Holistic Health Assessment I
N1080 - NRSG-7069

Fall term 2016
Holistic Health Assessment I - N1080/NRSG7069

Calendar description:

This course provides opportunities for students to learn about the contextual influences of the determinants of health, family, and community on one’s health. The relevance of an individual’s life experiences and stage of development on health achievement will be explored across the lifespan. Health assessments will be conducted holistically with consideration of physical, psychosocial, cultural, and spiritual dimensions to well-being.

Expanded course description:

This course introduces students to holistic health assessment of individuals within the context of their family and community environments. The relevance of an individual’s life experiences and stage of growth and development will be explored across the lifespan. Health assessments will be conducted holistically with consideration of physical, psychosocial, cultural, and spiritual dimensions to well-being. Students will be introduced to Tanner’s Clinical Judgment Model, and will begin to develop competence with establishing professional therapeutic relationships, interviewing skills, infection control measures, physical assessments and accuracy with measurement of all vital signs.

Course Goals:

Students will:

1. identify various ways in which individuals, families, and communities define health.
2. consider the impact of determinants of health on individuals, families, and communities.
3. begin to engage in holistic health assessment at an introductory level of knowledge and skill, using multiple ways of knowing and information from a variety of sources.
4. apply a beginning level of knowledge of normal growth and development theories in order to engage in health assessment across the lifespan.
5. begin to demonstrate holistic health assessments in a safe, caring, professional, ethical manner.
6. demonstrate a beginning level of skill at communicating relevant health assessment data and interpretation of data to others.
7. engage in reflection on learning and practice.

Major Concepts in the course:

- health
- determinants of health
- health promotion
- assessment
- caring
- professionalism
- growth and development

Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:

- Professional responsibility and accountability: 1, 2, 3, 4, 5
- Knowledge-based practice: Specialized body of knowledge: 30
- Ethical practice: 75, 76, 77, 79

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

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

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care: indicators 2, 4, 7
- Uses ICTs in accordance with professional and regulatory standards and workplace policies: indicator 1
- Uses ICTs in the delivery of patient/client care: indicators 4, 5

Nursing Safety Competencies (CPSI, 2009-2016):

- 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:

This course will provide opportunities to develop knowledge of the context within which individuals reside, specifically families and communities, and the influence of these on an individual’s health. Using the determinants of health as a lens and the Clinical Judgment Model as the framework, students will explore growth and development, social, cultural, and spiritual influences on an individual’s health. Students will develop interviewing, assessment and documentation skills in accordance with the Standards of Practice of the College of Nurses of Ontario in readiness to apply this learning to focused assessments in the professional practice lab setting. In addition, students will learn how to assess vital signs in an effort to understand an individual’s expected measurements.
How this course will contribute to your development as an interprofessional team member

The knowledge and skill gained in this course will help students develop an image of themselves as a nurse assessing a client. Being confident in understanding the contextual features of an individual’s health status will be a strong basis for collaborating with other health professionals to achieve client-centred goals.

How we will work together:

A tone of respect and support between and among students and faculty members, diligent preparation, and active participation will be the basis of all classes and professional practice sessions. This will lead to an environment in which student learning can flourish.

Faculty will support students in the development of the knowledge and skills necessary for professional nursing practice by asking questions, providing examples, demonstrating techniques, and leading discussions.

Students will be required to complete all the preparation activities for each class and professional practice session, and to use their knowledge from their preparation to participate fully in class and professional practice activities. All students are expected to share ideas to advance their own and others’ learning, ask questions, and listen attentively. Attendance at all classes is necessary and professional practice sessions is mandatory, as are respectful interaction and the avoidance of actions that will interfere with the learning of others.

Textbooks and other resources:

Required:


The Western-Fanshawe Collaborative BScN Program N1080/NRSG7069-2016
Western-Fanshawe Collaborative BScN Program. (2016). Program manual. London, ON: Author. (available on-line through OWL or Fanshaweonline)

1 stethoscope, 1 watch with a second hand, nursing uniform. The stethoscope will be sold by the Nursing Student Association in September as an option for your consideration.

You may wish to buy your own blood pressure cuff/kit. These can be purchased at places such as Shoppers Home Health, or Amazon.ca. This is not a mandatory purchase, but in the past students have used this resource to help practice skills at home. If purchased, the cuff MUST be MANUAL only, meaning no digital or electronic aspects to it at all. The lab has a few blood pressure cuffs for you to use in class, but they will not lend them out for your use at home.

**Recommended:**


**Foundational Concepts**

Foundational concepts may be found in the Program Manual on OWL at owl.uwo.ca or Fanshawe Online at www.fanshaweonline.ca

**Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

**Undergraduate BScN Program Manual**

Students are required to read the Undergraduate BScN programs manual and be familiar with its contents. The Program manual is available for Western students on OWL in the Undergraduate Student Information site (https://owl.uwo.ca) and for Fanshawe students at fanshaweonline.ca
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Concepts</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Introduction to the Holistic Health Assessment course</td>
<td>Assessment&lt;br&gt;Health promotion&lt;br&gt;Personal meaning&lt;br&gt;Context/culture&lt;br&gt;Time/transitions&lt;br&gt;Ways of knowing&lt;br&gt;Determinants of health&lt;br&gt;Growth &amp; Development&lt;br&gt;Safety</td>
<td>1,2,3</td>
</tr>
<tr>
<td></td>
<td>2. Family and Community as Context to Health</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Life transitions: growth and development</td>
<td>Health promotion&lt;br&gt;Holistic health assessment&lt;br&gt;Context/culture&lt;br&gt;Safety&lt;br&gt;Growth &amp; Development</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>3</td>
<td>1. Clinical judgement model</td>
<td>Assessment&lt;br&gt;Personal meaning&lt;br&gt;Safety&lt;br&gt;Clinical judgment&lt;br&gt;Context/culture</td>
<td>1,2,3,7</td>
</tr>
<tr>
<td></td>
<td>2. General survey</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Holistic Health Assessment: Effective Noticing – interviewing, health history</td>
<td>Determinants of health&lt;br&gt;Health promotion&lt;br&gt;Holistic health assessment&lt;br&gt;Communication&lt;br&gt;Professionalism&lt;br&gt;Safety&lt;br&gt;Context/culture</td>
<td>1,2,3,6</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Physical Assessment: Vital Signs (blood pressure, pulse)</td>
<td>Health promotion&lt;br&gt;Assessment&lt;br&gt;Growth and development&lt;br&gt;Safety&lt;br&gt;Context/culture</td>
<td>1,2,3,5</td>
</tr>
<tr>
<td>6</td>
<td>Vital signs continued (temperature, respirations, and oxygen saturation)</td>
<td>Growth &amp; Development&lt;br&gt;Health promotion&lt;br&gt;Assessment&lt;br&gt;Safety&lt;br&gt;Context/culture</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>7</td>
<td>Midterm Friday October 21st</td>
<td>All course concepts</td>
<td>1,2,3,4,5,6,7</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Topics</td>
<td>Chapters</td>
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<tr>
<td>8 October 28th</td>
<td>Reading week/Study day</td>
<td></td>
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<tr>
<td>9 November 4th</td>
<td>Pain Assessment</td>
<td>Assessment, Health promotion, Growth &amp; development, Client-centered care, Personal meaning, Culture/context</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>10 November 11th</td>
<td>Integumentary</td>
<td>Health, Assessment, Health promotion, Growth &amp; development, Safety, Culture/context</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>11 November 18th</td>
<td>Musculoskeletal assessment part 1</td>
<td>Health, Assessment, Health promotion, Growth &amp; development, Safety</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>12 November 25th</td>
<td>Musculoskeletal assessment part 2</td>
<td>Assessment, Health promotion, Personal meaning, Context/culture, Time/transitions, Ways of knowing, Determinants of health, Growth &amp; Development, Safety, Client-centered care, Professionalism</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>13 December 2nd</td>
<td>Wrap-up Putting it all together</td>
<td>Assessment, Health promotion, Personal meaning, Context/culture, Time/transitions, Ways of knowing, Determinants of health, Growth &amp; Development, Safety, Professionalism</td>
<td>1,2,3,4,5,6,7</td>
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</tbody>
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## N1080 Professional Practice (Laboratory) Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Course Concepts</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1</td>
<td>Orientation to Holistic Health Assessment Professional Practice</td>
<td>Health Assessment Professionalism</td>
<td>3, 7</td>
</tr>
<tr>
<td>Lab 2</td>
<td>Infection Prevention &amp; Control</td>
<td>Health Promotion</td>
<td>5, 7</td>
</tr>
<tr>
<td>Lab 3</td>
<td>Noticing: Gathering &amp; Documenting Data</td>
<td>Assessment Professionalism</td>
<td>3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 4</td>
<td>Holistic Health Assessment: General Survey &amp; Health History</td>
<td>Assessment Professionalism</td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 5</td>
<td>Assessment of the Cardiovascular System: Blood Pressure</td>
<td>Assessment Professionalism</td>
<td>3, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 6</td>
<td>Assessment of Vital Signs: T, P, R &amp; SpO₂</td>
<td>Assessment Professionalism</td>
<td>3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 7</td>
<td>Vital Signs Assessment: Applying Assessment Knowledge &amp; Skill</td>
<td>Assessment Professionalism</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 8</td>
<td>Pain assessment</td>
<td>Assessment Professionalism</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 9</td>
<td>Vitals Signs Assessment Practical Exam</td>
<td>Assessment Professionalism</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>Lab 10</td>
<td>Vitals Signs Assessment Practical Exam</td>
<td>Assessment Professionalism</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>Lab 11</td>
<td>Musculoskeletal Assessment</td>
<td>Assessment Professionalism</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Lab 12</td>
<td>Vitals Signs Assessment (extra support)</td>
<td>Assessment Professionalism</td>
<td>2, 5, 6, 7</td>
</tr>
</tbody>
</table>
Opportunities to Demonstrate Learning

1. **Title: Midterm**
   
   **Due:** Week 7 October 21
   
   **Value:** 20%

**Full description**

The midterm will be 2 hours, and consist of multiple choice questions, and will test content from classes and readings from week 1 to week 6.

2. **Title: Community as context assignment**

   **Due:** Week 9 October 31st @ 1000 hours
   
   **Value:** 20%

   The purposes of this assignment are for students to:
   
   - apply knowledge of the determinants of health and available resources that positively and negatively impact health of individuals within a community
   - work together in a group to conduct a neighbourhood assessment.
   - create a written report detailing findings from the community assessment using the assignment template.
   - share assessment findings with classmates by developing an electronic presentation to upload to a designated website as a resource for the class

**Full description**

Working in groups of 4, students will be assigned to a neighbourhood within London. Using the neighbourhood assessment outline provided, students will gather data about the demographics, physical environment and resources for health available in the community. Students will document this data as a report to be handed in to the professor.

3. **Title: Practical Exam I: Vital Signs Assessment**

   **Due:** Weeks 11 & 12. Individual times will be assigned by the Lab Teacher.
   
   **Value:** 30%

The purposes of this examination are to:

- demonstrate ability to engage with a client in a safe, caring, professional, and ethical manner.
- demonstrate ability to accurately assess vital signs: TPR, BP, & SpO².
- demonstrate ability to accurately document assessment findings on relevant health care records.
Full description

Students will arrive at a pre-determined time to the lab to complete and accurately document a full set of vital signs on a client within the time allotted. The evaluator will validate the findings.

4. End of Course Exam
   **Due:** December Exam Period: 3 hours
   **Value:** 30% of final course grade

Full description

This 3 hour written examination will consist of multiple choice (including NCLEX style) questions that will allow students to apply knowledge of the concepts discussed in both the theory and practice components of the entire course.

**Summary of Opportunities to Demonstrate Learning in NRSG7069**

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) ADDRESSED</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midterm</td>
<td>1,2,3,4,7</td>
<td>20%</td>
<td>Week 7</td>
</tr>
<tr>
<td>2. Community as context assignment</td>
<td>1,2,3,5,6,7</td>
<td>20%</td>
<td>Week 9</td>
</tr>
<tr>
<td>3. Practical Exam: Lab</td>
<td>1,2,3,4,5,6,7</td>
<td>30%</td>
<td>Week 11 or 12</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>1,2,3,4,6</td>
<td>30%</td>
<td>Dec. Exam Period</td>
</tr>
</tbody>
</table>

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at [owl.uwo.ca](http://owl.uwo.ca) and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at [www.fanshawefore.ca](http://www.fanshawefore.ca).

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty. Therefore, students are expected to attend all professional practice days, including labs and praxis.
Scholarly Requirements
In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed., revised) format when citing or referring to an 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 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 must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College 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, Fanshawe College, and Turnitin.com (www.turnitin.com). For further information, please see the BScN Program Manual for the policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site(s):
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf
http://www.fanshawec.ca/sites/default/files/assets/policies/pdf/2g04.pdf

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

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 in regards to 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).

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

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

MentalHealth@Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)

Fanshawe College iCopeU [http://icopeu.com/fanshawe/home.html](http://icopeu.com/fanshawe/home.html)

**Student Safety**  
Please refer to the Undergraduate 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 [owl.uwo.ca](http://owl.uwo.ca) or the BScN Program Virtual Home Room on FanshaweOnline [fanshaweonline.ca](http://fanshaweonline.ca)