

CAPITAL HEALTH SCHOOL OF NURSING  
NSG 137 – Fall 2023 - CONTENT OUTLINE

Subject to Revision 3/10/2023

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMATS	STUDENT ACTIVITIES
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. View a physical examination.</li> <li>2. Identify examples of evidence-based assessment</li> <li>3. Describe how culture affects a client's health beliefs and health habits.</li> <li>4. Describe application and critical thinking related to evidence-based assessment and cultural beliefs/findings.</li> </ol>	<p>4 hrs.</p> <p>Lab –3 TOL -1</p>	<p>UNIT I, II, III</p> <p>UNIT I:</p> <ol style="list-style-type: none"> <li>A. Introduction to physical assessment</li> <li>B. Evidence –based assessment</li> <li>C. Cultural influences and values</li> <li>D. Mini Head to Toe Exam               <ol style="list-style-type: none"> <li>1. Overview</li> <li>2. Subjective data</li> <li>3. Objective data</li> <li>4. Application and critical thinking</li> </ol> </li> </ol>	<p>Active Learning</p>	<p><b><i>ATI Assignments</i></b> <b><i>Required:</i></b> Jarvis Chapter 1 Chapter 2 Chapter 3</p> <p>Demonstration Head to Toe Assessment Heritage Assessment</p> <p>Quiz - Introduction</p>
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Identify components of a health history.</li> <li>2. Describe the steps in obtaining an accurate health history.</li> <li>3. Complete a mini mental exam.</li> <li>4. Gather appropriate information for a complete health history.</li> <li>5. Document a health history.</li> </ol>		<p>Unit II: Health History</p> <ol style="list-style-type: none"> <li>A. Biographical data</li> <li>B. Health and illness patterns</li> <li>C. Mini Mental Exam</li> <li>D. Health promotion and protection patterns</li> <li>E. Rule and relationship patterns</li> <li>F. Summary of health history</li> </ol>	<p>Active Learning</p>	<p><b><i>Required:</i></b> Jarvis Chapter 4 Chapter 5 Chapter 6 Chapter 7</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Health History &amp; Interview</p>
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Discuss the purpose and components of the physical assessment.</li> <li>2. Describe the equipment required in the physical assessment.</li> <li>3. Demonstrate the techniques of physical assessment.</li> <li>4. Describe how to perform a general survey.</li> <li>5. Describe how to perform a mini head to toe exam.</li> <li>6. Document findings.</li> </ol>		<p>UNIT III: Exam Techniques and Equipment</p> <ol style="list-style-type: none"> <li>A. Assessment Equipment</li> <li>B. Assessment Techniques               <ol style="list-style-type: none"> <li>1. Inspection</li> <li>2. Palpation</li> <li>3. Percussion</li> <li>4. Auscultation</li> </ol> </li> <li>C. Approach to the patient</li> <li>D. General Survey               <ol style="list-style-type: none"> <li>1. Appears stated age</li> <li>2. Level of consciousness</li> <li>3. Skin color</li> <li>4. Nutritional status</li> <li>5. Posture and position</li> </ol> </li> </ol>	<p>Active Learning</p>	<p><b><i>Bafa-Bafa</i></b> <b><i>Required:</i></b> Jarvis Chapter 8 Chapter 9</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Assessment Techniques &amp; General Survey</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Describe correct techniques for measurement of temperature, pulse, respiration and BP.</li> <li>Identify characteristics of peripheral pulses.</li> <li>Demonstrate accurate assessment of oral temperature, apical, radial pulses, respiration and BP.</li> <li>Identify four factors that affect blood pressure.</li> <li>Describe the body's physiologic response to pain.</li> <li>Demonstrate a pain assessment.</li> <li>Demonstrate accurate documentation of TPR, BP and pain.</li> <li>Describe application and critical thinking related to vital signs.</li> </ol>	<p style="text-align: center;">3</p> <p>Lab - 2 TOL -1</p>	<ol style="list-style-type: none"> <li>Obvious physical deformities</li> <li>Mobility</li> <li>Facial expression</li> <li>Mood and affect</li> <li>Speech</li> <li>Hearing</li> <li>Personal hygiene</li> </ol> <p>E. Measurements, vital signs</p> <ol style="list-style-type: none"> <li>Measurement</li> <li>Vital signs</li> <li>Pain</li> <li>Application and critical thinking</li> </ol>	<p>Active Learning</p>	<p><b><i>Required:</i></b> Jarvis Chapter 10 Chapter 11</p> <p><b><i>REQUIRED ATI:</i></b> Vital Signs Pain Management</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Vital Signs</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Complete a Mini Nutritional Assessment – MNA.</li> <li>2. Complete an assessment of the client’s skin by inspection and palpation.</li> <li>3. Describe the characteristics of common skin lesions.</li> <li>4. Differentiate between normal and abnormal skin conditions.</li> <li>5. Describe application and critical thinking related to findings from the examination of the integument.</li> <li>6. Document findings.</li> </ol>	<p>2</p> <p>Lab – 1</p> <p>TOL - 1</p>	<p>UNIT IV. Nursing Physical Exam</p> <p>A. Integument (skin, hair and nails)</p> <ol style="list-style-type: none"> <li>1. Nutrition               <ol style="list-style-type: none"> <li>a. Nutrition History</li> <li>b. Mini Nutritional Assessment - MNA</li> </ol> </li> <li>2. Inspect the skin               <ol style="list-style-type: none"> <li>a. Color</li> <li>b. General pigmentation</li> <li>c. areas of hypopigmentation or hyperpigmentation</li> <li>d. abnormal color changes</li> </ol> </li> <li>3. Palpate the skin               <ol style="list-style-type: none"> <li>a. Temperature</li> <li>b. Moisture</li> <li>c. texture</li> <li>d. thickness</li> <li>e. Edema</li> <li>f. Mobility and turgor</li> <li>g. Hygiene</li> <li>h. Vascularity or bruising</li> </ol> </li> <li>4. Note any lesions               <ol style="list-style-type: none"> <li>a. Color</li> <li>b. Shape and configuration</li> <li>c. Size</li> <li>d. Location and distribution on body</li> </ol> </li> <li>5. Inspect and palpate the hair               <ol style="list-style-type: none"> <li>a. Texture</li> <li>b. Distribution</li> <li>c. Any scalp lesions</li> </ol> </li> <li>6. Inspect and palpate the nails               <ol style="list-style-type: none"> <li>a. Shape and contour</li> <li>b. Consistency</li> <li>c. Color</li> </ol> </li> </ol>	<p>Active Learning</p>	<p><b>Required:</b></p> <p>Jarvis Chapter 12 Chapter 13</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz - Integument</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Demonstrate how to inspect, palpate and auscultate structures of the head, face and neck.</li> <li>Describe normal findings of assessment.</li> <li>Describe common abnormalities found in assessment.</li> <li>Describe application and critical thinking related to findings from the examination of the head, face, neck and regional lymphatics.</li> <li>Document findings.</li> </ol>	<p>2</p> <p>Lab – 1 TOL - 1</p>	<p>B. Head, Face, Neck and regional lymphatics</p> <ol style="list-style-type: none"> <li>Inspect and palpate the skull               <ol style="list-style-type: none"> <li>General size and contour</li> <li>Note any deformities, bumps, tenderness</li> <li>Palpate temporomandibular joint</li> </ol> </li> <li>Inspect the face               <ol style="list-style-type: none"> <li>Facial expression</li> <li>Symmetry of movement (cranial nerve VII)</li> <li>Any involuntary movements, edema, lesions</li> </ol> </li> <li>Inspect and palpate the neck               <ol style="list-style-type: none"> <li>Active ROM</li> <li>Enlargement of salivary glands, lymph nodes</li> <li>Position of the trachea</li> </ol> </li> </ol>	<p>Active Learning</p>	<p><b>Required:</b> Jarvis Chapter 14</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Head, Face, Neck &amp; Regional Lymphatics</p>
	<b>T-1</b>	<b>Exam #1 Unit I-IVB</b>		
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Demonstrate how to inspect and palpate structures of the eye.</li> <li>Describe normal findings of assessment.</li> <li>Describe common abnormalities found in assessment.</li> <li>Describe application and critical thinking related to findings from the examination of the eyes.</li> <li>Document findings.</li> </ol>	<p>3hrs Lab – 2 TOL- 1</p>	<p>Units C, D, &amp; E</p> <p>C. Eyes</p> <ol style="list-style-type: none"> <li>Test visual acuity               <ol style="list-style-type: none"> <li>Snellen eye chart</li> <li>Near vision</li> </ol> </li> <li>Inspect extraocular function               <ol style="list-style-type: none"> <li>Cover test</li> </ol> </li> <li>Inspect external eye structures               <ol style="list-style-type: none"> <li>General</li> <li>Eyebrows</li> <li>Eyelids and eyelashes</li> <li>Eyeball alignment</li> <li>Conjunctiva and sclera</li> <li>Lacrimal apparatus</li> </ol> </li> <li>Inspect anterior eyeball structures               <ol style="list-style-type: none"> <li>Cornea and lens</li> <li>Iris and pupil</li> <li>Size, shape and equality</li> </ol> </li> </ol>	<p>Active Learning</p>	<p><b>Required:</b> Jarvis Chapter 15</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz - Eyes</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to inspect and palpate structures of the ear.</li> <li>2. Describe normal findings of assessment.</li> <li>3. Describe common abnormalities found in assessment.</li> <li>4. Describe application and critical thinking related to findings from the ear exam.</li> <li>5. Document findings.</li> </ol>		<p>d. Pupillary light reflex e. Accommodation</p> <p>5. Use of ophthalmoscope (What can visualize)</p> <ol style="list-style-type: none"> <li>a. Optic disc</li> <li>b. Retinal vessels</li> <li>c. General background</li> <li>d. Macula</li> </ol> <p>D. Ears</p> <ol style="list-style-type: none"> <li>1. Inspect external ear               <ol style="list-style-type: none"> <li>a. Size and shape of auricle</li> <li>b. Position and alignment</li> <li>c. Skin condition</li> <li>d. Auricle and Tragus</li> <li>e. External auditory meatus</li> </ol> </li> <li>2. Otoscopic examination               <ol style="list-style-type: none"> <li>a. External canal</li> <li>b. Cerumen, discharge, foreign bodies, lesions</li> <li>c. Redness or swelling of canal wall</li> </ol> </li> <li>3. Inspect tympanic membrane               <ol style="list-style-type: none"> <li>a. Color and characteristics</li> <li>b. Note position (flat, bulging, retracted)</li> <li>c. Integrity of membrane</li> </ol> </li> <li>4. Test hearing acuity               <ol style="list-style-type: none"> <li>a. Note behavioral response to conversational speech</li> <li>b. Voice test</li> <li>c. Tuning fork tests – Weber and Rinne</li> </ol> </li> </ol>	Active Learning	<p><b>Required:</b> Jarvis Chapter 16</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz - Ears</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to inspect and palpate structures of the nose, mouth and throat.</li> <li>2. Describe normal findings of assessment.</li> <li>3. Describe common abnormalities found in assessment.</li> <li>4. Describe application and critical thinking related to findings from examination of the nose, mouth, and throat.</li> <li>5. Document findings.</li> </ol>		<p>E. Nose, Mouth and Throat</p> <ol style="list-style-type: none"> <li>1. Inspect external nose for symmetry, Deformity or lesions</li> <li>2. Palpate – test patency of each nostril</li> <li>3. Inspect               <ol style="list-style-type: none"> <li>a. Color and integrity of nasal mucosa</li> <li>b. Septum – deviation, perforation</li> <li>c. Turbinates – color, exudates, swelling, polyps</li> </ol> </li> <li>4. Palpate sinuses - tenderness</li> <li>5. Inspect mouth and throat               <ol style="list-style-type: none"> <li>a. Lips, teeth, gums, tongue, buccal mucosa</li> <li>b. Palate and uvula</li> <li>c. Pharyngeal wall</li> </ol> </li> </ol>	Active Learning	<p><b>Required:</b> Jarvis Chapter 17</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Nose, Mouth, &amp; Throat</p>
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Describe and locate structures of the breast and location of axillary nodes.</li> <li>2. Identify developmental changes that are important to breast assessment.</li> <li>3. Differentiate between normal and abnormal findings.</li> <li>4. Describe application and critical thinking related to findings from examination of the breasts and regional lymphatics.</li> <li>5. Document findings.</li> </ol>	<p>2</p> <p>Lab – 1 TOL -1</p>	<p>F. Breasts and Regional Lymphatics</p> <ol style="list-style-type: none"> <li>1. Inspect breasts</li> <li>2. Inspect supraclavicular and infraclavicular areas</li> <li>3. Palpate – axillae and regional lymph nodes</li> <li>4. Palpate breast tissue (tail of Spence, nipples, areolae)</li> <li>5. Teach breast self-exam</li> </ol>	Active Learning	<p><b>Required:</b> Jarvis - Chapter 18</p> <p>Review Anatomy and Physiology</p> <p>Practice with models</p> <p>Quiz – Breasts &amp; Regional Lymphatics</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Identify locations of auscultation of breath sounds</li> <li>2. Demonstrate how to inspect, palpate, percuss and auscultate the respiratory system structures.</li> <li>3. Describe normal assessment findings.</li> <li>4. Describe common abnormal assessment findings.</li> <li>5. Describe application and critical thinking related to findings from examination of the thorax and lungs.</li> <li>6. Document findings.</li> </ol>	<p>4 Lab – 3 TOL -1</p>	<p>G. Thorax and Lungs</p> <ol style="list-style-type: none"> <li>1. Inspect               <ol style="list-style-type: none"> <li>a. Thoracic cage</li> <li>b. Respirations</li> <li>c. Skin color and condition</li> <li>d. Person’s position</li> <li>e. Facial expression</li> <li>f. Level of consciousness</li> </ol> </li> <li>2. Palpate               <ol style="list-style-type: none"> <li>a. Confirm symmetric expansion</li> <li>b. detect any lumps, masses, tenderness</li> </ol> </li> <li>3. Auscultate               <ol style="list-style-type: none"> <li>a. Assess normal breath sounds</li> <li>b. Note any abnormal breath sounds</li> </ol> </li> </ol>	<p>Active Learning</p>	<p><b>Required:</b> Jarvis - Chapter 19</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Thorax &amp; Lungs</p>
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Describe the structure and function of the heart.</li> <li>2. Describe the significance of selected risk factors on cardiac disease.</li> <li>3. Gather appropriate health history information.</li> <li>4. Identify locations for auscultation of heart sounds.</li> <li>5. Demonstrate how to inspect, palpate and auscultate the cardiovascular system structures.</li> <li>6. Differentiate between normal and abnormal findings.</li> <li>7. Describe application and critical thinking related to findings from examination of the heart and neck vessels.</li> <li>8. Document findings.</li> </ol>	<p>4 Lab – 3 TOL -1</p>	<p>H. Heart and Neck Vessels</p> <ol style="list-style-type: none"> <li>1. Observe and palpate neck – carotid Pulse</li> <li>2. Observe jugular venous pulse</li> <li>3. Inspect and palpate precordium               <ol style="list-style-type: none"> <li>a. Describe location of apical impulse</li> </ol> </li> <li>4. Auscultate               <ol style="list-style-type: none"> <li>a. Identify anatomic areas to listen</li> <li>b. Note rate and rhythm of</li> <li>c. Identify S1 and S2 and any variation</li> <li>d. Listen is systole and diastole for any extra sounds</li> <li>e. Listen in systole and diastole for any murmurs</li> <li>f. Repeat sequence with bell</li> </ol> </li> </ol> <p>note</p> <p>heart</p>	<p>Active Learning</p>	<p><b>Required:</b> Jarvis Chapter 20</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Heart &amp; Neck Vessels</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. List risk factors for venous stasis.</li> <li>2. Describe function of lymph nodes.</li> <li>3. Cite location of groups of lymph nodes that are accessible to examination.</li> <li>4. Describe application and critical thinking related to findings from examination of the peripheral vascular and lymphatics.</li> <li>5. Document findings</li> </ol>	<p><b>T-1</b></p> <p>2hrs Lab – 1 TOL -1</p>	<p>g. Listen at the apex with person in left lateral position h. Listen at the base with person in sitting position</p> <p><b>Exam # 2 Unit IVC-H</b></p> <p>I. Peripheral Vascular and Lymphatics</p> <ol style="list-style-type: none"> <li>1. Inspect arms for color, size and Lesions</li> <li>2. Palpate pulses – radial, brachial</li> <li>3. Check epitrochlear node</li> <li>4. Inspect legs – color, size, Lesions</li> <li>5. Palpate temperature of feet and</li> <li>6. Palpate inguinal nodes</li> <li>7. Palpate pulses – femoral, popliteal, posterior tibial, dorsalis pedis</li> </ol>	<p>Active Learning</p>	<p><b>Required:</b> Jarvis - Chapter 21</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz – Peripheral Vascular &amp; Lymphatics</p>
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to perform an abdominal assessment.</li> <li>2. Differentiate between normal and abnormal findings.</li> <li>3. Describe application and critical thinking related to findings from examination of the abdomen.</li> <li>4. Document findings.</li> </ol>	<p>2</p> <p>Lab – 1 TOL -1</p>	<p>J. Abdomen</p> <ol style="list-style-type: none"> <li>1. Inspect               <ol style="list-style-type: none"> <li>a. Contour</li> <li>b. Symmetry</li> <li>c. Umbilicus</li> <li>d. Skin</li> <li>e. Pulsation or movement</li> <li>f. Hair distribution</li> </ol> </li> <li>2. Auscultate               <ol style="list-style-type: none"> <li>a. Note bowel sounds</li> <li>b. Note any vascular sounds</li> </ol> </li> <li>3. Palpate – lightly in all four quadrants</li> </ol>	<p>Active Learning</p>	<p><b>Required:</b> Jarvis Chapter 22</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz - Abdomen</p>



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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Demonstrate how to inspect and palpate musculoskeletal structures.</li> <li>Demonstrate how to assess muscle strength and range of motion.</li> <li>Describe application and critical thinking related to findings from examination of the musculoskeletal system.</li> <li>Document findings.</li> </ol>	2  Lab – 1 TOL -1	<p>K. Musculoskeletal (for each joint to be examined)</p> <ol style="list-style-type: none"> <li>Inspect               <ol style="list-style-type: none"> <li>Size and contour of joint</li> <li>Skin color and characteristics</li> </ol> </li> <li>Palpate of joint area               <ol style="list-style-type: none"> <li>Skin</li> <li>Muscles</li> <li>Bony articulations</li> </ol> </li> <li>ROM               <ol style="list-style-type: none"> <li>Active</li> <li>Passive (if limitation in active ROM is present)</li> </ol> </li> <li>Muscle testing</li> </ol>	Active Learning	<p><b>Required:</b> Jarvis Chapter 23</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz - Musculoskeletal</p>
<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Identify the function of each of the 12 cranial nerves and describe one assessment technique for each.</li> <li>Formulate interviewing questions that provide information about the client's nervous system.</li> <li>Explain the differences between a neurologic screening, a complete neuro assessment and a neuro check.</li> <li>Demonstrate how to complete a neurologic exam.</li> <li>Differentiate between normal and abnormal findings.</li> <li>Describe application and critical thinking related to findings from examination of the neurologic system.</li> <li>Document findings.</li> </ol>	5 Lab – 4 TOL -1	<p>L. Neurologic Examination</p> <ol style="list-style-type: none"> <li>Mental Status Assessment               <ol style="list-style-type: none"> <li>Appearance</li> <li>Behavior</li> <li>Cognitive functions</li> <li>Thought processes</li> <li>Mini-Mental State</li> </ol> </li> </ol> <p>Examination</p> <ol style="list-style-type: none"> <li>Cranial nerves II through XII</li> <li>Motor system               <ol style="list-style-type: none"> <li>Muscle size, strength, tone</li> <li>Gait and balance</li> <li>Rapid alternating movements</li> </ol> </li> <li>Sensory function – superficial pain and light touch</li> <li>Reflexes               <ol style="list-style-type: none"> <li>DTR's: biceps, triceps, brachio-radialis, patellar, Achilles</li> <li>superficial: abdominal, plantar</li> </ol> </li> </ol>	Active Learning	<p><b>Required:</b> Jarvis Chapter 24 Chapter 5</p> <p>Review Anatomy and Physiology</p> <p>Practice with partner Demonstrate</p> <p>Quiz - Neurologic</p>

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<p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Describe a physical assessment of the male genitourinary system.</li> <li>Describe abnormal assessment findings.</li> <li>Describe application and critical thinking related to findings from examination of the male genitalis.</li> <li>Document findings.</li> </ol> <p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Describe a physical assessment of the anus and perianal area.</li> <li>Describe abnormal assessment findings.</li> <li>Describe application and critical thinking related to findings from examination of the anus, rectum and prostate.</li> <li>Document findings.</li> </ol> <p><i>The student will:</i></p> <ol style="list-style-type: none"> <li>Identify the location of female genitourinary organs and structures.</li> <li>Compare variations in hormone levels and actions.</li> <li>Develop interview questions that will provide information for a health history.</li> <li>Describe a physical assessment of the female genitourinary system.</li> <li>Describe abnormal assessment findings.</li> <li>Describe application and critical thinking related to findings from examination of the female genitalia.</li> <li>Document findings</li> </ol> <p><i>The student will:</i></p>	<p>3</p> <p>Lab – 2 TOL -1</p> <p><b>T-1</b></p>	<p>Units M, N, &amp; O</p> <p>M. Male Genitalia (verbalize or use model)</p> <ol style="list-style-type: none"> <li>Inspect and palpate the penis</li> <li>Inspect and palpate the scrotum</li> <li>Palpate for an inguinal hernia</li> <li>Palpate the inguinal lymph nodes</li> <li>Teach self-testicular exam</li> </ol> <p>N. Anus, Rectum and Prostate (verbalize or use model)</p> <ol style="list-style-type: none"> <li>Inspect anus and perianal area</li> <li>Inspect during Valsalva maneuver</li> <li>Test stool for occult blood</li> </ol> <p>O. Female Genitalia (verbalize or use model)</p> <ol style="list-style-type: none"> <li>Inspect external genitalia</li> <li>Palpate labia, Skene's and Bartholin's glands</li> <li>Inspect cervix and vagina using Speculum.</li> <li>Assist with obtaining specimens for cytologic study</li> <li>Perform bimanual examination: cervix, uterus, adnexa</li> <li>Perform rectovaginal examination</li> </ol> <p><b>Exam #3 Unit IV I-O</b></p>	<p>Active Learning</p> <p>Active Learning</p> <p>Active Learning</p>	<p><b>Required:</b> Jarvis - Chapter 25</p> <p>Review Anatomy and Physiology</p> <p>Practice with models</p> <p><b>Required:</b> Jarvis - Chapter 26</p> <p>Review Anatomy and Physiology</p> <p>Practice with models</p> <p>Quiz – Male Genitalia &amp; Anus, Rectum, &amp; Prostate</p> <p><b>Required:</b> Jarvis Chapter 27</p> <p>Review Anatomy and Physiology</p> <p>Practice with models</p> <p>Quiz – Female Genitalia</p>

CAPITAL HEALTH SCHOOL OF NURSING  
NSG 137 – Fall 2023 - CONTENT OUTLINE

Subject to Revision 3/10/2023

CONTENT OBJECTIVES	HRS	CONTENT	DELIVERY FORMATS	STUDENT ACTIVITIES
1. Perform a complete history and physical examination using recommended techniques.	4 Lab – 3 TOL -1	UNIT V. Integration of the Complete Physical Examination A. Demonstration of assessment B. Documentation of findings  <b>Skills testing</b>  <b>Final Exam (Comprehensive)</b>	Active Learning          Demonstration	<b><i>Required:</i></b> Jarvis Chapter 28 <b>Chapter 29</b> Chapter 30  A&P Practice and Proctored Assessment

Lab  
TOL – Theory online  
T- Theory (Examinations)  
Examinations