



# **Holistic Health Assessment II**

## **N1180b – NRS7070**

### **Professors**

#### **Western:**

#### **Fanshawe:**

Theory Component Coordinator:  
Amy Horton

Helen Harrison: Coordinator

Lab Component Coordinator:  
Barbara Sinclair

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## **Holistic Health Assessment II - N1180b/NRSG7070**

### **Calendar Description**

This course involves the application of previous learning to the holistic assessment of individuals focusing on concepts that support health across the lifespan. These include, but are not limited to areas such as oxygenation, circulation, mobility, elimination, cognition and perception, with a focus on how to recognize and interpret data collected from clients.

### **Expanded Course Description**

This course provides opportunities for students to apply previous knowledge and skills learned in N1080a/NRSG7069 related to the holistic health assessment of individuals across the lifespan, within the context of family and community. Holistic health assessments will be conducted with consideration of the physical, psychosocial, cultural, and spiritual dimensions of well-being. Focused assessments will include the development of knowledge and practice of a variety of assessments such as, neurological, gastrointestinal, and peripheral vascular among others. Further development will occur in the use of Tanner's Clinical Judgment Model, professional relational practice, and documentation competencies.

### **Course Goals:**

Students will:

1. demonstrate increasing knowledge and skill related to the holistic health assessment of individuals, across the lifespan, within the context of family and community.
2. demonstrate knowledge and skill related to completion of a variety of case-based focused assessments.
3. demonstrate a beginning level of skill when using Tanner's Clinical Judgment Model, with a focus on gathering, interpreting, and documenting relevant data obtained from a client.
4. demonstrate safe, caring, ethical and professional practice.
5. demonstrate ability to communicate relevant health assessment findings to others.

### **Major Concepts in the course:**

- health
- health promotion
- health assessment
- caring
- professionalism
- privacy and confidentiality
- 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):**

- Domain 1: contribute to a culture of patient safety
- Domain 3: communicate effectively for patient safety
- Domain 5: optimize human and environmental factors

**Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015):**

- Domain 1: Professional Responsibility and Accountability
- Domain 2: Knowledge-Based Practice
- Domain 3: Ethical Practice

**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 the influence of growth and development, social and spirituality on an individual's health. Students will continue to develop interviewing and documentation skills in accordance with the Standards of Practice of the College of Nurses of Ontario in readiness for applying this learning to the remaining focused assessments in Holistic Health Assessment II, 1180b.

**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 through comprehensive assessment of the individual 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:**

College of Nurses of Ontario Practice Standards (2015). Retrieved from [www.cno.org](http://www.cno.org)

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (Eds.). (2014). *Canadian fundamentals of nursing* (5<sup>th</sup> ed.). Toronto, ON: Elsevier.

Sinclair, B., & Berg, S. (ND). *Online clinical skills lab: Physical assessment*. London, ON: Western University.

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. (2016). *Program manual*. London, ON: Author. (available on-line through OWL or Fanshaweonline)

1 stethoscope, 1 watch with a second hand, nursing uniform following school guidelines.

**Recommended:**

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

**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.

### Holistic Health Assessment II Theory Schedule

<b>DATE WEEK</b>	<b>LEC (Fri)</b>	
Jan 6 1	Assessment of Special Populations	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Jan 13 2	Neurological Assessment (GCS, CN)	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Jan 20 3	Neurological Assessment (speech and movement)	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Jan 27 4	Cardiovascular Assessment (heart sounds, pulses)	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Feb 3 5	Peripheral Vascular Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Feb 10 6	MID-TERM EXAM	
Feb 17 7	Respiratory Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Feb 24 8	READING WEEK	
March 3 9	Metabolism: Gastrointestinal Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>

March 10 10	Genito-Urinary and Sexuality & Reproductive Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Mar 17 11	Mental Health & Cognitive Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Mar 24 12	Nutrition Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
March 31 13	<b>Course Review</b>	

### Holistic Health Assessment II Lab Schedule

<b>Date</b>	<b>Topic</b>	<b>Concepts</b>
<b>Lab 1</b> Jan 9/ 11	Introduction & Review of Physical Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
<b>Lab 2</b> Jan 16/18	Neurological Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
<b>Lab 3</b> Jan 23/25	Neurological Assessment continued	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Lab 4 Jan 30/Feb 1	Neurovascular Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Lab 5 Feb 6/8	Neurovascular Assessment continued	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>

Lab 6 Feb 13/15	Respiratory Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Lab 7	No lab- Reading week	
Lab 8 Feb 27/Mar 1	Respiratory Assessment continued	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Lab 9 Mar 6/8	Gastrointestinal Assessment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Lab 10 Mar 13/15	Health Assessment & Clinical Judgment	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> </ul>
Lab 11 Mar 20/22	Practical Exam	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> <li>• privacy &amp; confidentiality</li> </ul>
Lab 12 Mar 27/29	Practical exam continued	<ul style="list-style-type: none"> <li>• health promotion</li> <li>• health assessment</li> <li>• caring</li> <li>• professionalism</li> <li>• privacy &amp; confidentiality</li> <li>•</li> </ul>
Lab 13 April 3/5	Course Review	All concepts

## **Opportunities to Demonstrate Learning**

### **1. Title: Documentation**

**Due: At end of Lab week 4 and 9**

**Value: 10% each**

The purpose of these assessments is:

- enhance application of theory to professional practice via demonstration of competence with documentation following CNO standards.

#### **Full description**

Each student will demonstrate their knowledge of the application of College of Nurses of Ontario success indicators as they relate to documentation of a client assessment.

### **2. Title: Health Assessment: Mid-term Exam**

**Due: Week 6: Lecture, in class**

**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 all concepts discussed in the course to date. This examination will consist of multiple choice and/or short-answer questions, based on concepts learned in both the theory and practice components of the course.

### **3. Title: Comprehensive Health Assessment: Final Practical Exam**

**Due: Week 11 or 12: Lab**

**Value: 30% of course grade**

The purposes of this exam are for students to demonstrate ability to:

- engage with a client in a safe, caring, professional, ethical manner.
- perform a detailed interview to obtain relevant subjective data related to a specific situation using knowledge of the interview process gained earlier in the course.
- perform appropriate physical assessment techniques to gather relevant objective data.
- document assessment findings in a clear, concise, logical manner utilizing appropriate medical terminology in accordance with CNO standards.

#### **Full Description**

This examination will provide students with the opportunity to demonstrate their ability to perform a holistic health assessment based on knowledge and skills learned during the course. Each student will be given a specific client situation. Demonstrating appropriate holistic assessment techniques, students will collect both subjective and objective data, including vital signs, from a client. Determinants of health, culture/context and personal meaning should be considered when performing the assessment. All appropriate documentation will be submitted at the end of the examination.

The Holistic Health Assessment exam will be based on:

- engagement with the client in a caring, professional, ethical manner.
- demonstration of basic methods to ensure safety for both the client and nurse, including infection control measures.
- identification of the appropriate focused assessments.
- performance of a client interview to obtain relevant data.
- performance of a physical assessment, demonstrating proper assessment techniques.
- accurate assessment and documentation of vital signs.
- accurate documentation of relevant subjective and objective data.

#### 4. Title: End of Course Exam

**Due:** 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 all concepts discussed throughout the course. This examination will consist of multiple choice and/or short-answer, case-based questions, based on concepts learned in both the theory and practice components of the course.

#### *Summary of Opportunities to Demonstrate Learning in NRS7070*

<b>OPPORTUNITIES TO DEMONSTRATE LEARNING</b>	<b>COURSE GOAL(S) ADDRESSED</b>	<b>VALUE</b>	<b>DUE DATE</b>
1 Documentation: Lab	all	20%	Weeks 4 & 9
2. Mid-term Exam: Lecture	all	20%	Week 6
3 Comprehensive Practical Exam: Lab	all	30%	Week 11 - 12
4 Final Written Exam	all	30%	April Exam Period

#### **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)

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.

MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/>

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)

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](http://fanshaweonline.ca)