



HEALTH ASSESSMENT

1335 a/b

Theory Coordinator
Amy Horton

Lab Coordinator
Jessica Timbrell

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N1335 Health Assessment

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.

Expanded course description:

This course assists students to develop skill 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 of 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:

This course is offered in a hybrid model. All theoretical content is delivered by modules uploaded to the corresponding weeks. This information is imperative to review *prior* to attending your in person labs each week. 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 through the use of methods designed to develop critical thinking, provision of demonstrations, guidance during the provision of client care, prompt delivery of feedback and support of 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 (2015). Retrieved from www.cno.org

Introduction to Health Assessment for the Nursing Professional (2021) – Open Textbook (ryerson.ca)

Lapum, J.L., Verkuyl, W., G., St-Amant, O. & Tan, A. (2021). Vital Sign Measurement Across the Lifespan – 2nd Canadian Edition. BCcampus.

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

Value 30% 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: 20% (2% x 10 worksheets)

The purpose of these worksheets is to help students identify and apply relevant information from the theory modules and will be discussed in weekly drop-in sessions provided by the Theory Coordinator.

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

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.

Weekly Theory/Lab Schedule

Week	Theory (asynchronous online modules)	Lab (weekly in-person)
Week of September 8	Intro & data gathering	Orientation Interviewing, S & O data
Week of September 15th	Vital signs	Blood pressure
Week of September 22 nd	IPAC & Documentation	Complete vital signs
Week of September 29 th	Pain assessment	Crime in the Classroom *SPs & DAR assignment 1
Week of October 6 th	MSK	THANKSGIVING NO LABS
Week of October 13 th	Neuro	Neuro assessment

October 18th IN PERSON MIDTERM EXAMINATION		
Week of October 20 th	Resp	Resp assessment
October 30 th to November 4 th	READING WEEK	NO LABS
Week of October 27 th	CV/PV	Heart sounds & PV assessment
Week of November 10 th	GI	Abdominal assessment *SPs & DAR assignment 2
Week of November 17 th	GU/sexual health	Personal Care
Week of November 24 th	Mental/Cog assessment	Safe feeding
Week of December 1 st	Head to toe assessment	Head to toe assessment
Classes End Dec.8		
IN PERSON FINAL EXAMINATION DURING EXAM PERIOD AS DETERMINED BY THE REGISTRAR		

Attendance

Attendance in professional practice labs is mandatory. Please review the attendance policy link found in the Academic Policy Manual on Sharepoint. You are responsible for notifying your clinical instructor in a timely manner if you are/will be absent from lab. If you miss a lab, for *any* reason, the online [Absence from Clinical](#) form must be completed and submitted to Michelle Wagler at mwagler@uwo.ca. The form may be found on the Undergraduate Student Information site in OWL.

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 APA (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Undergraduate Student Information site at [Nursing Undergraduate Information SharePoint site](#). Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

Social Media

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. This applies to self-plagiarism, where a student submits part/all of an assignment from another course. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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 [Nursing Undergraduate Information SharePoint site](#).

Electronic Devices

In professional practice placement settings, please abide by the policies set by the agency with regard to the 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. No electronic devices are permitted in the lab.

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors (CIs) are communicating via instant messaging, identifying client information cannot be included. Students and CIs are accountable for responsible use of instant messaging, this includes using professional language, setting device to silent/vibrate mode, and refraining from personal messaging in the practice setting.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western http://uwo.ca/health/mental_wellbeing for a complete list of options about how to obtain help.

Student Safety

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow

Chart found on the Undergraduate Programs site at www.owl.uwo.ca.