Western Compressed Time Frame
BScN Program
Health Assessment and Health Promotion
N1220W
Course Professors: Amy Horton MN, NP-PHC
and Jessica Timbrell, RN, MN

Fall term 2018
Health Assessment and Health Promotion – N1220W

Calendar description:

This course provides an introduction to holistic health assessment across the life span, social determinants of health, and health promotion and caring for clients. Students will learn about therapeutic relationships, interviewing techniques, and physical assessments.

Expanded course description:

This course introduces students to holistic health assessment and principles of health promotion for individuals, families and communities. The relevance of an individual’s social determinants of health, 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, physical assessments in a head-to-toe manner, 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 principles of health promotion in relation to individuals, families and communities.
3. understand the relationship of context, the social determinants of health, and social justice to and their impact on health and health promotion.
4. 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.
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
- social determinants of health
- health promotion/disease prevention
- assessment
- clinical judgment
- client-centered care
- context/culture
- holistic care
- social justice
- critical reflection
- communication
- 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

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 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-centered 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, as are respectful interaction and the avoidance of actions that will interfere with the learning of others.

**Textbooks and other resources:**

**Required:**


Western-Fanshawe Collaborative BScN Program. (2016). *Program manual.* London, ON: Author. (available on-line through OWL)
Recommended:


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Concepts</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Health Assessment</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
<td>1,2,3,4,5,6,7</td>
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<td></td>
<td>September 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Social Determinants of Health &amp; Health Promotion</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
<td>1,2,3,4,5,6,7</td>
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<td>2</td>
<td>September 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>General Survey and Clinical Judgment Model</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
<td>1,2,3,4,5,6,7</td>
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<td></td>
<td>September 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Professionalism: Privacy &amp; Confidentiality, Interviewing Principles, and Nursing Health History</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
<td>1,2,3,4,5,6,7</td>
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<td>3</td>
<td>September 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Physical Assessment: Vital Signs (blood pressure, pulse)</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic</td>
<td>1,2,4,6,7</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>September 26th</td>
<td>Vital signs continued (temperature, respirations, oxygen saturation, height and weight)</td>
<td>care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<tr>
<td>October 1st</td>
<td>Pain Assessment</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<tr>
<td>October 3rd</td>
<td>Growth and Development</td>
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<tr>
<td>October 8th</td>
<td>No Class – THANKSGIVING and READING WEEK</td>
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<td>October 10th</td>
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<td>October 15th</td>
<td>Neurological Assessment</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<tr>
<td>October 17th</td>
<td>MIDTERM EXAMINATION</td>
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<td>October 22nd</td>
<td>Respiratory Assessment</td>
<td>Health; social determinants of health; health promotion/disease prevention</td>
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<thead>
<tr>
<th>Date</th>
<th>October 24&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Cardiovascular and Neurovascular Assessment</th>
<th>October 29&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Integumentary Assessment</th>
<th>October 31&lt;sup&gt;st&lt;/sup&gt;</th>
<th>Musculoskeletal and Mobility Assessment</th>
<th>November 5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Nutrition and Fluid Balance Assessment</th>
<th>November 7&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Genitourinary and Sexuality Assessment</th>
<th>November 12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Gastrointestinal Assessment</th>
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<tr>
<td></td>
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<td>prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-</td>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
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<tbody>
<tr>
<td>November 14(^{th})</td>
<td>Cultural Assessment</td>
<td>centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<tr>
<td>11 November 19(^{th})</td>
<td>Cognitive Assessment</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<td>November 21(^{st})</td>
<td>Mental Health Assessment</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<tr>
<td>12 November 26(^{th})</td>
<td>Assessing for Violence</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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<tr>
<td>November 28(^{th})</td>
<td>Assessment of Vulnerable Populations</td>
<td>Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development</td>
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</table>
Opportunities to Demonstrate Learning

1. **Title: Midterm Exam**  
   **Due:** Week 6, October 17th in class  
   **Value:** 30%

**Full description**

The 2 hour midterm will be multiple choice and will test content from classes and readings from week 1 to week 6 (neurological assessment included).

2. **Title: Vital Sign Assessment Reflection**  
   **Due:** Week 11, November 23rd @ 0900 hr  
   **Value:** 25%

The purposes of this assignment are for students to:

- critically reflect on video-taped vital sign assessment performance (in lab) according to the Therapeutic Nurse-Client Relationship (College of Nurses, 2006) and relational care practices
- create a scholarly reflection to help inform individual future nursing practice

**Full description**

A patient vital sign assessment will be performed in week 8 for N1225. The assessment will be marked independently by instructors in N1225. Each assessment will be individually video-taped and uploaded into individual student’s OWL drop-box for independent review and reflection in N1220 by 1700 hrs on November 9th. Students will be the ONLY person to review the video of
the patient interaction – the course professor in N1220 WILL NOT review the video when marking the reflection. The purpose of this scholarly reflection is to help students critically examine their patient interaction, according to CNO Standard: Therapeutic Nurse-Client Relationship (2006), as well as other relational care principles and practices used throughout level 1 courses, as well as to identify areas for further learning and growth within their nursing practice. The reflection will be written as per APA 6\textsuperscript{th} edition guidelines, and will be NO MORE than 5 pages in length, not including the title page and reference list. Anything written after the 5 pages will not be eligible towards marks for the reflection. The grade received for the vital sign assessment in N1225 lab will have NO impact on the scholarly reflection grade in N1220. Marks will be on the student’s ability to critically reflect as outlined in the marking rubric uploaded in OWL under Assignments.

3. **End of Course Exam**

**Due:** December Exam Period: 3 hours

**Value:** 45\% of final course grade

**Full description**

This 3 hour written, cumulative examination will consist of multiple choice (including NCLEX style) questions that will allow students to apply knowledge of the concepts discussed during the entire course.

### Summary of Opportunities to Demonstrate Learning in N1220w

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) Addressed</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
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<tbody>
<tr>
<td>1. Midterm Exam</td>
<td>1,2,3,4,5,6,7</td>
<td>30%</td>
<td>Week 6 – October 17\textsuperscript{th} in class</td>
</tr>
<tr>
<td>2. Vital Sign Assessment Reflection</td>
<td>1,2,3,5,6,7</td>
<td>25%</td>
<td>Week 11- November 23\textsuperscript{rd} @ 0900 hr</td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>1,2,3,4,5,6,7</td>
<td>45%</td>
<td>Dec. Exam Period</td>
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</table>

**Foundational Concepts**

Foundational concepts may be found in the Program Manual on OWL at [owl.uwo.ca](https://owl.uwo.ca)

**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](https://owl.uwo.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 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):

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

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](http://uwo.ca/health/mental_wellbeing)

**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)

**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](http://www.sdc.uwo.ca/learning)