



# Holistic Health Assessment I

## N1080/NRSG-7069

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**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, assessment of mental status, oxygenation, circulation 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

**Nursing Mental Health and Addiction Competencies (CASN, 2016):**

- Domain 2: Engages clients in strengths-based care that promotes resilience – indicator 3.3
- Domain 5: Identifies one's own morals, values, attitudes, beliefs, and experiences related to mental health conditions and/or addiction and the effect these may have on care – indicator 6.2

**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:**

Astle, B.J., & Duggleby, W. (Eds.) (2019). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON: Elsevier Canada.

College of Nurses of Ontario Practice Standards (2018). Retrieved from [www.cno.org](http://www.cno.org)

Stephen, T.C., Skillen, D. L., Day, R.A., & Jensen, S. (2012). *Canadian Jensen's nursing health assessment: A best practice approach* (enhanced reprint). Philadelphia, PA: Lippincott Williams & Wilkins

Western-Fanshawe Collaborative BScN Program. (2019). *Program manual*. London, ON: Author. (available on-line through OWL or Fanshaweonline)

1 stethoscope, 1 watch with a second hand, a manual blood pressure cuff, and a nursing uniform. Options for stethoscope purchase can be through the western bookstore, or amazon.ca. If students plan to purchase stethoscopes ahead of time, the Littman Classic III is the recommended model.

### **Recommended**

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed., revised). Washington, DC: American Psychological Association.

Stephen, T.C., Skillen, D. L., Day, R.A., & Jensen, S. (2013). *Laboratory manual for Canadian Jensen's nursing health assessment: A best practice approach*. Philadelphia, PA: Lippincott Williams & Wilkins

### **Foundational Concepts**

Foundational concepts may be found in the Program Manual on OWL at [owl.uwo.ca](http://owl.uwo.ca) or Fanshawe Online at [www.fanshaweonline.ca](http://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 (6<sup>th</sup> 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

<b>N1080/NRSG7069: Weekly Schedule THEORY Classes</b>			
<b>Week of</b>	<b>Topic</b>	<b>Concepts</b>	<b>Course Goals</b>
Week 1 September 6	<b>Introduction to the Holistic Health Assessment, Clinical Judgment Model and Effective Noticing Skills</b>	Assessment Health promotion Personal meaning Context/culture Clinical Judgment Time/transitions Ways of knowing Determinants of health Growth & Development Safety	1,2,3,7
Week 2 September 13	<b>Family and Community as Context to Health</b>  <b>Privacy and Confidentiality</b>	Determinants of health Health promotion Holistic health assessment Communication Professionalism Safety Context/culture	1,2,3,6
Week 3 September 20	<b>Introduction to Physical Assessment: Vital Signs (blood pressure, pulse)</b>	Growth & Development Health promotion Assessment Safety Context/culture	1,2,3,4
Week 4 September 27	<b>Vital signs continued (temperature, respirations, and oxygen saturation)</b>	Assessment Health promotion Growth & development Client-centered care Personal meaning Culture/context	1,2,3,4,6
Week 5 October 4	<b>Gathering Information –Therapeutic Communication, Interviewing Health History, and Documentation Principles</b>	Health promotion Assessment Growth and development Safety Context/culture	1,2,3

* <b>Thursday, October 10<sup>th</sup> 7:00 – 8:30 pm in WSC Room 55</b>	<b>MIDTERM EXAMINATION</b>	Health promotion Holistic health assessment Context/culture Safety Growth & Development	1,2,3,4
Week 6 October 11	<b>No Class in lieu of midterm scheduled on October 10<sup>th</sup></b>	All course concepts	1,2,3,4,6,7
Week 7 October 18	<b>Pain Assessment</b>	All course concepts	1,2,3,4,7
Week 8 October 25	<b>Abdominal Assessment/Elimination</b>	health promotion health assessment caring	1,2,3,4,6,7
Week 9 November 1	<b>Genitourinary Assessment/Fluid Balance</b>	health promotion health assessment	1,2,3,4,6,7
Week 10 November 4-8	<b>Fall Study Break</b>		
Week 11 November 15	<b>Nutrition Assessment</b>	health promotion health assessment caring professionalism	1,2,3,4,6,7
Week 12 November 22	<b>Integumentary Assessment</b>	health promotion health assessment caring professionalism	1,2,3,4,6,7
Week 13 November 29	<b>Wrap up</b>	Assessment Health promotion Personal meaning Context/culture Time/transitions Ways of knowing Determinants of health Growth & Development Safety	1,2,3,4,6,7

<b>N1080 Professional Practice (LABORATORY) Schedule</b>			
<b>Date</b>	<b>Topic</b>	<b>Course Concepts</b>	<b>Course Goals</b>
Lab: Week 2 Sept 9 or 11	<b>Orientation &amp; Infection Control</b>	Health Assessment Health Promotion Professionalism	3, 5, 7
Lab: Week 3 Sept 16 or 18	<b>Blood pressure – intro and mechanics</b>	Assessment Professionalism	3, 4, 5, 6,7
Lab: Week 4 Sept 23 or 25	<b>Blood pressure - practice</b>	Assessment Health Caring Determinants of health Relational practice Professionalism	1, 2, 3, 4, 5, 6, 7
Lab: Week 5 Sept 30 or Oct 2	<b>Complete vital signs – add TPR &amp; SpO<sub>2</sub></b>	Assessment Professionalism Caring Determinants of Health	2, 3, 4, 5, 6,7
Lab: Week 6 Oct. 7 or 9	<b>Noticing: gathering &amp; documenting data</b> <b>*OLDARTSS</b>	Assessment Professionalism Caring Determinants of Health	2, 3, 4, 5, 6, 7
Lab: Week 7 Oct 14 or 16	<b>THANKSGIVING MONDAY – no class</b> <b>WEDNESDAY – no class</b>	Assessment Professionalism Caring Determinants of Health	2, 3, 4, 5, 6,7
Lab: Week 8 Oct 21 or 23	<b>History taking – focus on pain assessment</b> <b>*In-class assignment 10%</b>	Assessment Professionalism Caring	3, 5, 6,7
Lab: Week 9 Oct 28 or 30	<b>Demonstration – vital signs assessment 10%</b>	Assessment Professionalism Caring	3, 4, 5, 6,7
Lab: Week 10 Nov 4-8	<b>READING WEEK</b>		2, 3, 5, 6,7
Lab: Week 11 Nov 11 or 13	<b>Gastrointestinal assessment – refresh &amp; practice</b>	Assessment Professionalism Caring	1, 2, 3, 5, 6
Lab: Week 12 Nov 18 or 20	<b>Dedicated practice GI assessment – preparation for exam</b>	Assessment Professionalism Caring Determinants of Health	3, 5, 6
Lab: Week 13 Nov 25 or 27	<b>GI assessment practical exam – 25%</b>	Assessment Professionalism	2, 3, 5, 6,7
Lab: Week 14 Dec 2 or 4	<b>Practical exam review &amp; wrap up</b>	Assessment Professionalism Caring	2,5,6,7

## Opportunities to Demonstrate Learning

### Theory-based Assessments

#### Midterm

**Due: Week 6 October 10<sup>th</sup> from 7-8:30 pm WSC room 55**

**Value 25%**

#### Full description

The midterm will be 90 minutes, consists of multiple choice questions, and will test content from classes, labs and readings from week 1 to week 5.

#### End of Course Exam

**Due:** December Exam Period: 2 hours

**Value: 30%** of final course grade

#### Full description

This written examination will consist of multiple-choice questions that will allow students to apply knowledge of the concepts discussed in both the theory and practice components of the entire course.

### Practice-based Assessments

#### History-Taking Assignment

**Due: Week 8 at the end of lab**

**Value 10%**

The purpose of this assessment is to enhance application of theory to professional practice via demonstration of competence with interviewing and documentation following CNO standards.

#### Full description

Students will demonstrate their knowledge of the application of College of Nurses of Ontario success indicators as they relate to patient interviewing and history-taking based on a simulated scenario focused on pain. Students will take their individual assessment findings and organize them into a note that will be submitted to their lab teachers following the lab.

#### Vital Signs Assessment

**Due: Week 9 in lab**

**Value 10%**

#### Full description

Students will demonstrate a complete vital signs assessment in lab.

**Practical Exam I: Vital Signs Assessment and Gastrointestinal Assessment****Due: Week 13 November 25 or 27****Value 25%**

The purpose of this examination is to:

- demonstrate ability to engage with a client in a safe, caring, professional, and ethical manner;
- demonstrate ability to apply best practices to assessment of the GI system & vital signs
- demonstrate ability to accurately document assessment findings on relevant health care records.

**Full description**

Students will engage in a simulated patient encounter during which they will be evaluated on their vital signs, gastrointestinal assessment and relational practice skills. Students must complete their assessments in the time allotted, including documentation. Evaluators will validate all assessment findings.

**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.**

***Summary of Opportunities to Demonstrate Learning in N1080/NRSG7069***

<b>OPPORTUNITIES TO DEMONSTRATE LEARNING</b>	<b>COURSE GOAL(S) ADDRESSED</b>	<b>VALUE</b>	<b>DUE DATE</b>
Midterm Exam	1,2,3,4	25%	October 10 7-8:30 pm WSC room 55
History-Taking Assignment	3,4,5,6	10%	Week 8
Vital Signs Assessment	3,4,5,6	10%	Week 9
Practical Exam: Vital Signs and GI Assessment	3,4,5,6	25%	November 25 or 27
Final Exam	1,2,3,4,6	30%	December Exam Period TBA

**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.fanshaweonline.ca](http://www.fanshaweonline.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 (6<sup>th</sup> 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](http://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.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](http://owl.uwo.ca) and Fanshawe in Virtual Home Room [www.fanshaweonline.ca](http://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.

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

### **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)