Your competence will be assessed as you complete the NLN Health Assessment and Shadow Health activities for this course of study. The course covers 10 competencies and represents 4 competency units.

Introduction

Overview
The Physical Assessment course is designed to help students build a cognitive understanding of a physical assessment, as well as the skills used to conduct a physical assessment on patients across the lifespan. Students will work through activities that enhance their learning and understanding of the physical assessment. These include learning about the importance of the health history, working through the body systems through readings, case studies, and virtual simulations. Interviewing and advance history taking are an integral part of the assessment process along with the skills to complete a primary physical assessment. Students will master these assessment competencies through the use of virtual simulation reality experiences as well as demonstrating their competency in all aspects of physical assessment. This course is taught in tandem with the Caring Arts and Sciences Across the Lifespan Part 1 course.

Getting Started:
Welcome to Physical Assessment! The primary goals of this course are to further develop your fundamental assessment knowledge through the required readings and to polish your clinical skills via virtual simulation labs. Begin the course by watching the welcome video and reviewing the Pacing Guide under the “Preparing for Success” section. We recommend you progress through the course material in the order it appears and wait to take the preassessment until after you have completed the course content. Throughout the learning experience, you will be asked to read text, complete self-tests, answer Case Study questions, and complete Shadow Health clinical assessments. To demonstrate competency you will complete an objective assessment and perform a comprehensive clinical assessment using Shadow Health. Check the course announcements regularly for messages about the course and contact your course instructors for assistance as questions arise. If you feel you already have a solid background in the content, discuss the timing of the preassessment with your instructor.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

This course provides guidance to help you demonstrate the following 10 competencies:

- **Competency 745.1.1: Health Assessment**
  The graduate analyzes the context and influences that inform the processes and interpretations of a health assessment.

- **Competency 745.1.2: Integumentary Assessment**
  The graduate analyzes the findings of basic physical assessments of the integumentary
Competency 745.1.3: Eyes, Ears, Nose, and Throat Assessment
The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.

Competency 745.1.4: Respiratory Assessment
The graduate analyzes the findings of basic physical assessments of the respiratory system.

Competency 745.1.5: Cardiovascular, Peripheral Vascular, and Lymphatic Assessment
The graduate analyzes the findings of basic physical assessments of the cardiovascular, peripheral vascular, and lymphatic systems.

Competency 745.1.6: Gastrointestinal and Renal Assessment
The graduate analyzes the findings of basic physical assessments of the gastrointestinal and renal systems.

Competency 745.1.7: Musculoskeletal and Nervous System Assessment
The graduate analyzes the findings of basic physical assessments of the musculoskeletal and nervous systems.

Competency 745.1.8: Reproductive, Breasts, and Axillae Assessment
The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.

Competency 745.1.9: Mental Assessment
The graduate analyzes the findings of basic physical assessments of the mental status.

Competency 745.1.10: Head-to-Toe Assessment
The graduate analyzes the findings of head-to-toe physical assessments.

Nursing Dispositions Statement
Please review the Statement of Nursing Dispositions.

Preparing for Success
The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. WGU has provided automatic access through the course. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources
You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.

*Note: This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through a retailer of your choice. Please use the ISBN listed to ensure that you receive the correct edition should you choose to do so.*

**Elsevier Evolve online course**

Elsevier Evolve is the online companion site to the *Physical examination & health assessment* (7th ed.) textbook. This course of study will directly link you to specific activities within Evolve.

• Jarvis: Health Assessment Online for Physical Examination and Health Assessment, Version 4, 7th Ed. (2016)

**Shadow Health**

Shadow Health is an exciting, important, and required component of this course. This evidence-based digital simulation experience allows students to interview and examine digital standardized patients. The virtual health assessments help students build critical skills and abilities necessary for physical assessments.

You must download and install the Unity Web Player the first time you log in. Internet Explorer, Firefox, and Safari are the recommended browsers.

• [Shadow Health: Physical Assessment](#)

The assignments in Shadow Health are presented in the order you must complete them and are open to you based on a prerequisite of completing the prior assignment with a score of 75% or higher.

Access the following document for information on navigating the course and additional help resources:

• [Shadow Health: Task Checklist](#)

**Unbound Medicine’s Nursing Central**

*Unbound Medicine’s Nursing Central* is a multi-dimensional application that puts essential nursing tools conveniently at your fingertips. The application includes current evidence-based resources that are used by healthcare professionals throughout the field. Use the resources to look up diseases, drugs, lab tests, procedures, or vocabulary in the lab or clinical setting for just-in-time learning to aid your patient care. Illustrations and videos are also available.

The application can also guide your studies and practice. Do you have topics that require a little more time and attention? Use Grasp to create your own flashcard deck or access decks shared
You will also have access to the following content:

- *Davis’s Drug Guide*
- *Taber’s Medical Dictionary*
- *Davis’s Lab and Diagnostic Tests*
- *Diseases and Disorders*
- MEDLINE journal database
- A variety of calculators, including ones for medication dosing and IV drip rates

A link to the web-based application is provided below. It is also available for download to a mobile device.

- [Unbound Medicine’s Nursing Central](#)

**Nursing Standards**

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [Nursing Standards E-Reserves](#)

**Pacing Guide**

This pacing guide provides pacing structure for completion of the required learning activities. In most cases a block of learning can be completed by the average student in one week, however students are encouraged to use more or less time based on their needs. Following the pacing guide will help you to complete the course in the suggested timeframe.

**Block of Learning 1**

**Physical Assessment**

- Healthy People 2020
- Nurses in Interprofessional Teams
- Explore Shadow Health
- Putting Together a Study Notebook

**Understanding Health History**

- Evidence-Based Assessment
- Cultural Competence
- The Interview
- Shadow Health
- The Complete Health History
- Health History Guide
- Shadow Health
Mental Assessment

- Mental Status Assessment
- Evolve: Case Study

Overview of the Physical Exam

- Assessment Techniques and the Clinical Setting
- General Survey, Measurement, Vital Signs
- Evolve: Case Studies

Block of Learning 2

Integumentary System Assessment

- Integumentary System Reading
- Evolve: Self-Paced Learning Module
- Evolve: Case Studies
- Shadow Health

Block of Learning 3

Hear, Eyes, Ears, Nose and Throat Assessment

- Head and Neck
- Evolve: Case Study

Eyes

- Eyes
- Evolve: Self-Paced Learning Module

Ears, Nose, Mouth, and Throat

- Ears
- Evolve: Self-Paced Learning Module
- Case Study- Hearing Deficit
- Nose, Mouth, and Throat
- Evolve: Self-Paced Learning Mode
- Shadow Health

Block of Learning 4

Respiratory System Assessment

- Thorax and Lungs
Cardiovascular System Assessment

- Heart and Neck Vessels
- Evolve: Self-Paced Learning Module
- Evolve: Case Study
- Shadow Health

Block of Learning 5

Peripheral Vascular and Lymphatic System Assessments

- Peripheral Vascular System and Lymphatic System
- Evolve: Self-Paced Learning Module

Gastrointestinal and Renal Systems Assessment

- Abdomen
- Evolve: Self-Paced Learning Module
- Shadow Health

Block of Learning 6

Musculoskeletal and Nervous Systems Assessment

- Musculoskeletal System
- Evolve: Self-Paced Learning Module
- Evolve: Case Study
- Shadow Health

Nervous System Assessment

- Neurological System
- Evolve: Self-Paced Learning Module
- Evolve: Case Study
- Shadow Health

Block of Learning 7

Reproductive Systems, Breasts, and Axillae Assessment

- Female Genitourinary System
- Evolve: Self-Paced Learning Module
C492 - Physical Assessment
Course of Study

Breasts and Axillae Assessment

- Breasts and Regional Lymphatics
- Evolve: Self-Paced Learning Module
- Evolve: Case Studies

Male Reproductive and Genitourinary Systems Assessment

- Male Genitourinary System
- Evolve: Self: Paced Learning Module
- Anus, Rectum, and Prostate
- Evolve: Self-Paced Learning Module
- Evolve: Case Studies

Head-to-Toe Assessment

- The Complete Health assessment
- Shadow Health

Block of Learning 8

Complete Assessments

- Preassessment and Objective Assessment
- Comprehensive Assessment: Shadow Health

Block of Learning 1

The pacing guide recommends completing this block of learning during week one of this course.

**Physical Assessment**
Physical assessment includes the health history, cultural considerations, spiritual issues, mental status presentation, and physical exam. The physical assessment identifies the nursing concerns and issues revolving around the client care.

This topic addresses the following competency:

- **Competency 745.1.1: Health Assessment**
  The graduate analyzes the context and influences that inform the processes and interpretations of a health assessment.

This topic addresses the following learning objectives:

- Identify factors that define health throughout the lifespan.
- Identify the health indicators and purpose of Healthy People 2020.
- Describe the nurse's unique role in health assessment relative to other members of the interprofessional team.
- Explain the expectations of the baccalaureate-prepared nurse regarding health assessment.
- Explain the legal and ethical implications when patients confide information.
- Explain the importance of culture in a health assessment.
- Explain the importance of assessing a patient’s spirituality.
- Analyze the nursing process in relation to health assessment.

**Healthy People 2020**

The physical assessment includes many areas of a client’s health; it includes lifespan, culture, spirituality, and legal concerns. The Healthy People 2020 initiative is an excellent guide to the health indicators and should be reviewed thoroughly.

Healthy People is a program that functions within the U.S. Department of Health and Human Services (HHS) to create a healthier nation, by providing science-based, 10-year national objectives for improving the health of all Americans. Healthy People has established benchmarks and monitored progress over time to accomplish these objectives:

- Encourage collaborations across communities and sectors.
- Empower individuals toward making informed health decisions.
- Measure the impact of prevention activities.

Search through the website for Healthy People. Consider how your work as a nurse will contribute to accomplishing the goals for Healthy People.

- [Healthy People](#)

**Reading Research Journals**

Health practice progresses by using the data gathered in research. Journal publications are a major way to disseminate information so that best practices can be implemented.

Read the following journal publication:

- [Health Across the Life Span in the United States and England](#)

**Nurses in Interprofessional Teams**

Nurses do not work alone. You will need to communicate with your patients and also with other members of the interprofessional team. The nurse’s communication responsibilities and strategies can be recalled by using the acronym SBAR. The following reading is specifically about a hospitalization setting, but you will soon learn to use this strategy for many communications.

Read the following information about SBAR in *Physical Examination & Health Assessment*:

- [Page 804](#) of chapter 29 Bedside Assessment and Electronic Health Recording

**Explore Shadow Health**
Shadow Health provides a proven simulated platform to help students to develop and practice their communication, critical thinking, physical assessment, and documentation skills. Comprehensive examinations focus on one body system at a time while also addressing chief complaints. Health differences across the lifespan are explored. Patient and professional interactions and both medical and personal histories are practiced alongside state-of-the-art 3-D guided tutorials. If you haven’t yet engaged with the Shadow Health resource, do so now, and complete the “Digital Clinical Experience Orientation” assignment:

- [Shadow Health: Physical Health Assessment](#)

### Putting Together a Study Notebook

The growth of scientific and medical knowledge depends on detailed recording of observations. In medical settings, the recording is often kept in the patient’s medical record.

You will be asked throughout this course to reflect on information you learn or to save resources that will be useful to refer to throughout your career. It will be most useful to you if you maintain these writings and resources in an organized paper or electronic folder. Your study notebook may include:

- Key Points available for each chapter in the eText
- [Clinical Reference: Quick Assessment](#)
- notes you take from the chapter readings
- tracking of your Interactive Review/Quiz scores and review of items you missed

### Understanding the Health History

Health history, which considers the cultural influence of clients, is the most important part of the client’s physical assessment. At least 80% of information to make a correct diagnosis of needs and care is made by the health history. A careful and complete recording of this history enhances the reliability of the diagnosis. The health history defines the concerns, identifies the risk factors, and assists in directing the physical exam.

This topic addresses the following competency:

- **Competency 745.1.1: Health Assessment**
  The graduate analyzes the context and influences that inform the processes and interpretations of a health assessment.

This topic addresses the following learning objectives:

- Identify the steps in the broad to narrow interviewing technique.
- Identify the four types of health histories.
- Recognize behaviors that reflect cultural sensitivity in obtaining a health history.
- Distinguish between subjective and objective information.
- Recognize the impact of genomic information in the health history.
- Analyze subjective and objective data gathered during a health history.
- Select appropriate therapeutic communication techniques for a patient interview.
Select appropriate focused assessment strategies based on health history findings.

**Evidence-Based Assessment**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 1 Evidence-Based Assessment](#)
- [Review Questions from NCLEX](#)

**Cultural Competence**

Read the following section in Physical Examination & Health Assessment and answer the review questions below:

- [Chapter 2 Cultural Competence](#)
- [Review Questions from NCLEX](#)

**The Interview**

Read the following section in Physical Examination & Health Assessment and answer the review questions below:

- [Chapter 3 The Interview](#)
- [Review Questions from NCLEX](#)

**Shadow Health**

Access the [Shadow Health: Physical Assessment](#) course and complete the following required assignment:

- Conversation Concept Lab (Rachel Adler)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

**The Complete Health History**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 4 The Complete Health History](#)
- [Review Questions from NCLEX](#)

**Health History Guide**

Using a form during a health assessment helps to ensure that nothing is missed or forgotten. Open the guide below and use as a reference to complete the next Shadow Health assignment:

- [Health History Guide](#)

**Shadow Health**
Access the Shadow Health: Physical Assessment course and complete the following required assignment:

- Health History (Tina Jones)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

**Mental Assessment**

A comprehensive exam includes a mental assessment. This is a basic screening and the assessment result affects the input and evaluation of all other systems throughout the exam.

This topic addresses the following competency:

- **Competency 745.1.9: Mental Assessment**
  The graduate analyzes the findings of basic physical assessments of the mental status.

This topic addresses the following learning objectives:

- Identify the areas assessed in the mental status examination.
- Identify the symptoms that indicate need for mental health screening.
- Identify resources appropriate for screening and treatment of mental health.
- Analyze the results of a mini-mental exam.
- Select appropriate focused assessment strategies based on health history findings related to mental health.

**Mental Status Assessment**

Read the following section in Physical Examination & Health Assessment and answer the review questions below:

- **Chapter 5 Mental Status Assessment**
- **Review Questions from NCLEX**

**Evolve: Case Study**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Study:

- **Mood Assessment**

**Overview of the Physical Exam**

The physical exam complements the complete physical assessment. It is the tool used to further refine our information regarding the health of the client.

This topic addresses the following competency:

- **Competency 745.1.1: Health Assessment**
  The graduate analyzes the context and influences that inform the processes and
interpretations of a health assessment.

This topic addresses the following learning objectives:

- Identify the steps to prepare a patient for a physical exam.
- Recognize the components of a physical exam.
- Recognize the appropriate sequence of a physical exam.
- Explain the cardinal techniques of a physical exam.
- Explain the contribution of a general survey to a health assessment.
- Interpret the implications of given vital signs for the patient.

Assessment Techniques and the Clinical Setting

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- Chapter 8 Assessment Techniques and Safety in the Clinical Setting
- Review Questions from NCLEX

General Survey, Measurement, Vital Signs

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- Chapter 9 General Survey, Measurement, Vital Signs
- Review Questions from NCLEX

Evolve: Case Studies

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- Dizziness and Vital Signs

Block of Learning 2

The pacing guide recommends completing this block of learning during week two of this course.

Integumentary System Assessment

Examining the integumentary system can give information to the evaluator on nutrition, hydration, disease, and infection. Assessment of the integumentary system is crucial not only for assessment of issues but also for prevention of disease.

The integumentary system is the largest organ system of the body consisting of the skin, hair, nails, sweat glands, and sebaceous glands. The primary function of this system is the protection of internal structures and maintaining homeostasis.

This topic addresses the following competency:

- Competency 745.1.2: Integumentary Assessment
The graduate analyzes the findings of basic physical assessments of the integumentary system.

This topic addresses the following learning objectives:

- Identify the structures of the skin, nails, and hair.
- Identify risk factors associated with the integumentary system.
- Identify the equipment necessary to perform an integumentary exam.
- Explain the functions of the integumentary system.
- Explain the process for performing an integumentary exam.
- Explain the symptoms and risks of the integumentary system associated with common nutrition and hydration issues.
- Analyze health history results related to the integumentary system.
- Select appropriate focused assessment strategies based on health history findings related to the integumentary system.
- Select primary prevention strategies for patient education related to the integumentary system.

**Integumentary System Reading**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 12 Skin, Hair, and Nails](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 12 Skin Hair and Nails](#)

**Evolve: Case Studies**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- [Skin Irritation and Skin Lesions](#)

**Shadow Health**

Access the [Shadow Health: Physical Assessment](#) course and complete the following required assignment:

- Skin, Hair, and Nails (Tina Jones)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.
Block of Learning 3

The pacing guide recommends completing this block of learning during week three of this course.

Head, Eyes, Ears, Nose, and Throat Assessment

A general overview of the condition of the integumentary system is followed by the physical exam which proceeds from head to toe. The eyes, ears, nose, and throat (EENT) assessment covers the head, but also includes several systems of the body. Information gathered from this assessment reveals clues about several areas of the body and a person’s life. Being aware of how an abnormality may influence the person is a key component of this assessment. This assessment also includes many parts of the neurological system.

This topic addresses the following competency:

- **Competency 745.1.3: Eyes, Ears, Nose, and Throat Assessment**
  The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.

This topic addresses the following learning objectives:

- Identify the structures of the head and neck.
- Identify risk factors associated with the head and neck.
- Identify the equipment necessary to perform a head and neck exam.
- Explain the functions of the head and neck.
- Explain the process for performing a head and neck exam.
- Explain the symptoms and risks of the head and neck associated with common nutrition and hydration issues.
- Analyze health history results related to the head and neck.
- Select appropriate focused assessment strategies based on health history findings related to the head and neck.
- Select primary prevention strategies for patient education related to the head and neck.

Head and Neck

The head and neck assessment shows early signs of disease, hydration status, and nutritional status. You are able to also assess the client’s ability to follow directions and get basic neurological information during this exam.

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- Chapter 13 Head, Face, and Neck, Including Regional Lymphatics
- Review Questions from NCLEX

Evolve: Self-Paced Learning Module

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and
digital content to help you master each body system assessment.

- **Chapter 13 Head, Face, and Neck, Including Regional Lymphatics**

Evolve: Case Study

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Study:

- **Pain Behind Ear**

**Eyes**

The eye exam not only gives you information on the visual system but also the neurological system.

This topic addresses the following competency:

- **Competency 745.1.3: Eyes, Ears, Nose, and Throat Assessment**
  The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.

This topic addresses the following learning objectives:

- Identify the structures of the eye.
- Identify risk factors associated with the eye.
- Identify the equipment necessary to perform an eye exam.
- Explain the functions of parts of the eye.
- Explain the process for performing an eye exam.
- Explain the symptoms and risks of the eyes associated with common nutrition and hydration issues.
- Analyze health history results related to the eye.
- Select appropriate focused assessment strategies based on health history findings related to the eye.
- Select primary prevention strategies for patient education related to the eye.

**Eyes**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- **Chapter 14 Eyes**
  - **Review Questions from NCLEX**

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.
Ears, Nose, Mouth, and Throat
This section looks at the oral nasal systems and gives you some opportunity to learn about educating your patient on risk factors.

This topic addresses the following competency:

- **Competency 745.1.3: Eyes, Ears, Nose, and Throat Assessment**
  The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.

This topic addresses the following learning objectives:

- Identify the structures of the ears, nose, mouth, and throat.
- Identify risk factors associated with the ears, nose, mouth, and throat.
- Identify the equipment necessary to perform an ears, nose, mouth, and throat exam.
- Explain the functions of the ears, nose, mouth, and throat.
- Explain the process for performing an ears, nose, mouth, and throat exam.
- Explain the symptoms and risks of the ears, nose, mouth, and throat associated with common nutrition and hydration issues.
- Analyze health history results related to the ears, nose, mouth, and throat.
- Select appropriate focused assessment strategies based on health history findings related to the ears, nose, mouth, and throat.
- Select primary prevention strategies for patient education related to the ears, nose, mouth, and throat.

Ears

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- Chapter 15 Ears
- Review Questions from NCLEX

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- Chapter 15 Ears

**Case Study: Hearing Deficit**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment. Areas to focus include the Case Study:
- **Hearing Deficit**

**Nose, Mouth, and Throat**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- **Chapter 16 Nose, Mouth, and Throat**
- **Review Questions from NCLEX**

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- **Chapter 16 Nose Mouth and Throat**

**Shadow Health**

Access the [Shadow Health: Physical Assessment](#) course, and complete the following required assignment:

- **HEENT (Tina Jones)**

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

**Block of Learning 4**

The pacing guide recommends completing this block of learning during week four of this course.

**Respiratory System Assessment**

The respiratory system involves more than just the lungs. It includes respirations, oxygenation, and interactions with the cardiac system. Respiratory assessment also includes the assessment and identification of risk factors for disease.

The respiratory system includes the trachea, bronchi, bronchioles, lungs, and diaphragm.

This topic addresses the following competency:

- **Competency 745.1.4: Respiratory Assessment**
  The graduate analyzes the findings of basic physical assessments of the respiratory system.

This topic addresses the following learning objectives:

- Identify the structures of the respiratory system.
- Identify risk factors associated with the respiratory system.
- Identify the equipment necessary to perform a respiratory system exam.
- Identify the anatomical location and character of normal breath sounds.
• Explain the functions of the respiratory system.
• Explain the process for performing a respiratory system exam.
• Explain the symptoms and risks of the respiratory system associated with common nutrition and hydration issues.
• Analyze health history results related to the respiratory system.
• Select appropriate focused assessment strategies based on health history findings related to the respiratory system.
• Select primary prevention strategies for patient education related to the respiratory system.

**Thorax and Lungs**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- Chapter 18 Thorax and Lungs
- Review Questions from NCLEX

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- Chapter 18 Thorax and Lungs

**Evolve: Case Study**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- Respiratory Assessment and Respiratory Problems

**Shadow Health**

Access the Shadow Health: Physical Assessment course, and complete the following required assignments:

- Respiratory Concept Lab
- Respiratory (Tina Jones)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

**Cardiovascular System Assessment**

The cardiovascular, peripheral vascular, and lymphatic systems work together to keep physiological stasis. Each system has its own assessment but all three are related as well.

The cardiovascular system shows the overall health of the client. Deficits in this system are
readily seen in the exam.

This topic addresses the following competency:

- **Competency 745.1.5: Cardiovascular, Peripheral Vascular, and Lymphatic Assessment**
  The graduate analyzes the findings of basic physical assessments of the cardiovascular, peripheral vascular, and lymphatic systems.

This topic addresses the following learning objectives:

- Identify the structures of the cardiovascular system.
- Identify risk factors associated with the cardiovascular system.
- Identify the equipment necessary to perform a cardiovascular exam.
- Describe the normal heart sounds and the physiological event in the cardiac cycle that creates them.
- Explain the functions of the cardiovascular system.
- Explain the process for performing a cardiovascular exam.
- Explain the normal electrocardiogram waveform pattern and the physiological events it represents.
- Explain the symptoms and risks of the cardiovascular system associated with common nutrition and hydration issues.
- Analyze health history results related to the cardiovascular system.
- Select appropriate focused assessment strategies based on health history findings related to the cardiovascular system.
- Select primary prevention strategies for patient education related to cardiovascular disease.

**Heart and Neck Vessels**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 19 Heart and Neck Vessels](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 19 Heart and Neck Vessels](#)

**Evolve: Case Study**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- [Chest Pain and Shortness of Breath](#)
Shadow Health

Access the Shadow Health: Physical Assessment course and complete the following required assignments:

- Cardiovascular Concept Lab
- Cardiovascular (Tina Jones)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

Block of Learning 5

The pacing guide recommends completing this block of learning during week five of this course.

Peripheral Vascular and Lymphatic System Assessments

The peripheral vascular and lymphatic exams are able to show key indicators in a disease that involves other systems as well as their own. Learn the assessment well and use it not only to detect disease but in education and prevention.

This topic addresses the following competency:

- Competency 745.1.5: Cardiovascular, Peripheral Vascular, and Lymphatic Assessment
  The graduate analyzes the findings of basic physical assessments of the cardiovascular, peripheral vascular, and lymphatic systems.

This topic addresses the following learning objectives:

- Identify the structures of the peripheral vascular and lymphatic system.
- Identify risk factors associated with the peripheral vascular and lymphatic system.
- Identify the equipment necessary to perform a peripheral vascular and lymphatic system exam.
- Explain the functions of the peripheral vascular and lymphatic systems.
- Explain the process for performing a peripheral vascular and lymphatic exam.
- Describe variations in pulse rhythm, cardiac rate, and pulse amplitude.
- Explain the symptoms and risks of the peripheral vascular and lymphatic systems associated with common nutrition and hydration issues.
- Analyze health history results related to the peripheral vascular and lymphatic systems.
- Select appropriate focused assessment strategies based on health history findings related to the peripheral vascular and lymphatic systems.
- Select primary prevention strategies for patient education related to the peripheral vascular and lymphatic systems, e.g., circulation, diet, elevate extremities, hydration.

Peripheral Vascular System and Lymphatic System

Read the following section in Physical Examination & Health Assessment and answer the review questions below:
The actual exam for the gastrointestinal (GI) and renal systems involves examining the abdomen. These two systems are separate and contribute separately to the body status. Both systems work in conjunction to affect hydration, nutrition, and disease.

Also known as the digestive and urinary systems, the primary function of these systems is to break down food into nutrients to be used by the body for energy and to remove waste from the body.

This topic addresses the following competency:

- **Competency 745.1.6: Gastrointestinal and Renal Assessment**
  The graduate analyzes the findings of basic physical assessments of the gastrointestinal and renal systems.

This topic addresses the following learning objectives:

- Identify the structures of the gastrointestinal and renal systems.
- Identify risk factors associated with the gastrointestinal and renal systems.
- Identify the equipment necessary to perform a gastrointestinal and renal systems exam.
- Identify the four quadrants and the organs in each quadrant.
- Explain the functions of the gastrointestinal and renal systems.
- Explain the process for performing a gastrointestinal and renal system exam.
- Explain the symptoms and risks of the gastrointestinal and renal systems associated with common nutrition and hydration issues.
- Analyze health history results related to the gastrointestinal and renal systems.
- Select appropriate focused assessment strategies based on health history findings related to the gastrointestinal and renal systems.
- Select primary prevention strategies for patient education related to the gastrointestinal and renal systems, e.g., alcohol abuse, hepatitis, colorectal cancer.

**Abdomen**

Read the following section in *Physical Examination and Health Assessment* and answer the review questions below:
Chapter 21 Abdomen

Review Questions from NCLEX

Evolve: Self-Paced Learning Module

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- Chapter 21 Abdomen

Shadow Health

Access the Shadow Health: Physical Assessment course and complete the following required assignments:

- Abdominal Concept Lab
- Abdominal (Tina Jones)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

Block of Learning 6

The pacing guide recommends completing this block of learning during week six of this course.

Musculoskeletal and Nervous Systems Assessment

The musculoskeletal and nervous systems work together to elicit movement. Their health affects the client's activity level and deficits affect abilities of daily living.

The Musculoskeletal system shows strength and coordination abilities.

This topic addressed the following competency:

- Competency 745.1.7: Musculoskeletal and Nervous System Assessment
  The graduate analyzes the findings of basic physical assessments of the musculoskeletal and nervous systems.

This topic addresses the following learning objectives:

- Identify the structures of the musculoskeletal system.
- Identify risk factors associated with the musculoskeletal system.
- Identify the equipment necessary to perform a musculoskeletal system exam.
- Explain the functions of the musculoskeletal system.
- Explain the process for performing a musculoskeletal system exam.
- Describe the normal range of motion of major joints.
- Explain the symptoms and risks of the musculoskeletal system associated with common nutrition and hydration issues.
- Analyze health history results related to the musculoskeletal system.
- Select appropriate focused assessment strategies based on health history findings.
related to the musculoskeletal system.

- Select primary prevention strategies for patient education related to the musculoskeletal system.

**Musculoskeletal System**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 22 Musculoskeletal System](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 22 Musculoskeletal System](#)

**Evolve: Case Study**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- [Joint Pain and Numbness in Hands](#)

**Shadow Health**

Access the [Shadow Health: Physical Assessment](#) course and complete the following required assignment:

- Musculoskeletal (Tina Jones)
- You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

**Nervous System Assessment**

The nervous system is a main component in the body’s ability to function. It involves all the systems and it controls all the systems. Recognition of the normal and deficit activity of this system is crucial.

This topic addressed the following competency:

- **Competency 745.1.7: Musculoskeletal and Nervous System Assessment**
  The graduate analyzes the findings of basic physical assessments of the musculoskeletal and nervous systems.

This topic addresses the following learning objectives:

- Identify the structures of the nervous system.
- Identify risk factors associated with the nervous system.
Identify the equipment necessary to perform a nervous system exam.
Identify the cranial nerves and their motor and sensory functions.
Explain what is being assessed when reflexes are tested.
Explain the functions of the nervous system.
Explain the process for performing a nervous system exam.
Assess level of consciousness according to the Glasgow Coma Scale.
Explain the symptoms and risks of the nervous system associated with common nutrition and hydration issues.
Analyze health history results related to the nervous system.
Select appropriate focused assessment strategies based on health history findings related to the nervous system.
Select primary prevention strategies for patient education related to the nervous system.

**Neurologic System**

The following e-text reading from *Physical Examination and Health Assessment* and answer the review questions below:

- [Chapter 23 Neurologic System](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 23 Neurological System](#)

**Case Study**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Study:

- [Seizures](#)

**Shadow Health**

Access the [Shadow Health: Physical Assessment](#) course, and complete the following required assignment:

- Neurological (Tina Jones)

You will need to uncover at least 75% of the available findings to meet the benchmark for this assignment.

**Block of Learning 7**

The pacing guide recommends completing this block of learning during week seven of this course.
The reproductive assessment aspects of the body for both male and female are important for education, prevention, and identification of disease.

The reproductive system is integral to the physical assessment. Consideration of sex, sexual preferences, and culture are important in the assessment. This section also includes the urinary system.

This topic addresses the following competency:

- **Competency 745.1.8: Reproductive, Breasts, and Axillae Assessment**
  The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.

This topic addresses the following learning objectives:

- Identify the structures of the reproductive systems.
- Identify risk factors associated with the reproductive systems.
- Identify the equipment necessary to perform a reproductive system exam.
- Explain the functions of the reproductive systems.
- Describe the variety of influences that affect the reproductive systems, e.g., psychosocial, cultural, developmental.
- Explain the symptoms and risks of the reproductive system associated with common nutrition and hydration issues.
- Analyze health history results related to the reproductive system.
- Select appropriate focused assessment strategies based on health history findings related to the reproductive system.
- Select primary prevention strategies for patient education related to the reproductive system, e.g., immunizations, safe sex.

**Female Genitourinary System**

The following e-text reading from *Physical Examination and Health Assessment* and answer the review questions below:

- **Chapter 26 Female Genitourinary System**
- **Review Questions from NCLEX**

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- **Chapter 26 Female Genitourinary System**

**Breasts and Axillae Assessment**

Breast assessment is not just a female issue. Male breast cancer is prevalent and also more aggressive, so early detection is imperative.
This topic addresses the following competency:

- **Competency 745.1.8: Reproductive, Breasts, and Axillae Assessment**
  The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.

This topic addresses the following learning objectives:

- Identify risk factors associated with the breasts and axillae.
- Identify the physical examination techniques to evaluate the breasts and axillae.
- Explain the symptoms and risks of the breasts and axillae associated with common nutrition and hydration issues.
- Analyze health history results related to the breasts and axillae.
- Select appropriate focused assessment strategies based on health history findings related to the breasts and axillae.
- Select primary prevention strategies for patient education related to the breasts and axillae, e.g., cancer, self-examination, mammograms.

**Breasts and Regional Lymphatics**

The following e-text reading from *Physical Examination and Health Assessment* is suggested for those students not familiar with the complete assessment of the breasts and regional lymphatics. Please also answer the review questions below:

- [Chapter 17 Breasts and Regional Lymphatics](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 17 Breast and Regional Lymphatics](#)

**Evolve: Case Studies**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- [Breast Lump and Post-Mastectomy](#)

**Male Reproductive and Genitourinary Systems Assessment**

The reproductive system is integral to the physical assessment. Consideration of sex, sexual preferences, and culture are important in the assessment. This section also includes the urinary system.

This topic addresses the following competency:

- **Competency 745.1.8: Reproductive, Breasts, and Axillae Assessment**
The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.

**Male Genitourinary System**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 24 Male Genitourinary System](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 24 Male Genitourinary System](#)

**Anus, Rectum, and Prostate**

Read the following section in *Physical Examination & Health Assessment* and answer the review questions below:

- [Chapter 25 Anus, Rectum, and Prostate](#)
- [Review Questions from NCLEX](#)

**Evolve: Self-Paced Learning Module**

The Self-Paced Learning Module builds upon the chapter reading with interactive activities and digital content to help you master each body system assessment.

- [Chapter 25 Anus, Rectum and Prostate](#)

**Evolve: Case Studies**

The Case Studies are short problem-based scenarios where you can apply your assessment skills and “View Correct Answers” as you go. Complete the following Case Studies:

- [Rectal Cancer](#)

**Head-to-Toe Assessment**

In performing the full head-to-toe exam, all the systems must be considered together. Depending upon your role, various types of assessment can be used. Here it is important to focus on the full exam, so that when a complete head-to-toe exam is needed you are able to perform this.

A complete head-to-toe examination is performed at a patient’s first entry in an outpatient setting or initial admission to the hospital.
This topic addresses the following competency:

- **Competency 745.1.10: Head-to-Toe Assessment**
  The graduate analyzes the findings of head-to-toe physical assessments.

This topic addresses the following learning objectives:

- Identify the components of the physical exam.
- Identify the proper sequence for conducting a head-to-toe assessment.
- Describe variations in approach to head-to-toe assessment based on age and gender.
- Differentiate between a head-to-toe and focused assessment.
- Determine when it is appropriate to do a head-to-toe or focused assessment.
- Select best approaches for physical assessment based on given patient needs.

**The Complete Health Assessment**

Read the following section in *Physical Examination and Health Assessment* and answer the review questions below:

- [Chapter 27 The Complete Health Assessment: Adult](#)
- [Review Questions from NCLEX](#)

**Block of Learning 8**

The pacing guide recommends completing this block of learning during week six of this course.

**Complete Assessments**

Congratulations on completing the activities in this course! This course has prepared you to complete two assessments designed to measure your competence in Physical Assessment.

**Preassessment and Objective Assessment**

Please read: [Preassessment and Objective Assessment Directions](#)

- Navigate to the “Assessment” tab to complete your 1st attempt at the preassessment

Once you have passed your preassessment with a 75% or better, let your course instructor know so he/she can approve you to schedule your objective assessment. Provide your course instructor with the date and time of your objective assessment once it is scheduled.

- Navigate to the “Assessment” tab to schedule your objective assessment

**Comprehensive Assessment: Shadow Health**

The Comprehensive Assessment is the last activity for you to complete in Shadow Health. You must complete this assessment with a benchmark score of at least 75%. Once you have passed your comprehensive assessment with a benchmark of 75% or better, your score will be directly graded and will show as a pass on your degree plan within 1-2 business days.

Access the [Shadow Health: Physical Assessment](#) course and complete the following required
assignment:

- Comprehensive Assessment

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. Navigate to the “Assessment” tab to complete the preassessment and then schedule your objective assessment when approved.