



**CLARENDON COLLEGE**  
**PROFESIONAL NURSING PROGRAM**  
**RNSG 1300- Health Assessment Across the Lifespan**

**Division of Workforce:**

**Course:** RNSG 1300 – Health Assessment Across the Lifespan

**Credit Hours:** 3 Hours

**Semester:** Summer 2023

**Classroom Location:**

**Pampa - Center:** 1601 W. Kentucky, Pampa, 79065 - Room 101

**Phone:** (806) 665-8801 Pampa

**Childress Campus:** 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

**Phone:** (940) 937-2201 Childress

**Instructors:**

**Pampa Campus:** Sherrie Denham, MSN, RN

**Office Location:** Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

**Phone:** (806) 665-8801 ext. 137

**Email:** [sherrie.denham@clarendoncollege.edu](mailto:sherrie.denham@clarendoncollege.edu)

**Childress Campus:** Sherrie Denham, MSN, RN

**Office Location:** 1902 Ave G NW, Childress, TX 79201

**Phone:** (940) 937-2201

**Email:** [sherrie.denham@clarendoncollege.edu](mailto:sherrie.denham@clarendoncollege.edu)

**Office Hours:** As posted or by appointment.

**Clarendon College COVID-19 Updates:** Please click the following link to become informed about our campus responses to COVID-19: <https://www.clarendoncollege.edu/CoronavirusUpdate>

**Course Description:**

Development of skills and techniques required for a comprehensive nursing health assessment of patients across the lifespan: pediatric, adult, and geriatric. Includes assessment of patients' health promotion and maintenance, illness and injury prevention, and restoration; application of the nursing process within a legal/ethical framework.

**Statement of Purpose:**

RNSG 1300 – Health Assessment Across the Lifespan partially satisfies the requirement for the Associate Degree Program at Clarendon College.

**Prerequisites:** Admission to the Professional Nursing Bridge Program

**Co-Requisite(s):** RNSG 1301 Pharmacology, RNSG 1327 Transition to Professional Nursing, & 1163 Clinical – (Registered Nursing).

**Audio/Video/Photography/Distribution of Course Materials:**

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

**Electronic Communication:**

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS ore-mail using the student's email address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog email address for all official communication.

**Syllabus Disclaimer:**

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

**\*Syllabi/Schedules subject to change.**

**End-of-Course Outcomes: (WECM)**

Differentiate between roles of the professional nurse as provider in patient-centered care, patient safety advocate, member of the health care team and member of the profession and other licensed health care provider in a variety of health care settings; utilize critical thinking skills and a systematic problem-solving process in planning comprehensive care for diverse patients and their families; demonstrate skills for basic professional nursing care.

**Course Outcomes: (DEC)**

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

**Learning Outcomes: (DEC)**

**I. Member of the Profession:**

- A. Function within the nurse's legal scope of practice an in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

## **II. Provider of Patient-Centered Care:**

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidenced-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families with legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

## **III. Patient Safety Advocate:**

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

## **IV. Member of the Health Care Team:**

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



## Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. Retrieved from [https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf)

Program: Professional Nursing Education				Credential: AAS	
Competencies				Course ID	Course Title
1	2	3	4		
A –Knowledge: 1abc, 2, 3, & 4  B –Knowledge:	A –Knowledge: 1ab, 2abc, 3, & 4  B –Knowledge:	A –Knowledge: 1, 2, 3, 4, 5, & 6  B –Knowledge: 1ab, 2, 3abc, 4, & 5	B –Knowledge: 1ab, 2ab, 3ab, & 4  D –Knowledge: 1ab, 2, & 3	<b>RNSG 1300</b>	<b>Health Assessment</b>

1abcde, 2ab, 3, 4, 5, 6ab,7abc, & 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12	E –Knowledge: 1abc & 2			Across the Lifespan
C –Knowledge: 1, 2, 3, 4, & 5abc	C –Knowledge: 1ab, 2ab, 3, 4ab, 5, 6, 7, & 8  D –Knowledge: 1abcde, 2, 3ab, 4abc, & 5ab  E –Knowledge: 1ab, 2, 3ab, 4ab, 5, 6ab, 7, 8, 9, 10, 11abc, 12, & 13  F –Knowledge: 1, 2, & 3  G –Knowledge: 1ab, 2ab, & 3ab  H –Knowledge: 1, 2, 3abc, 4ab, 5, 6, & 7				
Competency References					
			4 – Member of the Health Care Team		
		3 – Patient Safety Advocate			
	2 – Provider of Patient-Centered Care				
1 – Member of the Profession					

### SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

### Texas Higher Education Coordinating Board: (THECB):

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Required Instructional Materials:

#### **Textbook:**

Wilson, S. F., & Giddens, J. F. (2022). *Health assessment for nursing practice* (7th ed.). Elsevier. ISBN: 978-0-323-66119-5

Wilson, S. F., & Giddens, J. F. (2022). *Health assessment for nursing practice student laboratory manual* (7th ed.). Elsevier. ISBN: 978-0-323-76323-3

#### **Additional Required Text:**

Collins, S. (2024). *Intravenous medications a handbook for nurses and health professionals* (40th ed.). Elsevier. ISBN: 978443118838

Skidmore-Roth, L. (2024). *Mosby's 2024 nursing drug reference* (37th ed.). Elsevier. ISBN: 9780443118906

Mosby's Pocket dictionary of medicine, nursing & health, (9th ed.). Elsevier. ISBN: 9780323793155

Pagana, K. D., Pagana, T. J., & Pagana, T.N. (2021). *Mosby's manual of diagnostic and laboratory tests*, (7th ed.). Elsevier. ISBN 978-0-323-69703-3

Ogden, S. J., & Fluharty, L. (2022). *Calculation of drug dosages: A work text* (12th ed.). Elsevier. ISBN: 978-0-323-82622-8

#### **Other Relevant Materials:**

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

#### **Methods of Instruction:**

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

\*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

#### **Requirements & Evaluation Methods:**

<b>Exams</b>	<b>Percentage</b>
Exam 1	20
Exam 2	20
Exam 3	20
ATI CMS Fundamentals (EOC)	15
Final Exam	25
<b>TOTAL for COURSE GRADE</b>	<b>100</b>

#### **Grading Scale:**

The following grading scale is utilized for the ADN Nursing Program

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>81-89</b>
<b>C</b>	<b>78-80</b>
<b>D</b>	<b>68-77</b>
<b>F</b>	<b>Below 68</b>

**Students must achieve an overall course grade at or above 78 to pass all courses in the LVN-to-RN Bridge Nursing Program.**

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***
4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

### **ATI CMS Fundamentals EOC Grading Rubric:**

A combination of the practice and proctored assessments to achieve 15% of the course grade.

Practice Assessment (4 Points)			
<ul style="list-style-type: none"><li>• Complete Practice Assessment A.</li><li>• Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.</li><li>• For each topic missed, complete a handwritten active learning template.</li><li>• Take Post Study Quiz (if available) and complete an active learning template for each topic missed</li></ul>		<ul style="list-style-type: none"><li>• Complete Practice Assessment B.</li><li>• Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.</li><li>• For each topic missed, complete a handwritten active learning template.</li><li>• Take Post Study Quiz (if available) and complete an active learning template for each topic missed.</li></ul>	
Standardized Proctored Assessment			
Level 3 (4 Points)	Level 2 (3 Points)	Level 1 (1 Point)	Below Level 1 (0 Points)
Remediation (2 Points) - All Levels			
<ul style="list-style-type: none"><li>• Minimum 1 Hour Focused Review.</li><li>• For each topic missed, complete a handwritten active learning template.</li></ul>			
10/10 Points	9/10 Points	7/10 Points	6/10 Points
Proctored Assessment Retake			
No retake required.	No retake required.	*Retake required.	*Retake required.

\*If student is required to retake a proctored assessment and student meets the program's benchmark of Level 2 on the retake, the student can earn an additional 1 point.

### **Rounding Policy:**

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any RNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

**\*\*NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

**No late work will be accepted!!**

**Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.**

### Student Testing Policy:

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email **before the examination begins**. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail **before the examination begins**. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
4. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All major exams include multiple-choice and alternate format questions based on the NCLEX-RN Test Plan;
6. All exams are timed; the Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

### Test Taking Etiquette



1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;
6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

### **Remediation:**

Remediation will be required for students scoring an eighty (80) and below on Exams 1-3.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

### **Attendance:**

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

### **Absence Policy:**

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (*\*see Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

### **Tardiness:**

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence.

Due process and the right to appeal will be provided to students' subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
  - a. arriving late in the morning;
  - b. returning late from provided breaks and lunch periods; and
  - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

### **Student Academic Integrity and Classroom Ethics:**

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

#### **Cheating violations include, but are not limited to:**

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

### **American with Disabilities Act Statement:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal

educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

### Nondiscrimination Policy

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

### Withdrawal:

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

### Cell Phone Policy, Classroom Etiquette, and Academic Honesty:

See Vocational Nursing Handbook for policies.

### Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1	<b>Chapter 1:</b> Introduction to Health Assessment <ol style="list-style-type: none"><li>1. Identify the components of a health assessment.</li><li>2. Differentiate the types of health assessments.</li><li>3. Compare clinical reasoning and judgment.</li><li>4. Identify health promotion and health protection components.</li></ol> <b>Chapter 2:</b> Obtaining a Health History <ol style="list-style-type: none"><li>1. Identify components of obtaining a health history.</li></ol>	<b>ATI: Introduction to Health Assessment</b>  <b>Read Chapters</b> <b>Review PowerPoint</b> <b>Lecture/Discussion</b> <b>Discussion Posts</b> <b>Case Studies</b> <b>Study Guide</b>

	<ol style="list-style-type: none"> <li>2. Recognize a patient-centered approach for interviewing patients.</li> <li>3. Compare techniques that enhance or interfere with interviewing a patient.</li> </ol> <p><b>Chapter 3: Techniques and Equipment for Physical Assessment</b></p> <ol style="list-style-type: none"> <li>1. Discuss infection control practices.</li> <li>2. Identify techniques of physical assessments.</li> <li>3. Identify patient positioning.</li> <li>4. Discuss equipment used during an examination.</li> </ol> <p><b>Chapter 4: General Inspection and Measurement of Vital Signs</b></p> <ol style="list-style-type: none"> <li>1. Discuss general inspection of a patient.</li> <li>2. Discuss vital signs and age-related variations.</li> </ol>	
2	<p><b>Chapter 5: Cultural Competence</b></p> <ol style="list-style-type: none"> <li>1. Discuss ethnic, cultural, and spiritual awareness.</li> <li>2. Identify standards of care in relation to cultural competence.</li> </ol> <p><b>Chapter 6: Pain Assessment</b></p> <ol style="list-style-type: none"> <li>1. Identify the pain process and classification of pain.</li> <li>2. Discuss the pain experience.</li> <li>3. Discuss factors that influence pain assessment.</li> <li>4. Identify pain assessment tools.</li> </ol> <p><b>Chapter 7: Mental Health Assessment</b></p> <ol style="list-style-type: none"> <li>1. Identify personal and psychosocial history aspects of the general health history.</li> <li>2. Discuss anxiety.</li> <li>3. Discuss altered mental status.</li> <li>4. Identify substance use and abuse.</li> <li>5. Identify types of violence and age-related concerns.</li> </ol> <p><b>Chapter 8: Nutritional Assessment</b></p> <ol style="list-style-type: none"> <li>1. Discuss macronutrients such as carbohydrates, protein, and fat.</li> <li>2. Identify micronutrients such as vitamins and minerals.</li> <li>3. Compare individual nutritional needs for patients.</li> <li>4. Discuss dietary practices in relation to age, ethnic, cultural, and spiritual aspects.</li> <li>5. Identify clinical manifestations of various nutrient deficiencies.</li> <li>6. Review expected and abnormal findings during a physical assessment.</li> </ol>	<p><b>ATI: General Survey and Health Survey</b></p> <p><b>Read Chapters</b>  <b>Review PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b>  <b>Study Guide</b></p>
3	<b>EXAM 1: Chapters 1-8</b>	<b>EXAM</b>
4	<p><b>Chapter 9: Skin, Hair, and Nails</b></p> <ol style="list-style-type: none"> <li>1. Review anatomy and physiology aspects of the skin, hair, and nails.</li> <li>2. Discuss patient health history and problem-based history.</li> </ol>	<p><b>ATI: Skin, Breast and Lymphatics</b></p> <p><b>Read Chapters</b>  <b>Review PowerPoint</b></p>

	<ol style="list-style-type: none"> <li>Identify physical exam techniques specific for the skin, hair, and nails.</li> <li>Review expected and abnormal findings during a physical assessment.</li> <li>Discuss age related changes to the skin, hair, and nails.</li> </ol> <p><b>Chapter 10: Head, Eyes, Ears, Nose, and Throat</b></p> <ol style="list-style-type: none"> <li>Review anatomy and physiology aspects of the head, eyes, ears, nose, and throat.</li> <li>Discuss patient health history and problem-based history.</li> <li>Identify physical exam techniques specific for the head, eyes, ears, nose and throat.</li> <li>Review expected and abnormal findings during a physical assessment.</li> <li>Discuss age related changes to the head, eyes, ears, nose, and throat.</li> </ol> <p><b>Chapter 16: Breast and Axillae</b></p> <ol style="list-style-type: none"> <li>Review anatomy and physiology aspects of the breast and axillae.</li> <li>Discuss patient health history and problem-based history.</li> <li>Identify physical exam techniques specific for the breast and axillae.</li> <li>Review expected and abnormal findings during a physical interview.</li> <li>Discuss age related changes to the breast and axillae.</li> </ol> <p><b>Chapter 17: Reproductive System and the Perineum</b></p> <ol style="list-style-type: none"> <li>Review anatomy and physiology aspects of the reproductive system and perineum.</li> <li>Discuss patient health history and problem-based history.</li> <li>Identify physical exam techniques specific for the reproductive system.</li> <li>Review expected and abnormal findings during a physical interview.</li> <li>Discuss age related changes to the reproductive system and perineum.</li> </ol>	<p><b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b>  <b>Study Guide</b></p>
5	<p><b>Chapter 11: Lungs and Respiratory System</b></p> <ol style="list-style-type: none"> <li>Review anatomy and physiology aspects of the respiratory system.</li> <li>Discuss patient health history and problem-based history.</li> <li>Identify physical exam techniques specific for the respiratory system.</li> <li>Review expected and abnormal findings during a physical interview.</li> <li>Discuss age related changes to the respiratory system.</li> </ol> <p><b>Chapter 12: Heart and Peripheral Vascular System</b></p>	<p><b>ATI: Musculoskeletal and Neurological, and Respiratory</b></p> <p><b>Read Chapters</b>  <b>Review PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b>  <b>Study Guide</b></p>

	<ol style="list-style-type: none"> <li>1. Review anatomy and physiology aspects of the cardiovascular system.</li> <li>2. Discuss patient health history and problem-based history.</li> <li>3. Identify physical exam techniques specific for the cardiovascular system.</li> <li>4. Review expected and abnormal findings during a physical interview.</li> <li>5. Discuss age related changes to the cardiovascular system.</li> </ol> <p><b>Chapter 13: Abdomen and Gastrointestinal System</b></p> <ol style="list-style-type: none"> <li>1. Review anatomy and physiology aspects of the gastrointestinal system.</li> <li>2. Discuss patient health history and problem-based history.</li> <li>3. Identify physical exam techniques specific for the gastrointestinal system.</li> <li>4. Review expected and abnormal findings during a physical interview.</li> <li>5. Discuss age related changes to the gastrointestinal system.</li> </ol> <p><b>Chapter 14: Musculoskeletal System</b></p> <ol style="list-style-type: none"> <li>1. Review anatomy and physiology aspects of the musculoskeletal system.</li> <li>2. Discuss patient health history and problem-based history.</li> <li>3. Identify physical exam techniques specific for the musculoskeletal system.</li> <li>4. Review expected and abnormal findings during a physical interview.</li> <li>5. Discuss age related changes to the musculoskeletal system.</li> </ol>	
6	<b>EXAM 2: Chapters 9, 10, 11, 12, 13, 14, 16, 17</b>	<b>EXAM</b>
7	<p><b>Chapter 15: Neurologic System</b></p> <ol style="list-style-type: none"> <li>1. Review anatomy and physiology aspects of the neurologic system.</li> <li>2. Discuss patient health history and problem-based history.</li> <li>3. Identify physical exam techniques specific for the neurologic system.</li> <li>4. Review expected and abnormal findings during a physical interview.</li> <li>5. Discuss age related changes to the neurologic system.</li> </ol> <p><b>Chapter 18: Developmental Assessment Through the Lifespan</b></p> <ol style="list-style-type: none"> <li>1. Discuss theories of development through the lifespan.</li> <li>2. Identify expected developmental stages of the infant, toddler, preschooler, adolescent, younger adult middle adult and older adult.</li> <li>3. Examine family development and generational differences.</li> </ol>	<p><b>ATI: Virtual Challenge: Timothy Lee</b></p> <p><b>Read Chapters</b>  <b>Review PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b>  <b>Study Guide</b></p>

	<p><b>Chapter 21:</b> Assessment of the Older Adult</p> <ol style="list-style-type: none"> <li>1. Discuss components of the geriatric health history.</li> <li>2. Identify age related body system changes.</li> </ol> <p><b>Chapter 22:</b> Conducting a Head-to-Toe Examination</p> <ol style="list-style-type: none"> <li>1. Identify guidelines for adult head-to-toe examination.</li> <li>2. Compare the difference in gender related examinations.</li> </ol>	
8	<p><b>Chapter 19:</b> Assessment of Infant, Child, and Adolescent</p> <ol style="list-style-type: none"> <li>1. Review anatomy and physiology aspects of the infant, child, and adolescent.</li> <li>2. Review components of the pediatric health history.</li> <li>3. Review vital signs and baseline measurements.</li> <li>4. Discuss examination of newborns and infants.</li> <li>5. Discuss examination of toddlers and children.</li> <li>6. Discuss examination of adolescents.</li> <li>7. Identify common problems and conditions with infants, children, and adolescents.</li> </ol> <p><b>Chapter 20:</b> Assessment of the Pregnant Patient</p> <ol style="list-style-type: none"> <li>1. Review anatomy and physiology of the pregnant patient.</li> <li>2. Discuss components of prenatal health history.</li> <li>3. Identify expected and abnormal findings of the pregnant patient.</li> <li>4. Discuss common problems and conditions of the pregnant patient.</li> </ol> <p><b>Chapter 23:</b> Documenting the Comprehensive Health Assessment</p> <ol style="list-style-type: none"> <li>1. Identify documentation aspects for the patient's health history examination.</li> <li>2. Identify documentation aspects for the patient's physical examination.</li> </ol> <p><b>Chapter 24:</b> Adapting Health Assessment</p> <ol style="list-style-type: none"> <li>1. Discuss adapting assessments of the skin, respiratory system, gastrointestinal system, and musculoskeletal system.</li> </ol>	<p><b>Read Chapters</b>  <b>Review PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b>  <b>Study Guide</b></p>
9	<b>EXAM 3: Chapters 15, 18, 19, 20, 21, 22, 23, 24</b>	<b>EXAM</b>
10	<b>ATI CMS Fundamentals (EOC)</b>	<b>EXAM</b>
11	<p><b>ATI CMS Fundamentals (EOC) – Retake</b></p> <p><b>Review</b></p>	<p><b>EXAM</b>  <b>Read Chapters</b>  <b>Review PowerPoint</b>  <b>Lecture/Discussion</b>  <b>Discussion Posts</b>  <b>Case Studies</b>  <b>Study Guide</b></p>
12	<b>FINAL EXAM</b>	<b>EXAM</b>