Western
Arthur Labatt Family
School of Nursing

HEALTH ASSESSMENT
1335A/B

Theory Coordinator
Amy Horton

Lab Coordinator
Jessica Timbrell

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:
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 (2015). Retrieved from www.cno.org

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

Opportunities to Demonstrate Learning

<u>Theory-based Assessments</u>

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.

2.   End of Course Exam
December 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 all weeks of the course (it is a 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.

<u>Lab-Based Assessments</u>

1.   Critical Thinking Worksheets
      Date: to be handed in at the beginning of lab sessions x 5
      Value: 5% (1% x 5 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 the following labs and submit it to the instructor at the beginning of the session:
- Vital signs
- Neurological
- CV/PV
- Respiratory
- Abdominal

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

2. **SBAR Assignment**
   Due: In lab week 5
   Value: 10%

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 client experiencing pain. Students will then give their report verbally to the instructor during the lab as it would be done in clinical practice.

3. **Documentation Assignment**
   Due: In lab week 10
   Value: 5%

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

Full Description
Students will demonstrate a complete respiratory assessment with a standardized patient including collection of subjective and objective data. Students have 30 minutes to organize it and document it per CNO standards for documentation, and according to the rubric provided. Assignments are due at the end of class.

4. **Practical demonstration**
   Due: In lab week 13
   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 client interaction, physical assessment, and critical thinking and decision making as it pertains to client care during head-to toe-assessment.

Full Description

Prior to their last lab session, students will be assigned a 15-minute time slot during the last lab session in week 13. Students will have 5 minutes ahead of time to review details about a client requiring head to toe assessment. Using the information provided, students will demonstrate a head-to-toe assessment for their instructor that reflects the details of the client's case. Each student will be asked one critical thinking question by their instructor at the end of the exam.

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

Week	Theory (HYBRID: highlighted date denotes class is online)		Lab (weekly in-person) Mon or Tues
	Health Assessment Interviewing S&O		Orientation Interviewing, S & O data
	Vital Signs		Blood Pressure STARS x 4/room
	Pain Assessment		Complete vital signs
	Neuro Assessment		*Truth & Reconciliation day* **Pain assessment module (posted) to be completed the week of Sept. 30**
	CV/PV		Neurological assessment
	Midterm		PV & heart sounds *Gather data for SBAR report*
	Respiratory		Resp assessment *Verbal delivery of SBAR reports*
	GI		Resp assessment *SP assessment *Doc. assignment completed in lab* SPs x 8/room
	MSK		Abdominal assessment SPs x 8/room

The Western Compressed Time Frame BScN Program Health Assessment N1335, 2024

	GU/sexual health		Head to toe assessment I
	Mental health/cognitive assessment		Head to toe assessment II
	Exam Review		PRACTICAL EXAMS SPs x 2/room STARS x 4
	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 is mandatory. Students missing more than 2 labs**, regardless of the reason,** will be given an unsuccessful course outcome**.** Students **will not** receive a written warning of their absences. The student will be notified of an unsuccessful course outcome by the course coordinator following the third absence from lab. Please visit the SON SharePoint site for further information about this and other school policies:
 Undergraduate Program Site

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.

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 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.

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

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.

Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar (westerncalendar.uwo.ca).](#)

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).

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.

Religious Accommodation
When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in

their Home Department. Additional information is provided in the Western Multicultural Calendar.

Academic Accommodation
Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found here.

Academic Consideration
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 the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to Accessible Education for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.").

Whenever possible, students who require academic considerations 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. 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.

Examination Conflicts
A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a "Conflict Room," wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

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

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](#)

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 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. **Unless <u>explicitly</u> noted otherwise, you may <u>not</u> 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.**
In clinical practice experience settings, please abide by the policies set by the agency regarding 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 clinical practice. No electronic devices are permitted in the lab or simulation environments.

Mental Health
Students who are in emotional/mental distress should refer to [Wellness at Western](#) for a complete list of options about how to obtain help.