:**

Prepare written guides for your practice assessment of breast and axilla, abdomen, urinary system, reproductive system and musculoskeletal system.

**WEEK 4:** For Wednesday, January 29, 1997 Practicum Experience.

**Preparation for Practicum Experience**

See required work for Week 2 and 3 practicum experiences.  
Begin to practice taking vital signs.

**Follow-Up Learning Activity — Post-practicum.**

Complete assignment *Analysis of Assessment Data*, described in the course outline

**WEEK 5:** For Tuesday, February 4, 1997 class.

- Emergency Assessments
- General overview of tube assessment
- Review all course material covered in past 4 weeks. The class activities today are designed to assist you to strengthen your assessment skills. The class activities will help prepare you for the evaluation of your assessment skills. Your questions and concerns will be welcome.

**View:**

Videotape: Mosby's, *Putting It All Together*.

**WEEK 5:** For Wednesday, February 5, 1997 Practicum Experience.

Preparation for practicum experience continue as for week 2 to 4 practicum experience. There is no written follow-up assignment for this week.

**WEEK 5:** For Thursday, February 6, 1997 Return Demonstration.

0930 – 1020	}	Multiple Choice Exam
1030 – 1230		
1330 – 1530		Demonstration of assessment skills.

CLINICAL TECHNIQUES ASSESSMENT NURS1019  
VIDEO TAPE LIST

The numbers in the omit sections refer to the approximate time, in minutes and seconds, these sections appear on the tape. The numbers on the far right refer to the total running time of the tape.

VC 5433	EXAMINATION TECHNIQUES (View all of tape)	15 min
VC 5434	THE GENERAL SURVEY (View all of tape)	10 min.
VC 5435	SKIN, HAIR AND NAILS (View all of tape)	15 min.
VC 5437	HEAD AND NECK Omit: Salivary glands 1.40 - 2.03; Trachea and thyroid position 3.02 - 3.27; Palpating the thyroid 4.25 - 5.57	10 min.
VC 5438	EYES Omit: Cranial nerves 6.24 - 7.01 Cardinal fields of gaze, cornea reflex, cover and uncover test and use of ophthalmoscope 7.55 - to end	14 min.
VC 5439	EARS Omit: Use of otoscope 3.07 - 5.10 Weber, Rinne and Schwabash tests 6.56 - to end	11 min.
VC 5440	NOSE, MOUTH AND PHARYNX Omit: View nasal cavity 4.05 - 4.55	11 min.
VC 5450	NEUROLOGICAL SYSTEM: MENTAL STATUS, ETC. View the Mental Status section only	18 min.
VC 3507	PHYSICAL ASSESSMENT HEART AND LUNGS PART 2 This is lung assessment only. (View all of tape)	28 min.
VC 5442	HEART Omit: Palpation of chest and cardiac border 3.34 - 6.09 Auscultating Chest S2, unexpected splitting 10.42 - 12.00 Pathological S3 and S4 12.50 - 15.00	21 min.
VC 5443	VASCULAR SYSTEM Omit: Jugular veins and Bruits 7.50 - 11.10	16 min.
VC 5434	THE GENERAL SURVEY (View vital signs only)	
VC 5444	BREASTS (View all of tape)	17 min.
VC 5445	ABDOMEN Omit: Vascular sounds and friction rub 7.20 - 9.40 Percuss liver, spleen and air bubble 11.10 - 12.40 Palpate liver, spleen, kidney, pulsations, rebound tenderness and reflexes 13.55 - 18.10	19 min.
VC 5448	MUSCULOSKELETAL SYSTEM (View all of tape)	28 min.