



**PRACTICAL NURSE COLLABORATIVE CURRICULUM**

**KEYANO COLLEGE**

**COURSE OUTLINE**

**HEALTH ASSESSMENT**

**WINTER 2013**

**January 2013- April 2013**

**INSTRUCTOR: Sharon Grantham RN BScN**

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# HEALTH ASSESSMENT

## Course Outline

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**HEALTH ASSESSMENT  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**HEALTH ASSESMENT** Semester II

Develop competence in nursing assessment through a comprehensive approach to the client health history and physical examination.

**Prerequisite:** PN 100 Anatomy & Physiology I, PN 101 Anatomy & Physiology II

**COURSE HOURS**

**TOTAL HOURS: 60**                      LECTURE/LABORATORY: 30/30                      CREDITS: 4

**COURSE DESCRIPTION**

This health assessment course introduces the student to assessment of a client's health status and the identification of normal structures and functions of the physical component of the adult. Overt deviations from normal are included. This course prepares the student to gather the data by obtaining a health history and conducting a physical examination. This course includes theory and laboratory practice.

**TUTOR INFORMATION**

Instructor: Sharon Grantham  
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Office Hours: Tuesdays 1:00-4:00 PM

## GENERAL LEARNING OUTCOMES

Upon successful completion of this course, you will be able to meet or exceed the following outcomes:

1. Perform a systematic health assessment of the adult.
2. Identify the components of a health history.
3. Differentiate among various types of physical assessments.
4. Adapt the physical assessment to meet variations across the life span.
5. Confer report and document findings of the physical assessment and health history.
6. Identify terminology, principles and processes of microbiology and their relationship to the control and transmission of infection and disease.

## Instructional Methods

- This course uses a variety of teaching/learning methods including: discussion, experiential exercises, learner presentations, role-plays, case studies, lectures, reflection, lab demonstration and practice, and group activities. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.
- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

## **PRACTICAL NURSING PROGRAM POLICIES**

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, health centre ID, watch, penlight, black pen, bandage scissors and stethoscope.

## **LATE POLICY FOR ASSIGNMENTS**

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with a date specified for late submissions. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade i.e. an assignment graded at B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

## **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

### **DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM**

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

### **SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE**

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

## OVERVIEW OF LEARNING EXPERIENCES

### Course Units

This course consists of the following units:

**Unit 1:** Foundations of Health Assessment

- Topic 1.1: Introduction to Client Health Assessment
- Topic 1.2: Data Collection, Documentation, and Validation
- Topic 1.3: Cultural and Social Considerations

**Unit 2:** Nursing Assessment of the Adult Client

- Topic 2.1: General Survey, Vital Signs, and Pain Assessment
- Topic 2.2: Assessing Nutrition
- Topic 2.3: Assessment of the Integumentary System
- Topic 2.4: Assessment of the Head, Face, and Neck
- Topic 2.5: Assessment of the Musculoskeletal System
- Topic 2.6: Assessment of the Neurological System
- Topic 2.7: Assessment of the Eye and Ear
- Topic 2.8: Assessment of the Respiratory System
- Topic 2.9: Assessment of the Gastrointestinal (GI) System
- Topic 2.10: Assessment of the Cardiovascular System
- Topic 2.11: Assessment of the Peripheral-Vascular (PV) and Lymphatic Systems
- Topic 2.12: Assessment of the Breasts
- Topic 2.13: Assessment of the Female Genitourinary (GU) System
- Topic 2.14: Assessment of the Male Genitourinary (GU) System

**Unit 3:** Assessing the Older Adult

**Unit 4:** Performing a Complete Health Assessment

## REQUIRED TEXTS

Jarvis, C. (2009). *Physical examination & health assessment* (1st Canadian ed.). Toronto: Saunders Elsevier.

Jarvis, C. (2009). *Physical examination & health assessment* (1st Canadian ed.). [Textbook CD-ROM]. Toronto: Saunders Elsevier.

Jarvis, C. (2009). *Student laboratory manual to accompany physical examination & health assessment* (1st Canadian ed.). Toronto: Saunders Elsevier.

*Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). (2009). St. Louis: Elsevier.

Penlight

Stethoscope

Access to the Internet

## OVERVIEW OF COURSE ASSESSMENT

### Overview

Assessment of your mastery of the content will be determined through a health history assignment, a midterm exam, guided practice nursing labs, a final cumulative exam, and a final simulation exam.

### Assignment: Health History

This assignment is due after Topic 2.3 and contributes **20%** towards your final course grade.

In this assignment, you will have the opportunity to:

- Collect health history information on a healthy adult through an interview
- Assess the individual's level of wellness and health practice choices
- Analyze your findings and determine the individual's areas of strength and areas for improvement in lifestyle and health practices.

### Midterm Exam

The midterm exam evaluates your knowledge of content covered in Topics 1.1 to the end of Topic 2.8. This exam includes multiple-choice, matching, and labelling questions and contributes **15%** towards your final course grade. Your responses to the multiple-choice questions must be made on the bubble sheet (provided by your instructor or tutor), and labelling responses will be completed directly on the test sheets. Distance students must contact the program office to make arrangements to write the exam.

### Final Exam

The final exam is cumulative and evaluates your knowledge of content covered in units 1 to 4. This is a multiple-choice examination and contributes **25%** towards your final course grade. Distance students must contact the program office to make arrangements to write the exam.

## Guided Practice Nursing Labs

This activity is graded on a **pass/fail** basis. Students must successfully demonstrate the integration of theory and skills related to physical examination learned in this course in the lab setting during guided practice. You will practise documenting assessment findings and you will also participate in reflective practice during the lab sessions. **If you do not receive a grade of “pass” in Guided Practice you will be required to repeat the entire course.**

## Simulation Exam: Physical Assessment and Reflective Practice

The simulation exam occurs at the end of the course and provides you with opportunity to demonstrate integration and application of theory and physical skills in a simulated situation. The simulation examination contributes **40%** towards the final course grade.

You must achieve a mark of **70%** on this exam. There are two parts to this examination that contribute to the 70% mark: the physical assessment (90%) and reflective practice (10%). **If you do not receive 70% on the Simulation Exam, you will be required to repeat the entire course.**

The simulation examination:

- Provides you with the opportunity to demonstrate your knowledge and skill in conducting a physical examination of a well adult in a simulated setting
- Provides you with the opportunity to demonstrate skill in reflective practice

**\*See appendix B for Instructions/Marking Guide**

## Distribution of Marks

Assessment Method	Description	Value	
<i>Theory</i>			<b>Exam Date</b>
<b>Assignment</b>	Written paper: Collect subjective data by performing a health history on a healthy adult	<b>20%</b>	<b>Jan 28, 2013</b>
<b>Midterm Exam:</b> labelling, multiple choice	Demonstrate knowledge of course content Unit 1.1 – 2.8 inclusive	<b>15%</b>	<b>Feb 8, 2013</b>
<b>Final Exam:</b> cumulative, multiple choice	Demonstrate knowledge of course content Unit 1.1-unit 4 inclusive	<b>25%</b>	<b>Mar 19, 2013</b>
<i>Lab</i>			
<b>Guided Practice Nursing Labs</b> Integration of Theory and Lab	Conduct health assessments within the context of integrating theory with nursing skills	<b>Pass/Fail</b>	
<b>Simulation Exam</b> Integration of Theory and Lab	Demonstrate application of physical assessment skills and reflective practice in a simulated clinical situation <b>*70% pass mark required</b>	<b>40%</b>	<b>April 3/4/5, 2013</b>
	<b>Total</b>	<b>100%</b>	

## Passing Level and Grading Scale

This is a combined theory and lab course. A student cannot pass this course by being proficient in theory but not proficient in application of nursing assessment skills to simulated situations.

Students must complete **all** assignments and examinations to receive a final course grade. Students will not be allowed to rewrite the assignments or exams to raise their theory grade. Students must successfully demonstrate assessment skills AND integration of theory in guided practice labs and during the simulation exam.

To receive credit for PN 158, a student must achieve each of the following:

- a minimum overall grade of 1.7 (C-) or 60%
- a pass in the guided practice lab component
- a minimum of 70% in the simulation exam\*

\*If a passing mark of 70% or greater is achieved on the simulation exam, the mark achieved will be calculated out of 40%. If the mark is less than 70% on the simulation exam, the student will automatically receive 0% for the simulation exam.

**Students who are unsuccessful in achieving a minimum of 70% on the simulation exam will be unsuccessful in passing PN 158.**

Refer to the Practical Nurse Program Manual for information regarding grading scale, extensions, and other programs standard practices.

### **Guided Practice Nursing Labs**

Students must successfully demonstrate integration of theory and assessment skills in the lab setting during guided practice. You will also practise documenting assessment findings and participate in reflective practice during the lab sessions.

**If a student does not receive a grade of “pass” in the guided practice assessment skills component and 70% on the simulation exam in this course, he/she will be required to repeat the entire course.**

### **Important Additional Information**

**Note to all students:** It is the student’s responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.

# Assignment I: Health History

DUE Date: 1200 Hours

## Instructions

For this assignment, select a healthy adult (16 years or older) and conduct a health history interview. You will analyze the data collected to determine the individual's areas of strength and areas for improvement in lifestyle and health practices. The adult should be a friend, family member or peer.

This assignment is to be a maximum of 5–7 pages in length and must be type-written (word processed) following APA format. Refer to the marking guide at the end of this assignment.

- An abstract is not required for this assignment.
- Submit the 24-Hour Recall of Dietary Intake form as an appendix.

**Note:** Pages beyond the seven page limit will not be marked. The page limit **does not** include the cover page, appendix or references.

**\*See Appendix A for Marking Guide**

## Collection of Health History Information

Conduct a health history interview on a healthy adult.

Begin your paper by introducing your healthy adult (over the age of 16 years) using biographical data. **It is important to maintain the privacy and confidentiality of the person.** Refer to the individual by initials only – do not include any identification other than the area in which this person lives.

Collect the following subjective data (refer to your textbook for sample questions):

- Biographical data
- Current health status
- Past health history
- Family history
- Developmental stage
- Cultural and social considerations

## Assessment of Lifestyle and Health Practices

Assess the individual's lifestyle and health practices in the following areas (refer to your textbook for sample questions):

- Nutrition – 24-hour recall of intake (document this information on the **24-Hour Recall of Dietary Intake**)
- Exercise
- Rest and sleep
- Stress management
- Environment

## Analysis of Lifestyle and Health Practices

Analyze the individual's lifestyle and health practices and determine the following:

- the person's strength in lifestyle and health practices
- areas where the individual could improve lifestyle and health practices

Support your explanation (rationale) with evidence from your Health Assessment textbook.

**Note:** Use Canada's Food Guide to analyze the adequacy of the individual's nutritional choices.

*\*Submit the Marking Guides with your assignment.*

## 24-Hour Recall of Dietary Intake

List the individual's food intake over a 24-hour period. Include the specific amounts for each food portion [i.e. ½ cup white rice with 1 tbsp. (15 mL) butter; 1 can of pop (355 mL)]

**Include a type-written copy of this document as an appendix in your paper.**

<b>Breakfast</b>
<b>Snack</b>
<b>Lunch</b>
<b>Snack</b>
<b>Supper/Dinner</b>
<b>Snack</b>

*Appendix A*  
**HEALTH ASSESSMENT**  
**Marking Guide for Assignment 1**

## Assignment: Health History – Marking Guide

Key Content	Marking Guide				
	Points:	5	3	1	0
Collected health history information, in all required areas:					
Biographical data	Excellent	Satisfactory	Minimal	None	
Current health status	Excellent	Satisfactory	Minimal	None	
Past health history	Excellent	Satisfactory	Minimal	None	
Family history	Excellent	Satisfactory	Minimal	None	
Developmental stage	Excellent	Satisfactory	Minimal	None	
Cultural and social considerations	Excellent	Satisfactory	Minimal	None	
					<b>/30</b>

Comments:

Assessed lifestyle and health practices, in all required areas:

Nutrition – 24-hour recall	Excellent	Satisfactory	Minimal	None
Exercise	Excellent	Satisfactory	Minimal	None
Rest and sleep	Excellent	Satisfactory	Minimal	None
Stress management	Excellent	Satisfactory	Minimal	None
Environment	Excellent	Satisfactory	Minimal	None

**/25**

Comments:

***Submit this marking guide with your assignment.***

Key Content	Marking Guide				
	Points:	5	3	1	0
Analyzed lifestyle and health practices, in all areas:					
Nutrition – Using Canada’s Food Guide	Excellent	Satisfactory	Minimal	None	
Exercise	Excellent	Satisfactory	Minimal	None	
Rest and sleep	Excellent	Satisfactory	Minimal	None	
Stress management	Excellent	Satisfactory	Minimal	None	
Environment	Excellent	Satisfactory	Minimal	None	
Identified the individual’s strengths in lifestyle and health practices.	Excellent	Satisfactory	Minimal	None	
Identified areas the individual could improve lifestyle and health practices.	Excellent	Satisfactory	Minimal	None	
Supported explanations with evidence from textbook	Excellent	Satisfactory	Minimal	None	
					<b>/40</b>
Comments:					
Correctly formatted the assignment, following APA formatting (See APA and Grammar: Marking Guide)	Excellent	Satisfactory	Minimal	None	
					<b>/5</b>
					<b>/100</b>

## Legend

- |   |   |
|---|---|
| <b>5</b> – Excellent work, comprehensive information or analysis included, great attention to detail throughout | <b>1</b> – Minimal required information included, incomplete work |
| <b>3</b> – Satisfactory work, most required information included at an adequate level                           | <b>0</b> – Required information not identifiable                  |

# APA and Grammar: Marking Guide

Key Content	Marking Guide				
	Points:	1	0.5	0.25	0
<b>Title Page</b>					
Included header/running head and page number. Included in the upper half of the page: title of paper, student name, college name, course and section number, assignment name and number, instructor name (all centred), and date.	Excellent	Satisfactory	Minimal	None	
<b>Body of Paper</b>					
Paper organized – running head and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indented 5 spaces or 1 tab for new paragraphs, two spaces after a period, and correct font – Times New Roman, 12 pt. font.	Excellent	Satisfactory	Minimal	None	
<b>References</b>					
Citations in body of paper followed APA 6 <sup>th</sup> ed. format (if applicable)	Excellent	Satisfactory	Minimal	None	
References on separate page, followed APA 6th ed. format (if applicable)	Excellent	Satisfactory	Minimal	None	
<b>Grammar and Spelling</b>					
Grammar appropriate and words spelled correctly (< 5 errors)	Excellent	Satisfactory	Minimal	None	
<b>Total:</b>					<b>/5</b>

*Submit this Marking Guide with your assignment.*

*Appendix A*  
**HEALTH ASSESSMENT**  
**Marking Guide for Simulation Exam**

## **Simulation Exam: Physical Assessment and Reflective Practice**

### **Instructions**

#### **Physical Assessment**

You will complete a physical assessment (collect objective data) of two body systems on a well adult in forty-five (45) minutes.

You will demonstrate **one** of:

1. Cardiovascular assessment (includes peripheral vascular)

**or**

2. Respiratory assessment

**and** one of the following:

- a. Gastrointestinal assessment
- b. Neurological assessment (including names of cranial nerves)
- c. Upper musculoskeletal assessment
- d. Lower musculoskeletal assessment

You will not know which of the two (2) systems assessments you are to complete until you enter the simulation setting – these you will “pick from a hat.”

You may bring **one** cue card for each of the body systems into the examination with you. Cue cards may be 4×6 inches only; one card only for each scenario. You may use both sides of the card and include any information that will help you complete the assessment. These cards may be used as a reference **only** once at the start of the exam and once the end of the exam (to determine if you have missed anything). Cue cards are not to be used throughout the skill demonstration.

You are required to bring your stethoscope and penlight; all other materials will be provided.

You will be explaining aloud to both the individual and the instructor your actions, the rationale, and your assessment findings.

**Bring the marking guides with you to the exam to be used by the instructor during the exam for your assessment.**

## **Reflective Practice**

Immediately after the physical assessment, you will be given another 30 minutes to reflect on your demonstration of knowledge and skill in conducting the physical assessment. This is to be handwritten on a document provided and will be submitted for marking and included in the overall mark for the exam.

You should reflect on your performance in the physical assessment component of the exam according to the questions on the “notes page” that follows.



## Reflective Practice: Marking Guide

Marks	1	3	5
<b>Evaluates organization and assessment skills</b>	<b>Minimal</b> description or description unclear as to how your organization plan assisted in the implementation of assessment skills during the exam	<b>Limited</b> description of how your organization plan assisted in the implementation of assessment skills during the exam	<b>Clear</b> description of how your organization plan assisted in the implementation of assessment skills during the exam
<b>Describes completion of skills within expected timeframe with rationale</b>	Stated whether all assessments were completed during the exam. <b>No</b> rationale provided	Stated whether all assessments were completed during the exam. <b>Limited</b> rationale provided as to why/why not	Stated whether all assessments were completed during the exam. <b>Rationale provided</b> as to why/why not
<b>Demonstrates responsibility for own learning</b>	<b>No</b> knowledge identified	<b>Identified</b> knowledge that assisted in completion of the exam	Described knowledge that assisted in completion of exam
<b>Demonstrates professionalism in identifying opportunities for improvement</b>	Recommendations not given	Recommendations <b>not always realistic or achievable</b>	Recommendations <b>realistic and achievable</b>

Reflective Practice:

/20 marks

## Respiratory Assessment: Marking Guide

Behaviour	Marks
Prepared client and gathered equipment	2 marks
Identified appropriate landmarks related to the respiratory system: <ul style="list-style-type: none"> <li>• Lines of reference</li> <li>• Anatomical landmarks</li> </ul>	9 marks 9 marks
Identified location of lung lobes and fissures in relation to ribcage	7 marks
Provided appropriate explanations to client prior to performing each assessment (ie. respirations, anterior and posterior chest)	1 mark
Assessed respirations appropriately	3 marks
Assessed anterior chest appropriately: <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Palpation</li> <li>• Auscultation</li> </ul>	4 marks 5 marks 3 marks
Assessed posterior chest appropriately: <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Palpation</li> <li>• Auscultation</li> </ul>	4 marks 5 marks 3 marks
Identified location of breath sounds on anterior and posterior chest	5 marks

**Total    60 marks**

Each correct assessment is worth 1 mark.

*Bring these Marking Guides with you to the simulation exam.*

## Cardiovascular and Peripheral Vascular Assessment: Marking Guide

Behaviour	Marks
Prepared client and gathered equipment	2 marks
Identified appropriate landmarks related to the respiratory system: <ul style="list-style-type: none"> <li>• Lines of reference</li> <li>• Anatomical landmarks</li> </ul>	3 marks 6 marks
Provided appropriate explanations to client prior to performing each assessment (ie. neck vessels, heart, pulse, BP, peripheral vascular system)	1 mark
Appropriately inspected neck vessels	5 marks
Appropriately palpated neck vessels and provided rationale for same.	3 marks
Inspected and palpated appropriate areas of the heart	5 marks
Auscultated appropriate areas of the heart	5 marks
Identified location of S <sub>1</sub> and S <sub>2</sub> sounds	1 mark
Appropriately assessed: <ul style="list-style-type: none"> <li>• Apical pulse</li> <li>• Radial pulse with rationale for actions</li> </ul>	1 mark 4 marks
Appropriately prepared client and assessed blood pressure (BP)	10 marks
Appropriately assessed peripheral vascular system bilaterally: <ul style="list-style-type: none"> <li>• Inspected and palpated pulses in arms and feet (6 sites)</li> </ul>	7 marks
Appropriately assessed skin on extremities bilaterally	7 marks

**Total 60 marks**

Each correct assessment is worth 1 mark.

## Gastrointestinal (GI) Assessment: Marking Guide

Behaviour	Marks
Prepared client and gathered equipment	2 marks
Provided appropriate explanations prior to performing each assessment (i.e., mouth and oropharynx, abdomen)	1 mark
Appropriately assessed mouth and oropharynx: <ul style="list-style-type: none"> <li>• Lips (inner and outer)</li> <li>• Teeth and gums</li> <li>• Tongue and frenulum</li> <li>• Uvula</li> <li>• Tonsils and oropharynx</li> <li>• Ability to swallow</li> </ul>	7 marks 4 marks 4 marks 3 marks 4 marks 1 mark
Appropriately assessed abdomen: <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Assessment of pain</li> <li>• Auscultation with rationale</li> <li>• Palpation</li> <li>• Abdominal girth</li> </ul>	5 marks 3 marks 6 marks 2 marks 1 mark
Inspected and palpated for bladder distension	2 marks

**Total 45 marks**

Each correct assessment is worth 1 mark.

## Neurological Assessment: Marking Guide

Behaviour	Marks
Prepared client and gathered equipment	2 marks
Provided appropriate explanations prior to performing each assessment (i.e., mental status, eyes, ears, nose, etc.)	1 mark
Appropriately assessed mental status: <ul style="list-style-type: none"> <li>• LOC</li> <li>• Orientation</li> <li>• Appearance</li> <li>• Speech</li> </ul>	1 mark 3 marks 1 mark 1 mark
Appropriately assessed eyes: <ul style="list-style-type: none"> <li>• Appearance</li> <li>• Response to light in each eye</li> <li>• Accommodation</li> <li>• Visual (cardinal) fields</li> <li>• Visual acuity (cranial nerve II) in each eye individually and both eyes</li> </ul>	1 mark 2 marks 1 mark 1 mark 1 mark
Appropriately assessed ears: <ul style="list-style-type: none"> <li>• Appearance</li> <li>• Hearing (cranial nerve VIII) whisper test in both ears</li> </ul>	1 mark 2 marks
Appropriately assessed nose: <ul style="list-style-type: none"> <li>• Appearance</li> <li>• Sense of smell (cranial nerve I) in each nostril using 2 different scents</li> </ul>	1 mark 2 marks
Appropriately assessed face <ul style="list-style-type: none"> <li>• Cranial nerves V, VII, X, XI, XII</li> </ul>	12 marks
Appropriately assessed sensation and movement <ul style="list-style-type: none"> <li>• To pain</li> <li>• Light touch</li> </ul>	4 marks 6 marks
Appropriately assessed cerebellar function <ul style="list-style-type: none"> <li>• Romberg</li> <li>• Gait</li> </ul>	1 mark 1 mark

Each correct assessment is worth 1 mark.

**Total**

**45 marks**

*You must be able to correctly name each of the cranial nerves.*

## Musculoskeletal (Upper) Assessment: Marking Guide

Behaviour	Marks
Prepared client	1 mark
Identified the following: <ul style="list-style-type: none"> <li>• When to stop exam</li> <li>• What to inspect for all muscles/joints</li> <li>• What to palpate for</li> <li>• To assess range of motion bilaterally</li> </ul>	1 mark 3 marks 4 marks 1 mark
Provided appropriate explanations prior to performing each assessment (ie. head and neck, shoulders, arms, etc))	1 mark
Appropriately assessed head and neck: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	5 marks 1 mark
Appropriately assessed shoulders: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	8 marks 1 mark
Appropriately assessed elbows and forearms: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	4 marks 1 mark
Appropriately assessed wrists: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	5 marks 1 mark
Appropriately assessed fingers and thumb: <ul style="list-style-type: none"> <li>• Range of motion</li> <li>• Muscle strength (for one motion only)</li> </ul>	7 marks 1 mark

Each correct assessment is worth 1 mark.

**Total**

**45 marks**

**Only one side of the body is required to be assessed for range of motion during this exam. In clinical practice, both sides of the body should be assessed together.**

## Musculoskeletal (Lower) Assessment: Marking Guide

Behaviour	Marks
Prepared client	1 mark
Identified the following: <ul style="list-style-type: none"> <li>• When to stop exam</li> <li>• What to inspect for all muscles/joints</li> <li>• What to palpate for</li> <li>• To assess range of motion bilaterally</li> </ul>	2 marks 3 marks 4 marks 1 mark
Provided appropriate explanations prior to performing each assessment (ie. head and neck, shoulders, arms, etc))	1 mark
Appropriately assessed trunk/spine: <ul style="list-style-type: none"> <li>• Inspect</li> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	2 marks 5 marks 1 mark
Appropriately assessed hips: <ul style="list-style-type: none"> <li>• Inspect in appropriate positions</li> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	2 marks 7 marks 1 mark
Appropriately assessed knees: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	2 marks 1 mark
Appropriately assessed ankles: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	4 marks 1 mark
Appropriately assessed toes: <ul style="list-style-type: none"> <li>• Range of motion (only one side of the body)</li> <li>• Muscle strength (for one motion only)</li> </ul>	4 marks 1 mark
Assessed gait	1 mark
Assess for body alignment	1 mark

Each correct assessment is worth 1 mark.

**Total 45 marks**

**Only one side of the body is required to be assessed for range of motion during this exam. In clinical practice, both sides of the body should be assessed together.**