Holistic Health Assessment I
N1080 - NRSG-7069

Western:  Fanshawe:
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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, 2012):

- 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:**


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>
</table>
| Theory: Week 1  September 7th           | **Introduction to the Holistic Health Assessment, Clinical Judgment Model and Effective Noticing Skills** | Assessment  
Health promotion  
Personal meaning  
Context/culture  
Clinical Judgment  
Time/transition  
Ways of knowing  
Determinants of health  
Growth & Development  
Safety | 1,2,3,7 |
| Theory: Week 2  September 14th          | 1. **Family and Community as Context to Health**  
2. **Privacy, Confidentiality and Documentation Principles** | Determinants of health  
Health promotion  
Holistic health assessment  
Communication  
Professionalism  
Safety  
Context/culture | 1,2,3,6 |
| Theory: Week 3  September 21st          | **Gathering Information – Therapeutic Communication Interviewing and Health History** | Health promotion  
Assessment  
Growth and development  
Safety  
Context/culture | 1,2,3,5 |
| Theory: Week 4  September 28th          | **Introduction to Physical Assessment: Vital Signs (blood pressure, pulse)** | Growth & Development  
Health promotion  
Assessment  
Safety  
Context/culture | 1,2,3,4 |
| Theory: Week 5  October 5th             | **Vital signs continued (temperature, respirations, and oxygen saturation)** | Assessment  
Health promotion  
Growth & development  
Client-centered care  
Personal meaning  
Culture/context | 1,2,3,4,5,6 |
| Theory: Week 6  October 8-12th          | **FALL READING WEEK** | | |
| Theory: Week 7 | MIDTERM EXAMINATION | Health promotion  
Holistic health assessment  
Context/culture  
Safety  
Growth & Development | 1,2,3,4 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>October 19th</td>
<td>Pain Assessment</td>
<td>All course concepts</td>
<td>1,2,3,4,7</td>
</tr>
</tbody>
</table>
| Theory: Week 8 | Respiratory Assessment | Health promotion  
Health assessment  
Caring  
Professionalism | 1,2,3,4,6,7 |
| October 26th | Cardiovascular Assessment | Health promotion  
Health assessment  
Caring  
Professionalism | 1,2,3,4,6,7 |
| Theory: Week 9 | Peripheral Vascular Assessment | Health Assessment  
Health promotion  
Growth & development  
Safety | 1,2,3,4,6,7 |
| November 2nd | Lifespan Considerations: Growth and Development | Assessment  
Health promotion  
Personal meaning  
Context/culture  
Time/transitions  
Determinants of health  
Growth & Development  
Safety  
Client-centered care  
Professionalism | 1,2,3,4,6,7 |
| November 9th | Wrap-up: Putting it all together | Assessment  
Health promotion  
Personal meaning  
Context/culture  
Time/transitions  
Ways of knowing  
Determinants of health  
Growth & Development  
Safety  
Professionalism | 1,2,3,4,6,7 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Course Concepts</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab: Week 1</td>
<td>Classes start September 6th therefore no lab this week</td>
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<tr>
<td>Lab: Week 2</td>
<td>Orientation &amp; Infection Control</td>
<td>Health Assessment</td>
<td>3, 5, 7</td>
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<tr>
<td>Sept 10 or 12</td>
<td></td>
<td>Health Promotion</td>
<td></td>
</tr>
<tr>
<td>Lab: Week 3</td>
<td>Noticing: Gathering &amp; Documenting Data</td>
<td>Assessment</td>
<td>3, 4, 5, 6, 7</td>
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<tr>
<td>Sept 17 or 19</td>
<td></td>
<td>Professionalism</td>
<td></td>
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<tr>
<td>Lab: Week 4</td>
<td>Relational Practice: Interviewing and History Taking</td>
<td>Assessment</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Sept 24 or 26</td>
<td></td>
<td>Health Caring</td>
<td></td>
</tr>
<tr>
<td>Lab: Week 5</td>
<td>Assessment of the Cardiovascular System: Blood Pressure</td>
<td>Assessment</td>
<td>2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Oct 1 or 3</td>
<td></td>
<td>Professionalism</td>
<td></td>
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<td></td>
<td></td>
<td>Caring</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Determinants of health</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Relational practice</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Lab: Week 6</td>
<td>READING WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab: Week 7</td>
<td>Blood Pressure &amp; Relational Practice</td>
<td>Assessment</td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Oct 15 or 17</td>
<td></td>
<td>Professionalism</td>
<td></td>
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<tr>
<td>Lab: Week 8</td>
<td>Assessment of Vital Signs: T, P, R &amp; SpO₂ &amp; BP</td>
<td>Assessment</td>
<td>3, 5, 6, 7</td>
</tr>
<tr>
<td>Oct 22 or 24</td>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Lab: Week 9</td>
<td>Pain Assessment &amp; Vital Signs Practice</td>
<td>Assessment</td>
<td>3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Oct 29 or 31</td>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Lab: Week 10</td>
<td>Respiratory Assessment</td>
<td>Assessment</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Nov 5 or 7</td>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Lab: Week 11</td>
<td>Respiratory Assessment &amp; Relational Practice</td>
<td>Assessment</td>
<td>1, 2, 3, 5, 6</td>
</tr>
<tr>
<td>Nov 12 or 14</td>
<td>*In class documentation assignment – 10%</td>
<td>Professionalism</td>
<td></td>
</tr>
</tbody>
</table>
| Lab: Week 12  
Nov 18 or 20 | **Peripheral Vascular Assessment** | Assessment  
Professionalism  
Caring  
Determinants of  
Health | 3, 5, 6 |
| Lab: Week 13  
Nov 26 or 28 | **Vitals Signs Assessment Practical Exam** | Assessment  
Professionalism | 2, 3, 5, 6, 7 |
| Lab: Week 14  
Dec 3 or 5 | **Reflection on Professional Practice** | Assessment  
Professionalism  
Caring | 2, 5, 6, 7 |

All labs will be held in the Labatt Health Sciences Building, Clinical Education Suite, room 306.

**Opportunities to Demonstrate Learning**

1. **Title: Midterm**  
   **Due:** Week 7 October 19th In Class 9:30 – 11:00 am  
   **Value:** 20%

   **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.

2. **Title: Family and Community as context assignment**  
   **Due:** Week 9 October 29th @ 0900 hours via OWL assignment tab  
   **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 and families within a community
   - work together in groups to conduct a neighbourhood assessment.
   - create a written report detailing findings from the community assessment using the assignment template.

   **Full description**

   Working in groups of 4-5, students will be assigned to two neighbourhoods within London, and one fictitious family to consider when assessing the neighbourhood. Using the neighbourhood assessment outline provided, students will gather data about the demographics, physical environment and resources for health available in the community and apply their findings to the social determinants of health of the family. Students will document this data as a report to be handed in to the professor via the OWL assignment tab, which shall be no longer than 6 pages double spaced, using APA guidelines.
3. **Title: Documentation**  
**Due:** After Lab 10  
**Value:** 10%

The purpose of this assessment is:
- to enhance application of theory to professional practice via demonstration of competence with 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 documentation of a respiratory assessment based on a simulated scenario. Students will take their individual assessment findings and organize them into a note that will be submitted **electronically** to their instructor via **OWL email attachment** 24 hours following their practice session.

4. **Title: Practical Exam I: Vital Signs Assessment**  
**Due:** Week 12. Individual times will be selected by students in advance.  
**Value:** 20%

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 accurately assess vital signs: TPR, BP, & SpO₂;
- demonstrate ability to accurately document assessment findings on relevant health care records.

**Full description**

Students will have 25 minutes to engage in a simulated patient encounter during which they will be evaluated on their vital signs and relational practice skills. Students must complete their assessments in the time allotted, including documentation on the graphic record. Evaluators will validate all assessment findings.

5. **End of Course Exam**  
**Due:** December Exam Period: 2 hours  
**Value:** 30% of final course grade

**Full description**

This 2 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 N1080/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 Exam</td>
<td>1,2,3,4,7</td>
<td>20%</td>
<td>Theory: Week 7 October 19th in class</td>
</tr>
<tr>
<td>2. Family and Community as context assignment</td>
<td>1,2,3,5,6,7</td>
<td>20%</td>
<td>Theory: Week 9 October 29th by 0900</td>
</tr>
<tr>
<td>3. Documentation assignment</td>
<td>1,2,3,4,5,6,7</td>
<td>10%</td>
<td>Lab: Week 10</td>
</tr>
<tr>
<td>4. Practical Exam: Vital Signs Assessment</td>
<td>3,5,6</td>
<td>20%</td>
<td>Lab: Week 12</td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>1,2,3,4,6,7</td>
<td>30%</td>
<td>Theory: Dec. Exam Period TBA</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 and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at 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 (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.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 smartphone).

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://uwo.ca/health/mental_wellbeing
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 or the BScN Program Virtual Home Room on FanshaweOnline fanshaweonline.ca

**SDC’s Learning Skills Services, Rm 4100 WSS**
The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning