



Western Compressed Time Frame BScN Program

Health Assessment and Health Promotion

N1220W

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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:

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

College of Nurses of Ontario Practice Standards (2016). Retrieved from www.cno.org

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)

Recommended:

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

Gottlieb, L. N. (2013). *Strengths-Based Nursing Care. Health and Healing for Person and Family*. New York: Springer Publishing Company.

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

| N1220W: Weekly Schedule | | | | |
|--------------------------------|--|--|--|---------------------|
| Week | Date | Topic | Concepts | Course Goals |
| 1 | September 9 th September 11 th | Introduction to Health Assessment General Survey and Clinical Judgment Model Introduction to Social Determinants of Health & Health Promotion | 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 | 1,2,3,4,5,6,7 |
| 2 | September 16 th September 18 th | Cultural Safety Vital Signs (blood pressure, pulse, temperature, respirations, oxygen saturation) | 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 | 1,2,3,4,5,6,7 |
| 3 | September 23 rd | Nursing Health History and documentation | Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic | 1,2,4,6,7 |

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| | September 25 th | Professionalism: Privacy & Confidentiality and Interviewing Principles | care; social justice; critical reflection; communication; professionalism; growth and development | |
| 4 | September 30 th October 2 nd | Pain Assessment MIDTERM EXAMINATION | 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 | 1,2,3,4,5,6,7 |
| 5 | October 7 th October 9 th | Neurological Assessment Musculoskeletal and Mobility Assessment | 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 | 1,2,3,4,5,6,7 |
| 6 | October 14 th October 16 th | THANKSGIVING – NO CLASS Respiratory Assessment <i>Case study in class</i> | Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client-centered care; context/culture; holistic | 1,2,3,4,5,6,7 |

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|---|--|---|--|---------------|
| | | | care; social justice; critical reflection; communication; professionalism; growth and development | |
| 7 | October 21 st October 23 rd | Cardiovascular and Neurovascular Assessment Integumentary Assessment | 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 | 1,2,3,4,5,6,7 |
| 8 | October 28 th October 30 th | MIDTERM Nutrition and Fluid Balance Assessment Case study in class | 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 | 1,2,3,4,5,6,7 |
| 9 | November 4 th -8 th | No Class –READING WEEK | Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client- centered care; context/culture; holistic care; social justice; | 1,2,3,4,5,6,7 |

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|----|------------------------------|---|--|---------------|
| | | | critical reflection; communication; professionalism; growth and development | |
| 10 | November 11 th | Genitourinary and Sexuality Assessment | Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client- centered care; | 1,2,3,4,5,6,7 |
| | November 13 th | Gastrointestinal Assessment | context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development | |
| 11 | November 18 th | Cognitive Assessment | Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client- centered care; | 1,2,3,4,5,6,7 |
| | November 20 th | Mental Health Assessment <i>Case study in class</i> | context/culture; holistic care; social justice; critical reflection; communication; professionalism; growth and development | |
| 12 | November 25 th | Assessing for Violence | Health; social determinants of health; health promotion/disease prevention; assessment; clinical judgment; client- centered care; | 1,2,3,4,5,6,7 |
| | November 27 th | Assessment of Vulnerable Populations | context/culture; holistic care; social justice; critical reflection; | |

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|----|-----------------------------|--|--|---------------|
| | | | communication; professionalism; growth and development | |
| 13 | December 2 nd | Family and Community as context to health | 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 | 1,2,3,4,5,6,7 |
| | December 4 th | No Class | | |

Opportunities to Demonstrate Learning

1. Title: Midterm Exam I

Due: Week 4, October 2nd in class

Value: 20%

Full description

The 1.5 hour midterm will be multiple choice and will test content from classes and readings from week 1 to week 3.

2. Title: Midterm Exam II

Due: Week 8, October 28th in class

Value: 20%

Full description

The 1.5 hour midterm will be multiple choice and will test content from classes and readings from week 4 to week 7.

3. Title: Case Studies

Due: October 16th, October 30th, and November 20th by end of class via the Turnitin enabled assignment link on the OWL course site.

Value: 10% each for 30% Total

The purposes of this assignment are for you to:

- demonstrate your understanding of assessments for client's and families
- analyze and interpret clinical situations and context using a variety of evidenced informed sources

A case study with corresponding questions will be posted during class time. Students will work in groups of 4-5 to complete the case study in class. Holistic considerations and broad thinking is recommended when answering questions. Marks will be awarded for group's ability to be focused, to show critical thinking, and consider contextual factors. It is expected that the assignment will be completed with the use of scholarly literature, including evidenced-informed articles, according to APA 6th edition guidelines. Each member of the group **MUST** be in attendance to allow their name to be submitted on the group's work. Only one group member is to submit the assignment at the end of class in a word document.

Full description**4. End of Course Exam**

Due: December Exam Period: 2 hours

Value: 30% of final course grade

Full description

The Final Examination will be multiple choice and will test content from classes and readings from week 8 to week 13.

Summary of Opportunities to Demonstrate Learning in N1220w

| OPPORTUNITIES TO DEMONSTRATE LEARNING | COURSE GOAL(S) ADDRESSED | VALUE | DUE DATE |
|--|---------------------------------|------------------------|--|
| 1. Midterm Exam I | 1,2,3,4,5,6,7 | 20% | Week 4 – October 2 nd in class |
| 2. Midterm Exam II | 1,2,3,4,5,6,7 | 20% | Week 8 – October 28 th in class |
| 3. CASE Studies | 1,2,3,5,6,7 | 10% each for 30% Total | October 16 th , 30 th , and November 20 th by end of class. |
| 4. Final Exam | 1,2,3,4,5,6,7 | 30% | Dec. Exam Period |

Foundational Concepts

Foundational concepts may be found in the Program Manual on OWL at 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>)

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):

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.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

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://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

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