



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

N1180A/B – NRS7110

Holistic Health Assessment II: Systematic Health Assessment

Copyright © 2023 The University of Western Ontario and Fanshawe College.

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - electronic, mechanical, photocopying, recording, or otherwise - without written permission from The University of Western Ontario, London, Ontario N6A 3K7 or Fanshawe College, 1001 Fanshawe Blvd., P.O. Box 7005, London, Ontario N5Y 5R6.

Calendar Description

In this course application of clinical judgement models provide students 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.

Course weight: 0.50

Prerequisite(s): *Nursing 1080A/B/NRSG 7069, with a grade of 65% or greater*

Extra Information: *2 lecture/Laboratory Practice*

Expanded Course Description

In this course there are opportunities for students to apply previous knowledge and skills learned in N1080A/NRSG7110 related to the holistic health assessment of individuals across the lifespan. Holistic health assessments will be conducted with consideration of the physical, psychosocial, cultural, and spiritual dimensions of well-being using Tanner's Clinical Judgment Model, professional relational practice, and documentation competencies. Focused assessments will include the development of knowledge and practice of a variety of assessments such as, respiratory, cardiovascular, neurological, gastrointestinal, and musculoskeletal, among others. Students will continue to develop interviewing and documentation skills in accordance with the Standards of Practice of the College of Nurses of Ontario.

Course Goals:

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 interindividual variability.
3. Use effective communication strategies to conduct focused patient health histories.
4. Demonstrate appropriate physical examination techniques to complete of a variety of case-based focused assessments.
5. Communicate assessment findings in oral, written,/electronic formats adhering to professional nursing standards.
6. Describe how contextual client factors impact individual health and health outcomes using a health equity and social justice lens.

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

- Clinician: 1.1, 1.2, 1.21, 1.27, 1.3
- Professional: 2.4, 2.6
- Communicator: 3.1, 3.2, 3.3, 3.5, 3.8
- Collaborator: 4.1
- Leader: 6.1
- Advocate: 7.1, 7.4

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 Professional Standards (2018). Retrieved from www.cno.org

[Introduction to Health Assessment for the Nursing Professional – Open Textbook \(ryerson.ca\)](http://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=66f4df30-f29d-4cb6-86eb-b9d6ebb3a43c&contributor=&keyword=&subject=Health/Medical%20-%20General)

Only has Resp, CV and GI systems

But has ++ inclusivity discussion

Vital Sign Measurement Across the Lifespan – 2nd Canadian Edition

<https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=66f4df30-f29d-4cb6-86eb-b9d6ebb3a43c&contributor=&keyword=&subject=Health/Medical%20-%20General>

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

Equipment

- Stethoscope
- Watch with second hand (pin-on or wrist)
- Manual blood pressure kit (strongly recommend students purchase their own)

Opportunities to Demonstrate Learning

Theory-based Assessments

1. Mid-term Exam

Thursday, February 15th (Time to be determined)

Value 20% 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 Neurology. This IN PERSON examination will consist of multiple choice questions, based on concepts learned in both the theory and practice components of the course.

2. End of Course Exam

April Exam Period

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 respiratory to end of term content. 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 lab weeks 2 – 12 (excluding reading week)

Value: 10% (1% x 10 worksheets)

The purpose of the worksheets is to help students identify and apply relevant information from the theory modules to the practice activities.

Full Description

Students will complete a critical thinking worksheet on content from weeks 2-12 to be handed in to their lab instructor at the beginning of each lab.

2. DAR Assignment #1 & 2 (weeks 5 & 11)

Due: by 48 hours following lab

Value: 10% each (total 20%)

The purpose of this assignment is to increase familiarity with written communication in the healthcare context.

Full Description

Students will create DAR document that reflects their assessment of a standardized patient reporting a health challenge.

3. Head to Toe Assessment Nursing Grand Rounds 20%

Due: Last Week of Lab

Value: 20%

The purpose of this assignment is to consolidate assessment, prioritization and clinical reasoning skills

Full Description

Students will work in groups of 4 to apply their developing skills in assessment, prioritization, clinical reasoning, and critical thinking to a case study concerning a client seeking healthcare. Groups will formulate an approach to assessment and care that is holistic and considers multiple factors that may influence the client's health, safety, and ability to function. Assignments are completed during lab time and student groups will present their findings to the other groups and their lab instructor. Following their presentation, each group will be required to respond to one 'what if' question from their instructor related to lifespan, cultural considerations, or changes to details of the case.

Weekly Theory/Lab Schedule

Week	Theory (asynchronous online modules)	Lab (weekly in-person)
Week 1	Intro & data gathering	Orientation Interviewing, S & O data
Week 2	Vital signs	Blood pressure
Week 3	IPAC & Documentation	Complete vital signs
Week 4	Pain assessment	Pain Assessment
Week 5	Neuro	Neuro assessment
Week 6	MSK	Neuro assessment
February 15th	Midterm Exam IN PERSON	
Week 7 Reading week Feb 19th – 23rd		
Week 8 February	Resp	Resp assessment
Week 9	GU/sexual health	Resp Assessment *SPs & DAR assignment 1
Week 10	CV/PV	Heart sounds & PV assessment
Week 11	GI	Abdominal Assessment
Week 12	Mental/Cog assessment	Abdominal assessment *SPs & DAR assignment 2
Week 13	Head to toe assessment	Head to toe assessment Grand Nursing Rounds
Classes end April 8 th	IN PERSON FINAL EXAMINATION DURING EXAM PERIOD AS DETERMINED BY THE REGISTRAR	

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshaweonline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/13885634/View>

Western:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

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.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality **and are responsible for acting on the report generated** For further information, please see the BScN Program Manual for the academic policy on plagiarism.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools 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 and/or lab reports 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.

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:

Fanshawe (select Fanshawe Library Learning Commons):

<https://www.fanshawec.ca/students/support/academic-support>

Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

Course correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students) or Fanshawe online (FOL – Fanshawe site). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

Assignments and Exams

Please refer Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams.

Western at owl.uwo.ca and Fanshawe in Virtual Home Room www.fanshaweonline.ca

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>.

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness <https://www.fanshawec.ca/students/support/health-wellness/counselling> for a complete list of options for obtaining help.

