

PHYSICAL ASSESSMENT



Pearline Okumakpeyi
City Tech CUNY

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Physical Assessment

Pearline Okumakpeyi

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1: ASSIGNMENTS

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1.2: Skin, Hair, and Nails

1.3: Assessment of the Breasts, Urinary and Regional Lymph Nodes

1.4: Mental Status and Neurological System and Cranial Nerves

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1.1: Online Class Assignment 1

Focus: Culture and Caring Impact on Health and Physical Assessments

Instructions: In **Part 1** you will respond go to indicated websites, listen to the podcasts then respond to the question indicated below by posting your responses in Discussion board.

Part 1: Culture, Health Disparities and Literacy:

Go online to: THINK CULTURAL HEALTH Think Cultural Health U.S. Department of Health and Human Services Office of Minority Health (Advancing Health Equity at Every Point of Contact) The National CLAS Standards (Culturally and Linguistically Appropriated Services in Health and Health Care

Place your response to the following in this assignment on Blackboard.

1. How would you describe CLAS standards to a layman?
2. State whether this information is new to you
3. How will you incorporate this information into your practice? Include what care settings you work in or plan to work in.

Part 2: In consideration of the information discussed in the podcasts

See links below.

Post your thoughts in Discussion board of how awareness of the issues discussed in the podcasts informs and transforms your nursing practice and connect how it relates to the interview process, development of a health history and physical assessment.

Read Joint Commission Leader in JAMA: Time to Address Racial Bias in Health Care **OR** go to the individual links below of Dr. Wyatts Personal Testimonial.

Listen to 3 of the 4 podcasts (your choice):

- Dr. Wyatts [Personal Testimonial related to Racial Disparity in Health Care](#)
- [Health Care Disparities Take 5 Conversation](#)
- [Heath Literacy](#)
- [Patient Centered Health Communications](#)

Part 3: Caring and Culture Self-Reflection:

Keep comments general no specific names or personal health issues should be discussed.

1. Reflect and briefly state about a time when you observed a healthcare provider acting in an uncaring manner. What specifically did the healthcare provider do? How did that make you feel? What could the provider have done differently to make the patient, client or member feel cared for? Consider the issues noted in the podcasts and in CLAS standards.

Reflect on how you make your patients feel cared for:

1. List 2 of your strengths in this area

In what ways could you help patients feel cared for?

1. List 2 of your weaknesses in this area
2. In what ways you may unintentionally make a patient feel less cared for?

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1.2: Skin, Hair, and Nails

Instructions: This assignment is completed in Discussion Board. Consider your fellow student for this assignment and complete your part of this assignment as early as possible. This would allow you all to be able to complete your assignment before 11:59 p.m. Remember you must log on this date in order to get credit for attendance.

Read the article related to Skin integrity assessment and the model presented by the authors. Consider the normal, abnormal and assessment findings related to skin, hair and nails. Describe the information that is new to you; describe the implications of the information presented. Explain how you can utilize the information from the article and your textbook in your current and future practice.

Using this information: consider the implications of problems in skin, hair and nail as it relates the following groups (choose ONE group): 1) child or 2) teen or 3) adult or 4) pregnant woman, or a 5) elderly person.

If you want you can choose all and compare and contrast

Using the age group chosen, provide an example of a sign or symptom that would indicate abuse or cancer, or a deficiency or excess etc. exhibited in the skin, hair or nails of that age group.

You may use online resources to obtain necessary information. Please be sure to cite any references used in your response and include those references.

**Remember you may use this assignment to become familiar with issues that may impact your population chosen for your poster.*

1.3: Assessment of the Breasts, Urinary and Regional Lymph Nodes

Instructions

This is an individual assignment you do not have to respond to your classmates. Please submit to the designated Discussion area in Blackboard. Remember you must log on this date in order to get credit for attendance.

Case scenario

You have been told by either an adult patient at your workplace, or a close adult family member, or neighbor that they have noticed a lump in their breast. You may choose male or female. They also indicated they have “accidents” (incontinence) sometimes. You want the best for them and have decided to research the latest and best information for them.

(Do not use real names or provide real data about the individual case you have chosen)

You may use online resources to respond to the following instructions.

Part 1: (you do not have to write about or respond to this information)

Review the anatomy and physiology of

- breast tissue, lymph nodes and changes with age
- urinary system and changes with age
- be familiar with screening for health promotion (HP 2030)* is there a leading health indicator for breast or urinary system?

Part 2:

- Which demographics and populations are most affected by breast cancer?
- What are the related health disparities and barriers?
- What are the risk factors for breast cancer; in men?
- What are some characteristics of common breast masses?
- How are the regional lymph nodes affected?
- What are the possible psychosocial, financial, cultural implications of finding this lump and further care and treatment?
- Describe the latest and most current recommendations for breast cancer screening frequency and methods.

Part 3:

- Are there any local free breast cancer screening facilities in your neighborhood? Is it really free?
- Is there a local health clinic near by to address this individual's “accidents”? How would you speak to someone about their incontinence (“accidents”)? How would you determine the seriousness of this issue? State 2 questions you would ask. (you can state more than 2 but 2 are the minimum).
- What are the hours of service? Would this local facility be able to provide care and screening for both issues?
- What insurances are accepted at your neighborhood clinic/medical facility?
- What is the impact of Affordable Care Act (ACA)? What are the current health insurance allowances and criteria for preventative care?

Include any other issues, concerns or questions you may have about and for the patient, close family member or neighbor in the case scenario.

Please be sure to cite any references used in your response and include those references.

**Remember you may use this assignment to become familiar with issues that may impact your population chosen for your poster.*

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1.4: Mental Status and Neurological System and Cranial Nerves

Instructions: This is an individual assignment; submit to the designated area in Blackboard. Remember you must log on this date in order to get credit for attendance.

Case Study: Read and review the case study, based on your professional knowledge and reading. You may use online resources and posted assessment videos.

Reflect and describe in detail:

Describe your assessment of the patient's mental and neurological status, including cranial nerves as you would if you were present in the patient's home, or bedside.

What are the tools used to conduct this assessment?

How you would handle the complaints?

Are there indicators that she has/has not experienced impairment in her mental and or neurological systems?

What are the indicators?

What other area or systems that may impact your assessment?

You may cut and paste the case study into the designated assignments area in Blackboard and add your reflections and descriptions under the case study. Write as if you were documenting your findings in your notes related to your visit. This visit occurs in the patient's home. (see the above questions)

Case study:

A 75-year-old woman who lives in an apartment building designed for senior living. Recently her neighbors have lodged complaints with the social worker in the building. They state that there are unpleasant odors and roaches migrating to their apartments from her apartment. Her adult son is her primary caregiver and reportedly lives with her but he is not often seen. You are assigned to conduct a comprehensive assessment, make a plan of care and communicate your findings to your supervisor, to the physician and to those who are authorized to receive information about her care. There are several services that have offices in this senior living building. Consider the possibilities of what services they are and your ability to access those services as you conduct your assessment, make your plans, implement and evaluate those plans in relation to your findings.

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1.5: Vulnerable Populations

Instructions: This is an individual assignment; submit to the designated area in Blackboard. Remember you must log on this date in order to get credit for attendance.

Part 1. Research and describe:

1. What does the term vulnerable population mean?
2. What is the relationship of social and economic factors on health and well-being in infants and children? People living with HIV and AIDS? The Elderly? Pregnant women?
3. What are two area codes in Brooklyn that reflect the greatest health disparities? (You can choose the disparity you would look for -5 extra points)

Part 2. Case scenario:

During an interview as a triage nurse in an urgent care clinic or emergency room, (choose one) a child, a teen, a young adult, presenting with vague abdominal pain and fearful demeanor. They are accompanied by a person who is with them claiming to be a relative.

1. Describe two areas for each of these patients you would inquire about
2. Who would you want to question?
3. What are the areas that you would consistently want to conduct a physical assessment and obtain a health history?
4. What are the top two causes of illness and death in children, teens, young adults, pregnant women or the elderly? (respond using the group you chose)

Part 3. Reflect on:

1. What is your perspective on aging?
2. What is your perspective of caring for vulnerable populations?
3. How has that perspective changed over time?
4. What are the areas that you would consistently want to conduct a physical assessment and obtain a health history?
5. How and why would you address the fearful demeanor and the questionable relationship of the accompanying adult?

You may use online resources to obtain necessary information. Please be sure to cite any references used in your response and include those references.

**Remember you may use this assignment to become familiar with issues that may impact your population chosen for your poster.*

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- 2.2: Assessment of Head, Neck, Nose, Mouth, Throat, and Related Lymphatics
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2.1: Introduction and course overview

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2.2: Assessment of Head, Neck, Nose, Mouth, Throat, and Related Lymphatics

1. Review of anatomy & physiology
2. Changes with age
3. Techniques of examination
4. Screening for health promotion

Special Considerations

1. Health Promotion
2. Lifespan
3. Psychosocial
4. Cultural/Environmental assessment

Documentation of findings

1. Inspection of the shape of the head, mouth, teeth, nose
2. Palpation of the head for contours, masses, depressions
3. Inspection of the face, nose, for symmetry, shape, and features
4. Inspection and palpation of the [sinuses](#), neck and thyroid gland
5. Inspection and palpation of the regional lymphatics

Laboratory: Assessment of Head, Neck, Nose, Mouth, Throat, Related Lymphatics

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2.3: Culture and Caring Impact on Health

Please go to the [Think Cultural Health Website](#) to look at the 5 case studies and complete the assignment in Blackboard in Discussion.

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2.4: Assessment of the Respiratory System

1. Review of anatomy & physiology
2. Changes with age
3. Techniques of examination
4. Simulation and Practice of the skill
5. Screening for health promotion for

Special Considerations

1. Health Promotion
2. Lifespan
3. Psychosocial
4. Cultural/Environmental assessment

Documentation of findings

1. Inspection of the thorax
2. Assessment: respirations-rate, pattern, depth, symmetry
3. Palpation of the thorax for crepitus, tactile fremitus
4. Percussion of the thorax for hyper-resonance, dullness
5. Auscultation of breath sounds
6. Identification of adventitious breath sounds

Laboratory: Assessment of Thorax and Lungs

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2.5: Assessment of the Eye and Ear

Laboratory: NYCCT Simulation Lab

Review of anatomy & physiology

Changes with age

Techniques of examination

Practice of the skill

Screening for health promotion

Special Considerations

1. Health Promotion
2. Lifespan
3. Psychosocial
4. Cultural/Environmental assessment

Documentation of findings

1. Assess the eye for visual acuity, color vision, visual fields
2. Cardinal Fields of gaze
3. Pupil Abnormalities
4. Fundoscopy examination of retinal structures
5. Assessment of Optic Disc
6. Auditory Screening- Weber and Rinne tests
7. Inspection of external ear
8. Otoscopy assessment of the ear

Laboratory: Assessment of Ear and Eye and use of equipment

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2.6: Assessment of the Skin, Hair, and Nails

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2.7: Assessment of the Abdomen

Lecture: Assessment of Abdomen

1. Holistic health principles
2. Cultural considerations
3. Review of anatomy & physiology
4. Changes with age
5. Techniques of examination and use of equipment
6. Screening for health promotion

Special Considerations

1. Health Promotion
2. Lifespan
3. Psychosocial
4. Cultural/Environmental assessment

Documentation of findings

1. Four quadrant anatomic inspection of the abdomen for

Contour, symmetry, pigmentation and color, masses, pulsation

2. Auscultation for bowel sounds and vascular sounds
3. Percussion of four quadrants of abdomen
4. Light and deep palpation of the abdomen

Laboratory: Assessment techniques and use of equipment

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2.8: Assessment of the Breast, Urinary and Regional Lymphatic

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2.9: Assessment of Cardiovascular and Peripheral Vascular System

Lecture: Assessment of Cardiovascular and Peripheral Vascular System

1. Review of anatomy & physiology
2. Changes with age
3. Techniques of examination
4. Screening for health promotion

Special Considerations

1. Health Promotion
2. Lifespan
3. Psychosocial
4. Cultural/Environmental assessment

Documentation of findings

1. Assessment of heart sounds
2. Palpation and auscultation of arterial pulses
3. Inspection and palpation of peripheral perfusion

Laboratory: Assessment techniques and use of equipment

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2.10: Assessment of Neurological System

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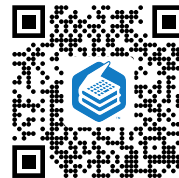
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2.11: Assessment of Neurological System and Cranial Nerves

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2.12: Assessment of Musculoskeletal and Neurological System and Sensory System

Lecture: Assessment of Musculoskeletal & Neurological System/Sensory System

1. Review of Anatomy
2. Pain, temperature
3. Vibration, stereognosis
4. Assessment of reflexes
5. Assessment of cerebellar function
6. Assessment of Musculoskeletal

Special Considerations

1. Health Promotion
2. Lifespan
3. Psychosocial
4. Cultural/Environmental assessment

Laboratory: Assessment techniques of neuro, motor, musculoskeletal, sensory

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2.13: Assessment of Vulnerable Populations

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GLOSSARY

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