Your competence will be assessed as you complete the NLN Health Assessment exam for this course of study. The course covers 10 competencies and represents 2 competency units.

Introduction

Overview
The Health Assessment course is a two part course with both objective and performance assessments, focusing on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the lifespan. Students are introduced to the processes of health assessment: interviewing, history taking, and physical assessment. Dominant models, theories, and perspectives related to evidence-based health promotion and health education strategies are also covered. You should plan to spend six to eight weeks completing the activities for this course.

For more information, please read the Welcome Letter below:

- Welcome Letter

Please consult the Health Assessment checklist to aid you in completing the activities for the Performance Assessment portion:

- Health Assessment checklist

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]*

To enable screen reader support, press shortcut Ctrl+Alt+Z. To learn about keyboard shortcuts, press shortcut Ctrl+slash.

Competencies
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 system.

- **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](#).

**Course Instructor Assistance**
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**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. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full
instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

Elsevier Evolve
The following online course is separate from the e-text enrollment. Enroll for the following online courseware through the Learning Resources tab:

- Jarvis: Physical Examination & Health Assessment (6th ed.)

For assistance locating the Evolve materials assigned in the activities of this course, see the following help document:

- Elsevier Evolve Navigation Instructions

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 textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Shadow Health
Shadow Health is a resource that allows you to perform virtual health assessments.

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
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is
provided as a suggestion and does not represent a mandatory schedule. Follow the pacing
guide carefully to complete the course in the suggested timeframe.

- **Pacing Guide: Health Assessment**

*Note: This pacing guide does not replace the course. Please continue to refer to the course for
a comprehensive list of the resources and activities.*

**Health Assessment**

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

**Context of a Health Assessment**

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

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.

**Explore Shadow Health**

Shadow Health is a resource that allows you to perform virtual health assessments.

- **Shadow Health**

You must download and install the Unity Web Player the first time you log in. Follow the
instructions in the resource to complete these steps.

Start by completing the introduction and “Digital Clinical Experience Orientation” to become
familiar with this resource. You may also proceed with other assignments ("Undergraduate Health History Assignment," "Undergraduate Skills Assignment", etc.) now or at any time during this course.

Journal Keeping as a Learning Aid

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.

In this course, you will often be asked 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 journal. The journal may include:

- a record of your progress through the course,
- the activities and projects that you do to enhance learning,
- your reactions or reflections on the activities, and
- information or notes on topics that you want to remember and refer back to for the course assessments or your future teaching activities.

Your journal may be a paper notebook or electronic file. Just keep it handy to record as you learn. Create your journal or notebook for this course.

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

Healthy People 2020

Healthy People is a program that functions within the U.S. Department of Health and Human Services (HHS) to create a healthier nation. Healthy People provides science-based, 10-year national objectives for improving the health of all Americans. For three decades, 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

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. Although the following reading is specifically about a hospitalization setting, you will soon learn to use this strategy for many communications. Read the following information about SBAR in *Physical Examination and Health Assessment*:

- page 793 of chapter 28 (“Bedside Assessment of the Hospitalized Adult”)

**Understanding the Health History**

Health history, which considers the cultural influence of clients, is the most important part of the client health assessment. 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 and Health Assessment*:

- pages 2-10 of chapter 1 (“Evidence-Based Assessment”)

**Student Resources**

The *Evolve Physical Examination and Health Assessment* online learning resource includes several Student Resources that will enhance your learning. Open the “Prepare for Class, Clinical, or Lab” section of chapter 1 (“Evidence-Based Assessment”) of the online course and complete the following:

- Download either the audio or print versions of the “Key Points.” You may want to save these sources to review before completing your assessment for this course.

**Cultural Competence**
Read the following section in *Physical Examination and Health Assessment*:

- pages 11-28 of chapter 2 (“Cultural Competence: Cultural Care”)

**Clinical Reference Resources**

The [Evolve Physical Examination and Health Assessment](#) online course also includes Clinical Reference guides. Open the “Prepare for Class, Clinical, or Lab” section of chapter 2 (“Cultural Competence: Cultural Care”) of *Physical Examination and Health Assessment* Student Resources and complete the following:

- Clinical Reference: Quick Assessments for Common Conditions

These guides or checklists can be very helpful in your practice to remind you of consistent procedures.

**The Interview**

Read the following section in *Physical Examination and Health Assessment*:

- pages 29-48 of chapter 3 (“The Interview”)

**Key Points**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 3 (“The Interview”) in the [Evolve Physical Examination and Health Assessment](#) online course and complete the following:

- Download and review either the audio or print versions of the “Key Points.” You may want to save these sources to review before completing your assessment for this course.

**The Complete Health History**

Read the following section in *Physical Examination and Health Assessment*:

- pages 49-70 of chapter 4 (“The Complete Health History”)

**Comprehensive Evaluation Form**

Using a form during a health assessment helps to ensure that nothing is missed or forgotten. Open the "Prepare for Class, Clinical, or Lab" section of chapter 4 (“The Complete Health History”) in the [Evolve Physical Examination and Health Assessment](#) online course and complete the following:

- Clinical Reference: Comprehensive Older Person's Evaluation

In your notebook, answer these questions:

- Which section would be most difficult for you to remember if you are doing an assessment without using the form?
• Which section do you think most uniquely applies to an older person and much less to every other patient you might see?
• Which questions might be most difficult for patients in your cultural population to answer easily and candidly?

**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 and Health Assessment*:

• pages 71-92 of chapter 5 ("Mental Status Assessment")

**Case Study: Mood Assessment**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 5 ("Mental Status Assessment") in the Evolve Physical Examination and Health Assessment online course and complete the following Case Study:

• Mood Assessment. Be sure to complete all pages of the case study.

**Animation: Functional Areas of the Brain**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 5 ("Mental Status Assessment") in the Evolve Physical Examination and Health Assessment online course and complete the following Animation:

• Functional Areas of the Brain

Which functional areas of the brain, if any, might you suspect would be affected for the case study patient in the previous activity? Why would you suspect this area?

**Clinical Reference Resources**
Open the "Prepare for Class, Clinical, or Lab" section of chapter 5 ("Mental Status Assessment") in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Mental Health Assessment
- Clinical Reference: Health Promotion Guide: Depression
- Clinical Reference: Physical Examination Summary Checklists—Mental Health Assessment
- Clinical Reference: Quick Assessments for Common Conditions
  - Alzheimer's Disease (AD)
  - Depression
- Key Points

Which checklist or guide will be most useful in your current or expected clinical practice? Copy and print or save the checklists or guides that you think will be most useful in your practice.

**Substance Use Assessment**

Read the following section in Physical Examination and Health Assessment:

- pages 93-102 of chapter 6 ("Substance Use Assessment")

**Animation: Limbic Lobe of the Brain**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 6 ("Substance Use Assessment") in the Evolve Physical Examination and Health Assessment online course and complete the following Animation:

- Limbic Lobe of the Brain

**Overview of the Physical Exam**

The physical exam complements the health 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.

**General Survey, Measurement, Vital Signs**

Read the following section in *Physical Examination and Health Assessment*:

- pages 127-158 of *chapter 9 (“General Survey, Measurement, Vital Signs”)*

**Animations**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 9 (“General Survey, Measurement, Vital Signs”) in the *Evolve Physical Examination and Health Assessment* online course and complete the following Animations:

- Changes in Body Proportion
- Pulse Oximeter
- Factors Affecting Blood Pressure
- Heart Monitoring

What different information is gained about the cardiovascular vital signs by these different monitoring methods?

**Case Studies**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 9 (“General Survey, Measurement, Vital Signs”) in the *Evolve Physical Examination and Health Assessment* online course and complete the following Case Studies:

- Dizziness
- Vital Signs

**Integumentary Assessment**

The integumentary system is the largest organ of the body. This organ protects the body. This 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.

**Integumentary System**

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

Read the following section in *Physical Examination and Health Assessment*:

- pages 204-250 of *chapter 12 (“Skin, Hair, and Nails”)*

Self-Paced Learning Module: Skin, Hair, and Nails

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 12 (“Skin, Hair, and Nails”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 12 (“Skin, Hair, and Nails”) in the *Evolve Physical Examination and Health Assessment* online course and complete the following Animations:

- Decubitus Ulcer Development
- Neoplasms
- Post-term Pregnancy: External Changes to Fetus

In your notebook reflect on how issues related to the integumentary system change throughout the lifespan. How do these changes affect the way you conduct a physical exam?

Case Studies

Open the "Prepare for Class, Clinical, or Lab" section of chapter 12 (“Skin, Hair, and Nails”) in the *Evolve Physical Examination and Health Assessment* online course and complete the following Case Studies:

- Skin Irritation
- Skin Lesions

Clinical Reference Resources

Open the "Prepare for Class, Clinical, or Lab" section of chapter 12 (“Skin, Hair, and Nails”) in the *Evolve Physical Examination and Health Assessment* online course and complete the
following Clinical References:

- Bedside Assessment Summary Checklists—Skin, Hair, and Nails
- Health Promotion Guide—Skin Cancer
- Quick Assessments for Common Conditions—Cellulitis-Connective Tissue Infection
- Physical Examination Summary Checklists—Skin, Hair, and Nails

Copy and print or save the checklists or guides that you think will be most useful in your practice.

**Eyes, Ears, Nose, and Throat Assessment**

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

**Head and Neck**

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

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**

Read the following section in *Physical Examination and Health Assessment:*
• pages 251-278 of chapter 13 (“Head, Face, and Neck, Including Regional Lymphatics”)

Self-Paced Learning Module: Head, Face, and Neck, Including Regional Lymphatics

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 13 (“Head, Face, and Neck, Including Regional Lymphatics”):

• Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 13 (“Head, Face, and Neck, Including Regional Lymphatics”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

• Lymph Nodes of Neck
• Ventriculoperitoneal Shunt: Relief of Hydrocephalus
• Oxygen to Brain

How will the information in these animations affect the way you conduct an examination of the head and neck?

Case Study: Pain Behind Ear

Open the "Prepare for Class, Clinical, or Lab" section of chapter 13 (“Head, Face, and Neck, Including Regional Lymphatics”) in the Evolve Physical Examination and Health Assessment online course and complete the following Case Study:

• Pain Behind Ear

Clinical Reference Resources

Open the "Prepare for Class, Clinical, or Lab" section of chapter 13 (“Head, Face, and Neck, Including Regional Lymphatics”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

• Clinical Reference: Bedside Assessment Summary Checklists—Head, Face, and Neck, Including Regional Lymphatics
• Clinical Reference: Physical Examination Summary Checklists—Head, Face, and Neck, Including Regional Lymphatics
• Key Points
• Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.
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 and Health Assessment:

- pages 279-322 of chapter 14 ("Eyes")

Self-Paced Learning Module: Eyes

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 14 (“Eyes”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 14 ("Eyes") in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Visual Pathway
- Anatomy of Eye
- Aqueous Vitreous Humor
How will the information in these animations affect the way you conduct eye examinations?

Clinical Reference Resources

Open the “Prepare for Class, Clinical, or Lab” section of chapter 14 (“Eyes”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Eyes
- Clinical Reference: Health Promotion Guide—Glaucoma
- Clinical Reference: Physical Examination Summary Checklists—Eyes
- Key Points: Eyes
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

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, 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 and Health Assessment:

- pages 323-350 of chapter 15 (“Ears”)
Self-Paced Learning Module: Ears

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 15 (“Ears”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations - Ears

Open the "Prepare for Class, Clinical, or Lab" section of chapter 15 (“Ears”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Weber Test
- Tympanic Membrane
- Pathway of Sound Waves

Case Study: Hearing Deficit

Open the "Prepare for Class, Clinical, or Lab" section of chapter 15 (“Ears”) in the Evolve Physical Examination and Health Assessment online course and complete the following Case Study:

- Hearing Deficit

Clinical Reference Resources - Ears

Open the "Prepare for Class, Clinical, or Lab" section of chapter 15 (“Ears”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Ears
- Clinical Reference: Quick Assessments for Common Conditions—Otitis Media (OM)
- Clinical Reference: Physical Examination Summary Checklists—Ears
- Key Points: Ears
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

Nose, Mouth, and Throat

Read the following section in Physical Examination and Health Assessment:

- pages 351-382 of chapter 16 (“Nose, Mouth, and Throat”)

Self-Paced Learning Module: Nose, Mouth, and Throat
Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 16 (“Nose, Mouth, and Throat”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

**Animations - Nose, Mouth and Throat**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 16 (“Nose, Mouth, and Throat”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Anatomic Structure of the Nose and Nasopharynx
- Anatomic Location of Sinuses
- The Grading of Tonsillar Size
- Mouth
- Main Organ: Pharynx

**Clinical Reference Resources - Nose, Mouth and Throat**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 16 (“Nose, Mouth, and Throat”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Nose, Mouth, and Throat
- Clinical Reference: Health Promotion Guide—Chewing Tobacco
- Clinical Reference: Quick Assessments for Common Conditions—Rhinovirus-Common Cold
- Clinical Reference: Physical Examination Summary Checklists—Nose, Mouth, and Throat
- Key Points: Nose, Mouth, and Throat
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Respiratory 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.

**Respiratory System**

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.

Reading: Thorax and Lungs

The following e-text reading from *Physical Examination and Health Assessment* is suggested for those students unfamiliar with the complete assessment of the thorax and lungs:

- chapter 18 (“Thorax and Lungs”)

Self-Paced Learning Module: Respiratory System

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 18 (“Thorax and Lungs”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 18 (“Thorax and Lungs”) in the Evolve *Physical Examination and Health Assessment* online course and complete the following Animations:

- Lung Mechanics (Breathing)
- Lung Sounds: Bronchial (Expected)
- Lung Sounds: Bronchovesicular (Expected)
- Lung Sounds: Crackles—Fine (Unexpected)
- Lung Sounds: Wheezes—Sonorous (Unexpected)
- Vocal Resonance: Egophony (Expected)
- Vocal Resonance: Egophony (Unexpected)
- Pulmonary Circulation
- Patterns of Respiration
- Expiratory Airway Obstruction and Air Trapping in COPD
- Chest Anatomy
- Air Distribution through the Upper Respiratory Tract
- Air Distribution through the Lower Respiratory Tract
- Respiration
- Mechanics of Breathing
- Bronchi and Bronchioles

**Case Studies**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 18 (“Thorax and Lungs”) in the Evolve Physical Examination and Health Assessment online course and complete the following Case Studies:

- Exacerbation of COPD
- Persistent Cough
- Respiratory Assessment
- Respiratory Problems

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 18 (“Thorax and Lungs”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Thorax and Lungs
- Clinical Reference: Health Promotion Guide—Smoking Cessation
- Clinical Reference: Quick Assessments for Common Conditions
  - Asthma
  - Pneumonia
- Clinical Reference: Physical Examination Summary Checklists—Thorax and Lungs
- Key Points: Thorax and Lungs
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Cardiovascular, Peripheral Vascular, and Lymphatic Assessment**

These three systems work together to keep physiological stasis. Each system has its own assessment but all three are related as well.

**Cardiovascular System**

The cardiovascular system shows the overall health of the client. Deficits in this system are shown 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.

Reading: Heart and Neck Vessels

The following e-text reading from Physical Examination and Health Assessment is suggested for those students unfamiliar with the complete assessment of the heart and neck vessels:

- chapter 19 (“Heart and Neck Vessels”)

Self-Paced Learning Module: Heart and Neck Vessels

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 19 (“Heart and Neck Vessels”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 19 (“Heart and Neck Vessels”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Events of the Cardiac Cycle: Arterial Pressure
- Heart Murmurs: Stenotic Defects
• Heart Murmurs: Regurgitant Defects
• Mitral Regurgitation/Aortic Regurgitation
• Mitral and Aortic Valve Function (Closure)
• Mitral and Aortic Valve Function (Blood Flow)
• Cardioembolic Stroke
• Normal Cardiopulmonary System
• Location of the Heart
• Subaortic Stenosis
• Events Represented by the ECG
• Conduction of Heart Impulses
• Physiology of Blood Pressure
• Aortic Dissection
• Heart Valves and Sounds
• Chambers of the Heart
• Neck Examination, Jugular Venous Distention, Tracheal Deviation
• Congestive Heart Failure
• Coronary Circulation

Audio - Heart Sounds

Open the "Prepare for Class, Clinical, or Lab" section of chapter 19 ("Heart and Neck Vessels") in the Evolve Physical Examination and Health Assessment online course and listen to the following audio samples:

• Single S1
• S1 at Various Locations
• Single S2
• S2 at Various Locations
• The Fourth Heart Sound (S4)
• The Fourth Heart Sound (S4) with Bell Held Lightly then Applied Firmly
• The Third Heart Sound (S3)
• Murmurs: High, Medium, and Low
• Murmurs: Blowing, Harsh or Rough, and Rumble
• Systolic Murmur
• Diastolic Murmur
• Pulmonic Ejection Sound Related to S1
• Aortic Ejection Sound Related to S1
• MidSystolic Click Sound Related to S1
• Paradoxical Split Sound Related to S2
• Wide Split Sound Related to S2
• Pericardial Friction Rub
• Pleural Friction Rub

Case Studies

Open the "Prepare for Class, Clinical, or Lab" section of chapter 19 ("Heart and Neck Vessels") in the Evolve Physical Examination and Health Assessment online course and complete the following Case Studies:
• Chest Pain
• Shortness of Breath

Clinical Reference Resources

Open the "Prepare for Class, Clinical, or Lab" section of chapter 19 ("Heart and Neck Vessels") in the Evolve Physical Examination and Health Assessment online course and complete the following:

• Clinical Reference: Health Promotion Guide—Heart Disease
• Clinical Reference: Bedside Assessment Summary Checklists—Heart and Neck Vessels
• Clinical Reference: Quick Assessments for Common Conditions
  ○ Congestive Heart Failure (CHF) Right-sided or Left-Sided
  ○ Hyperlipidemia/Hypercholesterolemia
  ○ Myocardial Infarction
• Clinical Reference: Physical Examination Summary Checklists—Heart and Neck Vessels
• Key Points: Thorax and Lungs
• Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

Peripheral Vascular and Lymphatic Systems

The peripheral vascular and lymphatic exams are able to show key indicators in 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.

**Reading: Peripheral Vascular System and Lymphatic System**

The following e-text reading from *Physical Examination and Health Assessment* is suggested for those students not familiar with the complete assessment of the peripheral vascular system and lymphatic system:

- **chapter 20 ("Peripheral Vascular System and Lymphatic System")**

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

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 20 (“Peripheral Vascular System and Lymphatic System”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

**Animations**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 20 (“Peripheral Vascular System and Lymphatic System”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Lymphatic Drainage Pathway
- Lymphatic Drainage of Lower Extremities
- Thrombocytopenia
- Blood Cell Differentiation
- Assessment of Lymph Nodes and Vascular Flow of the Upper Extremities
- Blood Vessels
- Pulse
- Capillary Blood Protein Concentration
- Vasculitis
- Vessel Leak (Edema)
- Assessment of Lymph Nodes and Vascular Flow of the Upper Extremities

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 20 (“Peripheral Vascular System and Lymphatic System”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Peripheral Vascular System and Lymphatic System
- Clinical Reference: Health Promotion Guide
  - Foot Guide
Copy and print or save the checklists or guides that you think will be most useful in your practice.

**Gastrointestinal and Renal Assessment**

The actual exam for gastrointestinal (GI) and renal involves examining the abdomen. These two systems are separate and contribute separately to the body status. The two systems work in conjunction to affect hydration, nutrition and disease.

**Gastrointestinal and Renal**

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.

**Reading: Abdomen**

The following e-text reading from *Physical Examination and Health Assessment* is suggested for those students not familiar with the complete abdominal assessment:

- chapter 21 ("Abdomen")

**Self-Paced Learning Module: Abdomen**

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course
Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 21 (“Abdomen”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

**Animations**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 21 (“Abdomen”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Renal Anatomy and Function
- Nephrostomy
- Main Organ: Esophagus
- Accessory Organ: Liver and Gallbladder (Biliary Tract)
- Main Organ: Stomach
- Main Organ: Large Intestine
- Main Organ: Small Intestine
- Selected Pancreatic Enzymes
- Hepatic Portal Circulation
- Peristalsis
- Bowel Obstruction: Early Pathophysiology and Symptoms
- Digestion: Entire Process
- The Kidneys
- Abdominal Examination
- Quadrants of Body: Organs in each Quadrant
- Abdominal Anatomy: In child, pediatric
- Bleeding Ulcer: Pathophysiology, Symptoms, Hematemesis
- Appendicitis, Symptoms
- Aortic Dissection
- Abdominal Aortic Aneurysm
- Cholecystitis, Biliary Colic, Gallbladder Inflammation, (Pathophysiology, Symptoms)
- Diverticulitis

**Audio: Abdomen Sounds**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 21 (“Abdomen”) in the Evolve Physical Examination and Health Assessment online course and listen to the following audio samples:

- Bruit Sounds
- Hyperactive Bowel Sounds
- Hypoactive Bowel Sounds
- Normal Bowel Sounds

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 21 (“Abdomen”) in the Evolve
Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Abdomen
- Clinical Reference: Quick Assessments for Common Conditions—Peptic Ulcer Disease
- Clinical Reference: Physical Examination Summary Checklists—Abdomen
- Key Points: Abdomen
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice. Watch the video carefully to see how the examiner follows each step.

Musculoskeletal and Nervous System Assessment

The two systems in this section work together to elicit movement. Their health affects the client’s activity level and deficits affect abilities of daily living.

Musculoskeletal System

This 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.

Reading: Musculoskeletal System

The following e-text reading from Physical Examination and Health Assessment is suggested for those students not familiar with the complete assessment of the musculoskeletal system:

- chapter 22 ("Musculoskeletal System")

Self-Paced Learning Module: Musculoskeletal System
Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 22 (“Musculoskeletal System”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

**Animations**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 22 (“Musculoskeletal System”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Renal Anatomy and Function
- Synovial Membrane (Connective Tissue Membrane)
- The Motor Unit and Muscle Stimulus
- Types of Skeletal Muscle Contractions
- Dislocation of Bones: Hip, Knee, Shoulder, Elbow
- Compartment Syndrome

**Case Studies**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 22 (“Musculoskeletal System”) in the Evolve Physical Examination and Health Assessment online course and complete the following Case Studies:

- Joint Pain
- Numbness in Hands

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 22 (“Musculoskeletal System”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Musculoskeletal System
- Clinical Reference: Health Promotion Guide—Osteoporosis
- Clinical Reference: Quick Assessments for Common Conditions
  - Degenerative Joint Disease (Osteoarthritis)
  - Fracture
  - Osteoporosis
- Clinical Reference: Physical Examination Summary Checklists—Musculoskeletal System
- Key Points: Musculoskeletal System
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.
Watch the video carefully to see how the examiner follows each step.
Nervous System
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 normal and deficits 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.

Reading: Neurologic System

The following e-text reading from Physical Examination and Health Assessment is suggested for those students not familiar with the complete assessment of the neurological system:

- chapter 23 ("Neurologic System")

Self-Paced Learning Module: Neurologic System

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 23 (“Neurologic System”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 23 (“Neurologic System”) in the Evolve Physical Examination and Health Assessment online course and complete the
following Animations:

- Babinski Sign
- Guillain-Barré Syndrome
- Cervical Nerve Examination
- Brain Lobes
- Brain Anatomy
- Cranial Nerves
- Divisions of the Nervous System
- Physiology of the Brain
- Reflex Arcs
- Comparison of Autonomic and Somatic Circulation Pathways
- Brain Ventricles
- Brain Anatomy
- Sciatic Nerve
- Ataxia
- Blood Clot Leading to Stroke
- Generalized Seizure
- Parkinson’s Disease

**Case Study**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 23 ("Neurologic System") in the Evolve Physical Examination and Health Assessment online course and complete the following Case Study:

- Seizures

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 23 ("Neurologic System") in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Neurologic System
- Clinical Reference: Health Promotion Guide—Stroke
- Clinical Reference: Quick Assessments for Common Conditions—Brain Attack (Stroke or Cerebral Vascular Accident)
- Clinical Reference: Physical Examination Summary Checklists—Neurologic System
- Key Points: Neurologic System
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Reproductive Systems, Breasts, and Axillae Assessment**
The reproductive assessment aspects of the body for both male and female are important for education, prevention and identification of disease.

**Reproductive Systems**

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

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.

**Reading: Female Genitourinary System**

The following e-text reading from *Physical Examination and Health Assessment* is suggested for those students not familiar with the complete assessment of the female genitourinary system:

- **chapter 26 ("Female Genitourinary System")**

**Self-Paced Learning Module: Female Genitourinary System**

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 26 ("Female Genitourinary System"):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

**Animations**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 26 ("Female Genitourinary
System”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Pubic Hair Development in Females
- Lymphatic Drainage of Female Genital Tract
- The Menstrual Cycle
- Urinary Tract Infection, Kidney Infection
- Female External Genitalia
- Ovaries
- Female Reproductive Ducts
- Speculum Examination
- Urethra
- Pelvic Inflammatory Disease
- Ovarian Cyst
- Ovarian Torsion
- Ruptured Ovarian Cyst
- Ectopic Pregnancy
- Vestibular Glands

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 26 (“Female Genitourinary System”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Female Genitourinary System
- Clinical Reference: Health Promotion Guide
  - Cervical Cancer
  - Sexually Transmitted Infection
- Clinical Reference: Quick Assessments for Common Conditions
  - Premenstrual Syndrome (PMS)
  - Renal Calculus (Urolithiasis)
  - Urinary Tract Infection
- Clinical Reference: Physical Examination Summary Checklists—Female Genitourinary System
- Key Points: Female Genitourinary System
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Breasts and Axillae**

Breast assessment is not just a female issue. Male 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.

Reading: 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:

- chapter 17 (“Breasts and Regional Lymphatics”)

Self-Paced Learning Module: Breasts and Regional Lymphatics

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 17 (“Breasts and Regional Lymphatics”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations

Open the "Prepare for Class, Clinical, or Lab" section of chapter 17 (“Breasts and Regional Lymphatics”) in the Evolve *Physical Examination and Health Assessment* online course and complete the following Animations:

- The Breasts

Case Studies

Open the "Prepare for Class, Clinical, or Lab" section of chapter 17 (“Breasts and Regional Lymphatics”) in the Evolve *Physical Examination and Health Assessment* online course and complete the following Case Studies:

- Breast Lump
Post-Mastectomy

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 17 ("Breasts and Regional Lymphatics") in the *Evolve Physical Examination and Health Assessment* online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Breasts and Regional Lymphatics
- Clinical Reference: Health Promotion Guide—Breast Cancer
- Clinical Reference: Physical Examination Summary Checklists—Breasts and Regional Lymphatics
- Key Points: Breasts and Regional Lymphatics
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Male Reproductive System**

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

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.

**Reading: Male Genitourinary System**

The following e-text reading from *Physical Examination and Health Assessment* is suggested for those students not familiar with the complete assessment if the male genitourinary system:

- **chapter 24 ("Male Genitourinary System")**

**Self-Paced Learning Module: Male Genitourinary System**

Access the Physical Examination & Health Assessment resource in *Evolve*. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 24 ("Male Genitourinary System"):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

**Animations - Male Genitourinary System**
Open the "Prepare for Class, Clinical, or Lab" section of chapter 24 ("Male Genitourinary System") in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Stages of Genital and Pubic Hair Development in Males
- Testicular Examination
- Cremasteric Reflex
- Male Reproductive Ducts
- Accessory or Supportive Sex Glands (Male)
- Male External Genitalia
- Pathway of Sperm
- Testes
- Spermatogenesis
- Spermatozoa
- Testicular Torsion
- Urethra
- Inguinal Hernia Repair

**Clinical Reference Resources - Male Genitourinary System**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 24 ("Male Genitourinary System") in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Male Genitourinary System
- Clinical Reference: Health Promotion Guide
  - Sexually Transmitted Infection
  - Testicular Cancer
- Clinical Reference: Quick Assessments for Common Conditions
  - Renal Calculus (Urolithiasis)
  - Urinary Tract Infection
- Clinical Reference: Physical Examination Summary Checklists—Male Genitourinary System
- Key Points: Male Genitourinary System
- Video: Assessment

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Reading: Anus, Rectum, and Prostate**

The following e-text reading from Physical Examination and Health Assessment is suggested for those students not familiar with the complete assessment of the anus, rectum and prostate:

- chapter 25 ("Anus, Rectum, and Prostate")
Self-Paced Learning Module: Anus, Rectum, and Prostate

Access the Physical Examination & Health Assessment resource in Evolve. Open the “Course Documents” tab, select “Course,” then “Self-Paced Learning Modules.” Complete the following for chapter 25 (“Anus, Rectum, and Prostate”):

- Learning Module. The module enhances the learning from the reading that you just did. Remember to access the additional activities, videos, and practice within the module.

Animations - Anus, Rectum, and Prostate

Open the "Prepare for Class, Clinical, or Lab" section of chapter 25 (“Anus, Rectum, and Prostate”) in the Evolve Physical Examination and Health Assessment online course and complete the following Animations:

- Rectal Examination
- Transurethral Resection of the Prostate (TURP)
- Retropubic Prostatectomy
- Melena: Pathophysiology

Case Studies

Open the "Prepare for Class, Clinical, or Lab" section of chapter 25 (“Anus, Rectum, and Prostate”) in the Evolve Physical Examination and Health Assessment online course and complete the following Case Studies: Rectal Cancer

Clinical Reference Resources - Anus, Rectum, and Prostate

Open the "Prepare for Class, Clinical, or Lab" section of chapter 25 (“Anus, Rectum, and Prostate”) in the Evolve Physical Examination and Health Assessment online course and complete the following:

- Clinical Reference: Bedside Assessment Summary Checklists—Anus, Rectum, and Prostate
- Clinical Reference: Health Promotion Guide
  - Colon and Rectal Cancer
  - Prostate Cancer
- Clinical Reference: Quick Assessments for Common Conditions—Benign Prostatic Hypertrophy
- Clinical Reference: Physical Examination Summary Checklists—Anus, Rectum, and Prostate
- Key Points: Anus, Rectum, and Prostate

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Head-to-Toe Assessment

The full exam is putting all the systems 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 focused exam is needed you are able.

**Head-to-Toe**

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*:

- pages 764-787 of [chapter 27 (“The Complete Health Assessment: Putting It All Together”)](P:\IT\541\5464\3409\5466\4466\1466\5866\7342541461286745110.pdf)

**Clinical Reference Resources**

Open the "Prepare for Class, Clinical, or Lab" section of chapter 27 ("The Complete Health Assessment: Putting It All Together") in the [Evolve Physical Examination and Health Assessment](https://www.elsevier.com/books/evolve-physical-examination-and-health-assessment/9780323501062) online course and complete the following:

- Clinical Reference: Complete Physical Examination Form
- Clinical Reference: Head-to-Toe Examination of the Adult
- Clinical Reference: Head-to-Toe Examination of the Child
- Clinical Reference: Head-to-Toe Examination of the Neonate
- Clinical Reference: Quick Assessments for Common Conditions—Sepsis/Septicemia
- Key Points: The Complete Health Assessment: Putting It All Together
- Video: Head-to-Toe Examination of a Normal Adult

Copy and print or save the checklists or guides that you think will be most useful in your practice.

Watch the video carefully to see how the examiner follows each step.

**Complete Shadow Health Assignments**

If you have not already done so, complete the assignments in the Shadow Health resource now.

- [Shadow Health](https://www.elsevier.com/books/evolve-physical-examination-and-health-assessment/9780323501062)
You must download and install the Unity Web Player the first time you log in. Follow the instructions in the resource to complete these steps.

If you feel unsure about how to complete any of the assignments, or if you would like additional help understanding the various aspects of comprehensive health assessments, contact a course instructor.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete it, schedule and complete the assessment now.

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