



# **Holistic Health Assessment I: Communication for Health Assessment N1080 – NRSG -7109**

Course Professors:

Safeyyah Raji (Western site: Theory Component)

Barbara Sinclair (Western site: Simulation Component)

Lorena Bonilla & Dana Forozeyia (Fanshawe site: Simulation & Theory)

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## Nursing 1080A/B NRS 7109

### HOLISTIC HEALTH ASSESSMENT I: COMMUNICATION FOR HEALTH ASSESSMENT

#### Calendar Description:

Development of communication skills including therapeutic communication and health history acquisition is addressed in this course. Students engage in learning opportunities to enhance capabilities in therapeutic communication, interviewing, and relational practices with clients across the lifespan. Students document client care in accordance with legal standards of practice.

**Prerequisite(s):** Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program

**Extra Information:** 2 lecture/ Laboratory Practice

**Course weight:** 0.50

#### Expanded Description:

In this course, the importance of evidence-informed communication to promote patient-centered nursing practice is explored in both theory and practice. Students will learn strategies and skills to establish professional therapeutic relationships and communicate with diverse clients across the lifespan. Major concepts in this course include person-centered care, patient safety, strength-based approaches, cultural competence, inclusivity, and relational practices. Learning activities will include lectures and simulated practice.

#### Course Learning Outcomes

1. Explain how person-centered care and therapeutic relationships are used to meet the unique needs of diverse clients across the lifespan.
2. Describe how clinical judgement is used to support the development of health history and nursing assessments.
3. Illustrate the use of interviewing skills to complete patient health histories.
4. Engage in therapeutic communication at an introductory level of knowledge and skill, using multiple ways of knowing and information from a variety of sources.
5. Integrate the findings from health histories and the determinants of health that impact individuals, families, and communities.
6. Demonstrate documentation using nursing practice standards and subjective and objective data generated during health assessments.
7. Self-assess strengths and opportunities for growth in communication with clients and the intra/interprofessional team.

#### Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

List examples of competencies that are *most* relevant to the course by number (i.e., #1.1,2.5,3.2, etc.)

1. Clinician: 1.1, 1.2, 1.3, 1.12, 1.13, 1.19, 1,21, 1.25, 1.26, 1.27
2. Professional: 2.1, 2.4, 2.5, 2.6, 2.8
3. Communicator: 3.1, 3.2, 3.3, 3.5, 3.8

4. Collaborator: 4.3, 4.5
5. Coordinator:
6. Leader: 6.4, 6.6
7. Advocate: 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10, 7.11
8. Educator: 8.2, 8.3
9. Scholar: 9.1, 9.2, 9.3, 9.8

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

Good communication is the cornerstone of nursing practice. Clear, concise communication is necessary for nurses to collaborate with other nurses and work effectively as members of interprofessional teams and in the delivery of client-centered care. Students will begin to develop skills in relational practice with simulated clients to prepare them to perform health assessments and develop plans of care. The communication skills learned in this course are fundamental skills which students will use throughout their nursing career, in all practice settings.

### **How we will work together:**

Through diligent preparation and active participation in all learning activities, a respectful, professional, supportive learning environment will be established between students and faculty members. As adult learners, students are expected to have completed the weekly preparatory activities and be ready to participate in discussions and simulated practice experiences. Students are expected to engage in a respectful, professional manner when interacting with peers, faculty, support personnel and standardized patients. This includes email correspondence as well as face-to-face interactions. Students are expected to take responsibility for their learning and seek assistance/support when required. Attendance at all simulation sessions is mandatory to promote learning.

Faculty will support students in the development of the necessary knowledge and skills by recognizing the diversity of backgrounds, experiences and learning needs of students. We value what each student brings to the learning environment. Faculty and students are viewed as co-learners, who share ideas and information and learn from each other.

### **Texts and Resources**

Required:

Lapum, J., St-Amant, O., Hughes, M., Garmaise-Yee, J. (2020). *Introduction to Communication in Nursing*. OER: <https://openlibrary-repo.ecampusontario.ca/jspui/bitstream/123456789/750/3/Introduction-to-Communication-in-Nursing-1597424323.pdf>

CNO Professional Standards: <https://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>

### Methods of Evaluation

Percentage of Course Grade	Assignment Name	Due
10%	Developing Noticing Skills Assignment	Week 5 48 hours after your simulation by 2100
25%	Midterm Examination (multiple choice)	Week 7 In-person exam during class time
15%	Gathering Data- Application of OLD CARTSS Framework	Week 9 48 hours after your simulation by 2100
15%	Process Recording	Week 11 48 hours after your simulation by 2100
35%	Final Examination (multiple choice)	December exam period

#### Title: Developing Noticing Skills Assignment

**Weight:** 10% of course grade

**Due Date:** 48 hrs after Week 5 simulation by 2100

The purpose of this assignment is to:

- Provide students with an opportunity to apply theoretical constructs related to interviewing
- Notice and interpret information obtained during a simulated nurse-client interaction

Students will focus on active listening and will summarize the main message they heard after conducting an interview with a simulated client. Students will also identify important information from their general survey and observation of the client's appearance and non-verbal behaviour during the interaction.

#### Title: Gathering Data using the OLD CARTSS Framework Assignment

**Weight:** 15% of course grade

**Due date:** 48 hrs after your Week 9 simulation by 2100

The purpose of this assignment is to:

- Apply interviewing skills to gather information related to a specific client issue/concern
- Utilize the OLD CARTSS framework to gather subjective information about a client issue/concern

- Learn how to document findings in a detailed yet concise, clear manner

Students will interview a client with a specific health concern and gather information using the OLD CARTSS framework to gain understanding of the client's health issue. They will then document the findings concisely and clearly

### **Title: Midterm Examination**

**Weight:** 25%

**Due Date:** During class time during the Week 7 simulation by 2100

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical content and practical application related to therapeutic nurse-client relationships, communication strategies and interviewing
- Begin to develop knowledge and skill in answering NCLEX-style questions

This exam will be written in-person. It will consist of multiple-choice questions and will test content from classes, simulations, and readings from weeks 1 to 6.

### **Title: Process Recording**

**Weight:** 15% of course grade

**Due date:** 48 hrs after your Week 11 simulation by 2100

The purpose of this assignment is to:

- Provide opportunity for students to analyze content of a nurse-client interaction
- Provide opportunity for students to analyze the process (flow) of a nurse-client interaction
- Develop insight into one's own communication skills
- Determine ways in which one's communication skills can be improved

Students will engage in an interaction with a simulated client. Following the interactions, students will analyze the content (conversation) and the process or flow of the interaction. Students will reflect on their own communication skills and identify strengths and areas for further development.

### **Final Examination**

**Weight:** 35%

**Due date:** During December exam period

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical content and practical application related to therapeutic nurse-client relationships, communication strategies and interviewing
- Continue to develop knowledge and skill in answering NCLEX-style questions

This exam will be written in-person. It will consist of multiple-choice questions and will test content from classes, simulations and readings from the entire term. **Do not book personal/travel plans until the final**

**exam schedule is posted for December.** The date and time for the exam will be released from the Office of Registrar.

**Western Weekly Lecture Schedule**  
*Refer to the course OWL site for the simulation schedule*

<b>Week</b>	<b>Topic</b>	<b>Course Goals</b>
<b>Week 1</b>	Introduction to Therapeutic Relationships & Communication	1
<b>Week 2</b>	Privacy & Confidentiality	1
<b>Week 3</b>	Noticing, General Survey, & Interviewing	2
<b>Week 4</b>	Health History 1	2, 3
<b>Week 5</b>	<b>THANKSGIVING HOLIDAY</b> No scheduled lecture	
<b>Week 6</b>	Health History 2	3, 4, 7
<b>Week 7</b>	MID-TERM EXAM In-person multiple choice exam during class time	1-4, 7
<b>Week 8</b>	<b>READING WEEK</b> No scheduled lecture or simulation	
<b>Week 9</b>	Conflict Management & Safety	3, 4, 5, 7
<b>Week 10</b>	Complex Communication 1	3, 4, 5, 7
<b>Week 11</b>	Complex Communication 2	3, 4, 5, 7
<b>Week 12</b>	Complex communication 3	3, 4, 5, 7
<b>Week 13</b>	Introduction to Documentation & Reporting	5, 6

**Policies – Nursing Student Information SharePoint Site**

The School of Nursing's policies and undergraduate Program Manual are available on the [Nursing Undergraduate Information SharePoint](#) site. Students, staff, and faculty are required to read and be familiar with its contents.

**Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the seventh edition of the Publication Manual of the American Psychological Association (2020), which includes guidelines for both content and format. In addition, all other writing will follow the APA (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and plagiarism.

### **Academic Integrity and Plagiarism**

Student work is expected to be original; assignments should be written in your own words. Western University and Fanshawe College use a sophisticated artificial intelligence (AI) writing detection solution by Turnitin.com to verify originality and students may be asked to submit written assignments through this web-based tool. Students may be required to submit written assignments through this web-based tool.

Upon submitting the assignment at Turnitin.com, the student will receive a report. It is the responsibility of the student to review their Turnitin report prior to the final submission.

Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. It is considered plagiarizing when inserting a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to them. It is also considered plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. It is self-plagiarism when you reuse all or part of an assignment that you previously submitted in any course.

*Use of AI Tools:* Within this course, students are permitted to use AI tools (e.g., ChatGPT) exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Scholastic offences are serious, and students should read the policy as to what constitutes a Scholastic Offence at the following site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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, Fanshawe College or elsewhere.

### **Academic Consideration & Late Submission of Assignments**

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with your academic advisor, Denice Litzan (dlitzan@uwo.ca), at your earliest opportunity.

Your academic advisor will work with you to determine the need for academic considerations. Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. **Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Please do not feel the need to disclose your personal health information to be to justify your late submission.** Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which

the academic consideration will be implemented.

All assignments are expected to be submitted by the due dates. If a student requests an extension, it is the student's responsibility to negotiate an extension with their academic advisor (Western site) or faculty member (Fanshawe site) prior to the due date. This request should not be sent directly to the course instructor. If an extension is not negotiated and the assignment is not submitted on time, there will be a five percent (5%) deduction of the grade per calendar day, to a maximum of ten days. This deduction also included the day the assignment is handed in. After the ten (10) calendar day period, faculty will not grade the assignment.

### **Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support.  
Western Site: <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Western Site: Undergraduate Student Academic Appeal  
[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading\\_178](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178)

### **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.

### **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 during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures:** You are welcome to use a laptop or mobile device during lecture periods, you are expected to use your devices for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please turn off all sound notifications before you enter the classroom. From time to time, your instructor may ask the class to put away all devices, to facilitate learning or discussion of the material presented in a particular class. **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.**

**During Simulation:** Electronic devices are not permitted in the simulation suites.



If you have concerns or comments about how the use of laptops or mobile devices is affecting your learning during the course, please make an appointment to talk with the instructor.

### **Attendance Policy**

Attendance at all clinical learning experiences is mandatory. Students are responsible for monitoring their own health and protecting others from communicable illness by staying home when ill, however there are limited opportunities to make-up missed clinical learning experiences.

If absent, the student must, prior to the beginning of the lab/simulation:

- notify the instructor via email
- complete and submit the Absence from Clinical Learning form found [Online Survey Software | Qualtrics Survey Solutions](#) (Western site only) and FanshaweOnline before the shift/session starts

*A student may not miss more than 10% of the required hours in a laboratory or simulated learning experience.* If a student misses more than this, the circumstances will be reviewed by the Progression and Remediation Committee. This review will consider the student's completed hours and competency evaluation. As a result of this review, any amount of missed lab/simulation experience, regardless of the reason, may result in a course failure. Documentation may be required.

### **Uniform Policy**

Uniforms are to be worn to all labs and simulations. The uniform must be a solid colour. Appropriate footwear, with slip-resistant soles, covered toes and heels, and worn only while in the lab or simulation setting. Name tags must be visible. The school crest is to be sewn securely on the left shoulder of the uniform. Hair is to be secured off the face and kept above the level of the collar. Nail polish and artificial nails are not permitted. For more information, please refer to the Dress and Uniform Policy in the [Nursing Undergraduate Information SharePoint site](#) (Western site) or FanshaweOnline (Fanshawe site students)

### **Social Media**

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- peers
- class activities/discussion
- laboratories
- simulated clients or simulations
- communications with staff and professors

Students who post content on social media that is cause for concern will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behavior may compromise a student's standing in the program.

### **Inclusivity, Diversity, and Respect**

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice. Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded

manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out.

### **Accessibility, Accommodation and Support Services at Western**

*Technical Support:* For OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

*New to Online Learning?* Check out the following link for a variety of to support online learning from Western Student Experience: <https://www.uwo.ca/se/digital/>

*Academic Support and Accommodation Services:* Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western. [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

*Physical Health, Wellness Education and Mental Health:* Connect with Student Health Services at Western here: <https://www.uwo.ca/health/Physical%20Health/index.html>

*Indigenous Student Center* staff and Elders are available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services:* <https://www.uwo.ca/equity/>

Services related to *Gender-Based Violence and Survivor Support:* [https://www.uwo.ca/health/student\\_support/survivor\\_support/index.html](https://www.uwo.ca/health/student_support/survivor_support/index.html)

View Westerns *Anti-Racism Working Group Report* here: <https://www.edi.uwo.ca/resources/reports/arwg-final-report-to-president-shepard-fnl.pdf>

### **Mental Health**

Students who are in emotional/mental distress should refer to the following links for a complete list of options to obtain help.

MentalHealth@Western [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/)

Fanshawe College iCopeU <http://icopeu.com/fanshawe/home.html> and Counseling Services <http://www.fanshawec.ca/counseling/>

**Student Safety**

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns available on the [Nursing Undergraduate Information SharePoint](#) site.

**Land Acknowledgement**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we 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 (e.g. First Nations, Métis and Inuit) endure in Canada. We accept that as Registered Nurses and employees of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.