



























# Health Assessment DCE™ Learning Objectives



| Learning Objectives   | Learning Activities  | Health History  | Single Systems  | Comprehensive Assessment   | Focused Exam: Cough  | Focused Exam: Chest Pain   | Focused Exam: Abdominal Pain   |
|---|--|---|---|--|--|--|--|
| Describe the components of a complete health history  | <ul style="list-style-type: none"> <li>Complete a comprehensive patient interview to collect relevant subjective data</li> <li>Complete a focused interview to collect relevant subjective data</li> </ul>   | <p>✓</p> <p>Tina Jones: 28 year-old female, admitted for injury to her foot</p> | <p>✓</p> <p>Tina Jones: 28 year-old female, each module with a different system reason for intervention</p> | <p>✓</p> <p>Tina Jones: 28 year-old female, 6 month follow up after her hospitalization</p>  | <p>✓</p> <p>Danny Rivera: 8 year-old male with cough</p>                                       | <p>✓</p> <p>Brian Foster: 58 year-old male with chest pain following simple open prostatectomy</p> | <p>✓</p> <p>Esther Park: 78 year-old female with abdominal pain</p>                            |
| Explain the major variables in a cultural assessment  | <ul style="list-style-type: none"> <li>Complete a comprehensive patient interview to collect relevant subjective data</li> <li>Complete a focused interview to collect relevant subjective data</li> </ul>   | <p>✓</p> <p>Comprehensive health history</p>                                    | <p>✓</p> <p>Focused health history</p>  | <p>✓</p> <p>Comprehensive health history</p>   | <p>✓</p> <p>Focused health history</p>   | <p>✓</p> <p>Focused health history</p>   | <p>✓</p> <p>Focused health history</p>   |
| Evaluate the importance of therapeutic communication skills in interaction with patients, colleagues, and the healthcare team | <ul style="list-style-type: none"> <li>Identify appropriate moments to educate the patient to engage in therapeutic communication</li> <li>Identify appropriate moments to empathize with the patient to engage in therapeutic communication</li> <li>Communicate patient situation and needs to other healthcare professionals</li> <li>Communicate using SBAR report that reflects clinical decision making</li> </ul> | <p>✓</p> <p>Education and Empathy</p>   | <p>✓</p> <p>Education and Empathy</p>   | <p>✓</p> <p>Education and Empathy</p>  | <p>✓</p> <ul style="list-style-type: none"> <li>Education and Empathy</li> <li>SBAR</li> </ul> | <p>✓</p> <ul style="list-style-type: none"> <li>Education and Empathy</li> <li>SBAR</li> </ul>     | <p>✓</p> <ul style="list-style-type: none"> <li>Education and Empathy</li> <li>SBAR</li> </ul> |
| Properly demonstrate the required physical exam techniques and health assessment skills                                       | <ul style="list-style-type: none"> <li>Complete a comprehensive physical examination</li> <li>Complete a system focused physical examination</li> </ul>  |   | <p>✓</p> <p>Focused system physical examination</p>   | <p>✓</p> <p>Comprehensive physical examination</p>   | <p>✓</p> <p>Focused system physical examination</p>  | <p>✓</p> <p>Focused system physical examination</p>  | <p>✓</p> <p>Focused system physical examination</p>  |
| Differentiate between normal and abnormal physical examination findings   | <ul style="list-style-type: none"> <li>Complete a comprehensive physical examination</li> <li>Complete a system focused physical examination</li> </ul>  |   | <p>✓</p> <p>Focused system physical examination</p>   | <p>✓</p> <p>Comprehensive physical examination</p>   | <p>✓</p> <p>Focused system physical examination</p>  | <p>✓</p> <p>Focused system physical examination</p>  | <p>✓</p> <p>Focused system physical examination</p>  |
| Properly demonstrate a complete head to toe assessment  | <ul style="list-style-type: none"> <li>Develop a mental model for sequencing of comprehensive physical examination</li> <li>Complete a comprehensive physical examination</li> <li>Complete a focused physical examination to collect relevant data</li> </ul>   |   |   | <p>✓</p> <ul style="list-style-type: none"> <li>Plan My Exam activity (mental model of exam sequence)</li> <li>Comprehensive physical examination</li> </ul> |  |  |  |

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|---|--|--|--|--|--|--|--|
| Model strategies for health promotion, risk reduction, and disease prevention   | <ul style="list-style-type: none"> <li>Interview to assess risk for disease, infection, injury, and complications</li> <li>Perform patient safety, infection control, and privacy tasks</li> </ul>   | <br><ul style="list-style-type: none"> <li>Risk assessment</li> <li>Patient safety tasks</li> </ul> | <br><ul style="list-style-type: none"> <li>Risk assessment</li> <li>Patient safety tasks</li> </ul> | <br><ul style="list-style-type: none"> <li>Risk assessment</li> <li>Patient safety tasks</li> </ul> | <br><ul style="list-style-type: none"> <li>Risk assessment</li> <li>Patient safety tasks</li> </ul> | <br><ul style="list-style-type: none"> <li>Risk assessment</li> <li>Patient safety tasks</li> </ul> | <br><ul style="list-style-type: none"> <li>Risk assessment</li> <li>Patient safety tasks</li> </ul> |
| Demonstrate methods of data collection, including interaction, observation, and critical reasoning for selected individuals                   | <ul style="list-style-type: none"> <li>Document in the EHR using appropriate professional terminology</li> </ul>   | <br>Document in shift assessment  | <br>Document in Nursing Notes and in EHR for objective findings                                     | <br>Document in Nursing Notes and in EHR for objective findings                                     | <br>Document in Nursing Notes and in EHR for objective findings                                     | <br>Document in Nursing Notes and in EHR for objective findings                                     | <br>Document in Nursing Notes and in EHR for objective findings                                     |
| Demonstrate professional and caring behaviors when performing health assessments, providing patient privacy while maintaining patient dignity | <ul style="list-style-type: none"> <li>Perform patient safety, infection control, and privacy tasks</li> </ul>   | <br>Patient safety, infection control, and privacy tasks  | <br>Patient safety, infection control, and privacy tasks  | <br>Patient safety, infection control, and privacy tasks  | <br>Patient safety, infection control, and privacy tasks  | <br>Patient safety, infection control, and privacy tasks  | <br>Patient safety, infection control, and privacy tasks  |
| Utilize the nursing process in assessing the health of individuals  | <ul style="list-style-type: none"> <li>Identify nursing diagnoses utilizing evidence from the collected data</li> <li>Prioritize the identified diagnoses to differentiate immediate from non-immediate care needs</li> <li>Develop a plan of how to address the identified diagnoses</li> </ul> | <br>Information Processing activity (identify, prioritize, and plan for diagnoses)                  |  |  |  |  |  |
| Demonstrate ability to thoughtfully reflect on experience to gain insight on your patient interactions and identify areas for improvement     | <ul style="list-style-type: none"> <li>Complete reflective questions to gain insight on patient interactions and identify areas to improve</li> </ul>  | <br>Self Reflection questions   | <br>Self Reflection questions   | <br>Self Reflection questions   | <br>Self Reflection questions   | <br>Self Reflection questions   | <br>Self Reflection questions   |
| Demonstrate lifespan considerations across each system  | <ul style="list-style-type: none"> <li>Complete lifespan questions</li> </ul>  |  | <br>Lifespan questions  |  |  |  |  |