



HEALTH ASSESSMENT 1335A/B

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N1335 Health Assessment

Calendar Description

In this course application of clinical judgement models provide students with a framework to convey information from health assessments as a foundational part of nursing practice. Conducting a focused examination of clients using a system-based approach enables students to utilize theoretical components of health assessment in the laboratory environment.

Expanded course description:

This course assists students to develop skills in the holistic health assessment of individuals. Building on foundational knowledge of anatomy and physiology, as well as information gained from nursing theory courses, students will integrate their knowledge to learn how to perform holistic health assessments, keeping in mind physical, psychosocial, cultural, and spiritual factors.

Goals

Students will:

1. Apply Tanner's Clinical Judgment Model to gather client data.
2. Identify normal and abnormal physical assessment findings of health systems using knowledge from a variety of sources recognizing inter-individual variability.
3. Use effective communication strategies to conduct focused patient health histories.
4. Demonstrate appropriate physical examination techniques to complete a variety of case-based focused assessments.
5. Communicate assessment findings in oral and written formats using professional nursing standards.
6. Describe how contextual patient factors impact individual health and health outcomes using a health equity and social justice lens.

Major Concepts in the course:

- health
- determinants of health
- health promotion
- holistic health assessment
- caring
- professionalism
- privacy and confidentiality
- relational practice
- clinical judgment
- personal meaning
- infection-prevention and control

Competencies for entry-level Registered Nurse practice (CNO, 2020) addressed in the course:

Clinician: 1.1, 1.2 , 1.4 , 1.7, 11.13, 1.21, 1.27

Professional: 2.1, 2.2, 2.4, 2.5, 2.9, 2.10,

Communicator: 3.1, 3.2, 3.3, 3.5, 3.8

Collaborator: 4.1

Leader: 6.6, 6.9

Scholar: 9.8

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/family/community-centred care

Nursing Informatics Competencies (CASN, 2015) addressed in the course:

- uses relevant information and knowledge to support the delivery of evidence-informed patient care: indicators 2, 3, 6
- uses ICTs in accordance with professional and regulatory standards and workplace policies: indicators 1, 5
- uses ICTs in the delivery of patient/client care: indicators 1, 3

Nursing Safety Competencies:

- Domain 1: contribute to a culture of patient safety
- Domain 3: communicate effectively for patient safety
- Domain 5: optimize human and environmental factors

How this course will contribute to your development as a professional nurse:

Using a health promotion philosophy, students will utilize theoretical knowledge from level 1 nursing theory courses to develop interviewing, assessment, and documentation skills in accordance with the Standards of Practice of the College of Nurses of Ontario. Upon completion of the course, students will have a fundamental understanding of and skill in interviewing and physical assessment, which will form the basis of future nursing practice, regardless of the setting.

How we will work together:

A respectful, professional learning atmosphere will be co-developed by students and faculty. To develop an experiential understanding of course concepts, the student's responsibility is to be an **active** and **self-directed** participant in each learning activity in the laboratory setting. This requires completion of all learning activities and participation by all members. Attendance at all laboratory sessions is mandatory. Respectful interaction and the provision of nursing care based on the College of Nurses (CNO) code of conduct are expected from all participants.

Faculty will support students in the development of knowledge and skill using methods designed to develop critical thinking, provision of demonstrations, guidance during the provision of client

care, prompt delivery of feedback, and support meaningful group discussion. Evaluation of the student's learning will be accomplished through a variety of methods designed to promote critical thinking and clinical judgment.

Required:

College of Nurses of Ontario Practice Standards. Retrieved from <https://cno.org/standards-learning/learn-about-standards-guidelines>

Lapum, J.L., & Hughes, M. (2024) Introduction to Health Assessment for the Nursing Professional Open Textbook (Toronto Metropolitan University)
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/#main>

Sinclair, B., Hancock, M., & Timbrell, J. (ND). *Online clinical skills lab: Physical assessment*. London, ON: Western University. This may be found on Brightspace.

Equipment

- Stethoscope
- Watch (pin-on or wrist)
- Manual blood pressure kit

Opportunities to Demonstrate Learning

Theory-based Assessments

1. Mid-term Exam

Value 25% of the course grade

Full Description

The purpose of this exam is to provide an opportunity for the student to apply knowledge of concepts discussed in the course to date, up to, and including content on CV/PV. This IN PERSON examination will consist of multiple-choice questions, based on concepts learned in both the theory and practice components of the course. **Please note that supporting documentation is required if you seek academic consideration for this assignment.**

2. End of Course Exam

Value 30% of final course grade

The purpose of this exam is to provide an opportunity for the student to apply knowledge of concepts from all weeks of the course (cumulative). This IN-PERSON examination will consist of multiple-choice questions based on concepts learned in both the theory and practice components of the course.

Lab-Based Assessments

1. Critical Thinking Worksheets

Date: to be handed in at the beginning of each of the following lab sessions:

- Vital signs
- Neurological
- CV/PV
- Respiratory
- Abdominal

Value: 5% (1% per worksheet x 5)

Students must attend lab with completed worksheets to receive marks. Students may not submit worksheets late/via email to their instructor for grades if absent from lab.

The purpose of the worksheets is to help students identify and apply relevant information from the theory modules to the hands-on practice activities in their lab session.

Full Description

Students will complete a critical thinking worksheet on the designated lab days to be submitted to their lab instructor at the beginning of each lab and used to inform/guide their decision-making and practice during their lab session.

2. SBAR Assignment

Due:

Value: 5%

The purpose of this assignment is to increase familiarity with structured communication amongst healthcare team members for the purpose of reporting a concern.

Full Description

Students will create an SBAR report following an encounter with a standardized patient experiencing a respiratory problem. Students deliver their report verbally to the instructor during the lab as it would be done in clinical practice.

Documentation Assignment

Due:

Value: 10%

The purpose of this assignment is for students to apply their developing knowledge of information gathering to communication through professional documentation.

Full Description

Students complete a documentation assignment following an encounter with a standardized patient experiencing a GI problem. Students submit their assignments, organized and structured per CNO standards for documentation, to their instructor by the end of the lab session. *This is a 15 minute exercise that is extended to 20 minutes for all students in keeping with Universal Design for Learning principles and inclusive of individuals with academic accommodations. A*

separate environment for students with academic accommodations is not possible in the lab.

3. Practical demonstration – Head-to-Toe Assessment

Due:

Value: 25%

The purpose of the practical demonstration is to provide an opportunity for students to demonstrate what they have learned about initiating/terminating a people-focused interaction, physical assessment, critical thinking, and decision making as it pertains to head-to-toe assessment.

Full Description

Students are assigned a 15-minute time slot to demonstrate head-to-the-toe assessment. Each student will answer a critical thinking question from their evaluator at the conclusion of the assessment. A marking rubric is available for review.

*A nurse's head-to-toe assessment should take no more than 5-10 minutes per patient to complete; all students are provided 15 minutes for the practical exam per Universal Design for Learning principles and in keeping with expectations in the clinical setting. **Absolutely no additional time is permitted.***

IMPORTANT: to pass the course, students must attain an average of 65% in the theory-based assessments AND an average of 65% in the practice-based assessments.

1335: Weekly Theory/Lab Schedule Fall 2026

Theory

Lab

This lecture/lab schedule is subject to change, if required, throughout the course.

Date of theory	Theory: Tuesday's (HYBRID: highlighted date denotes class is online)	Date of lab	Lab: Thursday
	Health Assessment, Clinical Judgement, and Interviewing		Orientation, general survey, data, OLDCARTSS, intro to BP
	Vital Signs		Complete vital signs
	Pain Assessment		Pain Assessment & V/S *SPs
	Neuro Assessment		Neurological assessment <i>Introduce SBAR</i>

	THANKSGIVING & FALL BREAK		
ONLINE	CV/PV		CVPV *SPs <i>Practice SBAR</i>
	MIDTERM (In Class)		Resp assessment I <i>Practice SBAR</i>
ONLINE	Respiratory		Resp assessment II *SP <i>In-lab SBAR assignment</i>
	GI		Abdominal assessment *SPs <i>In-lab documentation assignment</i>
ONLINE	MSK		Head to Toe Assessment Practice
	GU/sexual health		<i>PRACTICAL EXAMS</i> *SPs
	Mental health/cognitive assessment		<i>PRACTICAL EXAMS</i> *SPs
ONLINE	Review Day		NO LAB THURSDAY
Classes End	IN PERSON FINAL EXAMINATION DURING EXAM PERIOD AS DETERMINED BY THE REGISTRAR		

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Attendance for clinical learning experiences (lab) is mandatory. If you are absent from a lab, you will be required to complete a **supplementary assignment**. The assignment DOES NOT excuse your absence, nor does submission of the assignment replace the requirement that you attend all mandatory lab sessions per the attendance policy. The purpose of the supplementary assignments is to promote critical thinking through independent study; your presence and participation in the lab activities cannot be replaced with an assignment alone. There is no available make up time for lab courses. Please read the absence from clinical learning policy

carefully and prioritize your attendance at ALL LAB SESSIONS.

If you are unable to attend any scheduled clinical learning activities, including lab, simulation, or clinical placement, you **must** submit your absence through the [Student Absence Portal](#) (SAP), in addition to notifying your clinical instructor as outlined in the course syllabus and other relevant academic policies. Whenever possible, please submit your absence before the scheduled activity.

In addition to completing the **assignments and practical exam**, to pass the lab component of the course students must:

Lab Component	Value
Meet all course learning outcomes	Pass/fail
Attend and participate in all laboratory sessions <i>Receive a satisfactory grade on the supplemental assignment provided in the event of an absence</i>	Pass/fail
Demonstrate safety and competence in practice	Pass/fail
Demonstrate knowledge translation in the application of theory to practice	Pass/fail
Incorporate performance feedback into future demonstrations/ lab activities	Pass/fail
Demonstrate professional responsibility by being present, punctual, & prepared for informed practice with a partner	Pass/fail
Demonstrate professional accountability by addressing gaps in own learning, seeking learning support when needed, and being open to feedback	Pass/fail

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#) .

Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

Midterm Examination Policy

The midterm examination is a designated course assessment that requires appropriate documentation in the event of an absence. Students who miss the scheduled midterm examination and provide the required documentation will be eligible to write one make-up midterm

examination on the designated make-up date. If your original absence is approved your academic advisor will contact you regarding the makeup date.

Students who miss the make-up midterm examination:

The weight of the missed midterm examination will be transferred to the cumulative final examination. In this situation, the student must achieve a minimum grade of 65% on the final examination, in order to successfully pass the theory component of the course.

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. [Academic Support and Engagement](#)
2. [Wellness and Well-being](#)
3. [Registrar's Office](#)
4. [Ombuds Office](#)
5. [Services provided by the University Students' Council \(USC\)](#)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.uwo.ca/health/gbsv/support/get-help.html>.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected

of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination

may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence (AI) for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you

think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

Any student found with a prohibited device will be referred to the Director of the Arthur Labatt Family School of Nursing for a Scholastic Offence, with the recommendation that they receive a grade of zero on this assessment.

You **MAY NOT** use any electronic devices (e.g., calculators, cell phones, tablets, cameras, smart glass, smart watches, or iPods) during this exam. **These devices MUST be left with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. You can read more about the [request for relief policy](#) and [request for relief procedures](#) here.

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee and the Lūnaapéewak, on lands connected with the Dish with One Spoon Covenant Wampum between the Anishinaabeg and Haudenosaunee and the London Township and Sombra Treaties of 1796.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through my teaching, research and community service.

[More Than Words: A Guide to Land Acknowledgements](#) – Office of Indigenous Initiatives – Western University