



N1180A/B – NRSG7110

Holistic Health Assessment II: Systematic Health Assessment

Professors

Western:

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Fanshawe:

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Calendar Description

In this course application of clinical judgement models provides students with 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.

Course weight: 0.50

Prerequisite(s): *Nursing 1080A/B/NRSG 7069, with a grade of 65% or greater*

Extra Information: *2 lecture/Laboratory Practice*

Expanded Course Description

In this course, there are opportunities for students to apply previous knowledge and skills learned in N1080A/NRSG7110 related to the holistic health assessment of individuals across the lifespan. Holistic health assessments will be conducted with consideration to the physical, psychosocial, cultural, and spiritual dimensions of well-being using Tanner's Clinical Judgment Model, professional relational practice, and documentation competencies. Focused assessments will include the development of knowledge and practice of a variety of assessments such as, respiratory, cardiovascular, neurological, gastrointestinal, and musculoskeletal, among others. Students will continue to develop interviewing and documentation skills in accordance with the Standards of Practice of the College of Nurses of Ontario.

Course Goals:

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 interindividual variability.
3. Use effective communication strategies to conduct focused patient health histories.
4. Demonstrate appropriate physical examination techniques in the completion of a variety of focused, case-based assessments.
5. Communicate assessment findings in oral, written/electronic formats adhering to professional nursing standards.
6. Describe how contextual client factors impact individual health and health outcomes using a health equity and social justice lens.

Competencies for entry-level Registered Nurse practice (CNO, 2020) addressed in the course:

- Clinician: 1.1, 1.2, 1.21, 1.27, 1.3
- Professional: 2.4, 2.6
- Communicator: 3.1, 3.2, 3.3, 3.5, 3.8
- Collaborator: 4.1
- Leader: 6.1
- Advocate: 7.1, 7.4

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>. **The textbook costs [\$0]**

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)
- See the Undergraduate Program Manual for additional information about equipment found in the Undergraduate Information Site:

Opportunities to Demonstrate Learning

Theory-based Assessments

1. Mid-term Exam

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 concepts discussed in the course to date, up to, and including content on Respiratory (week 5). 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 all weeks of the course. 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. SBAR assignment

Due: In lab week 4

Value: 10%

This assignment introduces students to a common method for structuring communication about a client issue in clinical practice.

Full Description

Students will be introduced to/practice with the communication format known as SBAR (situation-background-assessment-recommendation). The structure facilitates clear communication and reception of a client issue that requires notification to/involvement of other members of the interprofessional team. Students will have 2 practice opportunities prior to completing their evaluation which will consist of the development of an SBAR report about a client issue that the student will deliver in person to the instructor.

2. Documentation assignment

Due: In lab week 6

Value: 5%

The purpose of this assignment is to provide an opportunity for students to apply their developing knowledge of data gathering and interpretation in the form of documentation following a client encounter.

Full Description

Students will have the opportunity to apply what they have learned about respiratory assessment to an encounter with a standardized patient reporting a respiratory concern. Following the assessment, students will document the relevant subjective and objective data obtained during the encounter according to the CNO standard for documentation. The assignment must be submitted by the end of the lab session.

This assignment is designed as a 15 minute in-class activity. In keeping with Universal Design for Learning (UDL) and respecting students with accommodations, all students have 45 minutes to complete this activity. Absolutely no additional time is permitted.

3. Nursing Grand Rounds Assignment

Due: In lab week 12

Value: 10%

The purpose of this assignment is to consolidate assessment, prioritization and clinical reasoning skills and apply them to a case study pertaining to a client with health challenges.

Full Description

Students will work in groups of 4 to apply their developing skills in assessment, prioritization, clinical reasoning, and critical thinking to a case study concerning a client seeking healthcare. Groups will formulate an approach to assessment and care that is holistic and considers multiple factors that may influence the client's health, safety, and ability to function. Assignments are completed during lab time and student groups will present their findings to the other groups and their lab instructor. Following their presentation, each group will be required to respond to one 'what if' question from their instructor related to lifespan, cultural considerations, or changes to details of the case.

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 client interaction, physical assessment, and critical thinking and decision making as it pertains to client care in the context of performing a head-to-toe assessment.

Full Description

Prior to their last lab session, students will be assigned to a 15-minute time slot during the last lab session in week 13. Students will be required to review details about a client requiring head to toe assessment. Using the information provided, students will decide how to proceed and demonstrate a head-to-toe assessment while the instructor observes. Each student will be required to answer some questions from their instructor at the conclusion of the assessment to demonstrate their ability to think critically about a client situation and how they would modify their approach if the client's condition changed.

Weekly Theory/Lab Schedule
Theory Tuesday 1230-1430

Week	Theory	Date of lab	Lab (weekly in-person) Wed/Thurs
Week 1 Jan. 7	Intro & data gathering	Jan. 8/9	Orientation Interviewing, S & O data
Week 2 Jan. 14	Vital signs	Jan. 15/16	Blood pressure <i>SBAR intro/practice</i>
Week 3 Jan. 21	IPAC & Documentation <i>*Self-study</i> Pain assessment	Jan. 22/23	Complete vital signs & pain assessment <i>SBAR practice</i>
Week 4 Jan. 28	Neurological	Jan. 29/30	Neurological *In-lab: Verbal SBAR Assignment
Week 5 Feb. 4	Respiratory	Feb. 5/6	Respiratory I
Week 6 Feb. 11	MIDTERM	Feb. 12/13	Respiratory II *SPs & in-lab Documentation Assignment
Week 7 Feb. 15-23	READING WEEK		
Week 8 Feb. 25	CV/PV	Feb. 26/27	PV & heart sounds
Week 9 Mar. 4	GI	Mar. 5/6	Abdominal assessment *SPs
Week 10 Mar. 11	GU/sexual health	Mar. 12/13	Introduction to HTT assessment
Week 11 Mar. 18	MSK	Mar. 19/20	HTT practice
Week 12 Mar. 25	Integumentary	Mar. 26/27	*In-lab: Nursing Grand Rounds Assignment
Week 13 April 1	Mental health/cognition	April 2/3	*PRACTICAL TESTING
Classes End April 4 th	IN PERSON FINAL EXAMINATION DURING EXAM PERIOD AS DETERMINED BY THE REGISTRAR		

Policies

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

Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshaweonline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/13885634/View>

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](#)

Academic Accommodations vs. Academic Consideration

Academic accommodation consists of formal arrangements made through Western's Accessible Education department that allow a student with a disability a fair opportunity to engage in academic activities, fulfill essential course, and program requirements. Students request academic consideration through their academic advisor, for relief such as extensions, make-up dates, etc. and are required to provide their academic advisor with The Western-Fanshawe Collaborative BScN Program with documentation to support their request. Students should not contact their course instructors to request academic consideration, nor should they send personal and/or health information/documentation to their instructors. Further information may be obtained at:

<https://uwo.ca/fhs/nursing/undergrad/academic/consideration/index.html>

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit

<https://www.uwo.ca/univsec/pdf/board/code.pdf>

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](#)

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in

the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

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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, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

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.

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 (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

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.

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not 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.

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

In the event of a situation 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

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

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