



Nursing and Health Professions
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

ALH 105: Basic Ohysical Exam

Syllabus

Lecture Hours/Credits: 1/1

Catalog Description

Prerequisite: BIO 105 & RDG 099 & NUR 130 OR NMT 107 OR DMS 102

This course will provide the student with the necessary techniques to perform a healthy history and physical examination on a well person. This course is intended for students of health care who are learning to communicate effectively with patients, to examine patients, and to assess their medical problems. The knowledge of how to collect data necessary to complete a health and physical exam will be emphasized. This course will include pertinent developmental content for pediatric, pregnant, and aging adult patients.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Exams
- Quizzes
- Terms Identification
- Essays
- Presentations
- Group Discussions
- Attendance and Participation

Grading

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

Rowan College of South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

ALH 105 Core Competencies

This course focuses on one of RCSJ's Core Competencies:

- Society and Human Behavior

Student Learning Outcomes: Basic Physical Exam

Successful completion of ALH 105 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Demonstrate a systematic approach to obtaining health history data		Quiz questions Exam questions
Demonstrate a systematic focused physical exam utilizing inspection, auscultation, palpitation, and percussion		Quiz questions Exam questions Global and Cultural Awareness Team Project
Applied developmental factors to consider when performing a health history in exam	Society and Human Behavior	Quiz questions Exam questions Transfer / body mechanics Competency test
Implement interventions to optimize the environment during a health history and physical exam		Quiz questions Exam questions Handwashing Competency test
Identify measures to provide culturally competent care .	Society and Human Behavior	Quiz questions Exam questions Blood pressures, pulse, and respiration Competency test

Participation Criteria Rubric	
0	Absent.
75	<input type="checkbox"/> Present, not disruptive. <input type="checkbox"/> Tries to respond when called on but does not offer much and is inconsistent. <input type="checkbox"/> Demonstrates very infrequent involvement during hands on practice of physical exam skills.
85	<input type="checkbox"/> Demonstrates satisfactory preparation: recalls basic steps to perform physical exam. <input type="checkbox"/> Offers straightforward information during discussion (e.g., straight from the assigned reading) very infrequently (eg: once a class). <input type="checkbox"/> Demonstrates involvement during hands on practice of physical exam skills with prompting.
100	<input type="checkbox"/> Demonstrates excellent preparation: fully prepared for every class <input type="checkbox"/> Contributes in a significant way to discussion, responds very thoughtfully to other students' comments, and helps class determine which approaches for physical assessment are appropriate. <input type="checkbox"/> Demonstrates ongoing, very active involvement during hands on practice of physical exam skills.

Team Health Assessment Project

Each team will be assigned a case study. The team will be expected to present for class during Week 6. Be creative. You may use any method to present your findings (PowerPoint's, role playing, posters etc...). Presentations must include the following:

- History/ Assessment – both subjective and objective data.
- Include the developmental, age, socioeconomic, and cultural considerations.
- Relate expected (normal) findings to the findings described.
- Identify health promotion education needed.

Team Health Assessment Project				
Rubric				
0	Does not provide complete history and assessment or identify subjective and objective data.	Considers none of the following: <ul style="list-style-type: none"> • Developmental age • Socioeconomic • cultural 	Does not identify or provide written and/or verbal health promotion education related to specific scenario and does not provide outside resources (eg: American Heart Association, Cystic Fibrosis Organization etc..)	Presentation not organized or accurate.
1	Provides history and assessment identifying at least 3 subjective and objective data.	Considers 1 of the following: <ul style="list-style-type: none"> • Developmental age • Socioeconomic • cultural 	Identify and provides written and/or verbal health promotion education related to specific scenario but does not provide outside resources (eg: American Heart Association, Cystic Fibrosis Organization etc..)	Presentation organized but not accurate.
2	Provides history and assessment identifying at least 4 subjective and objective data.	Considers 2 of the following: <ul style="list-style-type: none"> • Developmental age • Socioeconomic • cultural 	Identify and provides written or verbal health promotion education related to specific scenario using community resources (eg: American Heart Association, Cystic Fibrosis Organization etc..)	Presentation accurate but not organized.

3	Provides history and assessment identifying at least 5 subjective and objective data.	Considers all of the following: <ul style="list-style-type: none"> • Developmental age • Socioeconomic • cultural 	Identify and provides written and verbal health promotion education related to specific scenario using community resources (eg: American Heart Association, Cystic Fibrosis Organization etc...)	Presentation organized and accurate. Presentation is to easy follow and understand.
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12 points = 100
8-11 points = 90
4-7 points = 80
1-4 points = 70
Below 1 = 0
Focused Physical Exam – 25%

	Available Points	Points Earned	Instructor Comments
Washes hands	5		
Introduces self	5		
Asks appropriate system related questions to obtain subjective data	10		
Student earns score from one of the following shaded box.			
Utilizes appropriate assessment techniques, uses appropriate equipment	70		
Utilizes appropriate assessment techniques, uses appropriate equipment with instructor prompting	60		
Unable to utilize appropriate assessment techniques, uses appropriate equipment even with instructor prompting	50		

Performs exam in anorganized, systematic, and timely manner	10		
		Total of points earned:	

Resources

Academic Support Center: The Academic Support Center (ACS), located in Room 603 above the College Store, offers FREE tutoring, student success workshops, structured study groups, and academic coaching for RCSJ students seeking assistance in most subjects. The phone number is 856-681-6250. For more information about all the services provided, please visit the Academic Support Center’s webpage: rcgc.edu/asc.

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 llawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500