



## Calendar Description

In this course application of clinical judgement models provide students 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 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 of 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 to complete of a variety of case based focused 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 entrylevel 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 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 are based on the College of Nurses (CNO) code of conduct and 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 Professional Standards (2018). Retrieved from [www.cno.org](http://www.cno.org)

[Introduction to Health Assessment for the Nursing Professional – Open Textbook \(ryerson.ca\)](#)

Only has Resp, CV and GI systems

But has ++ inclusivity discussion

Vital Sign Measurement Across the Lifespan – 2nd Canadian Edition

## Equipment

- Stethoscope
- Watch with second hand (palm or wrist)
- Manual blood pressure kit (strongly recommend students purchase their own)

## Opportunities to Demonstrate Learning

### Theory-based Assessments

#### 1. Mid-term Exam

Thursday, February 15<sup>th</sup> (Time to be determined)

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~~, and including content on Neurology. ~~THIS~~ ~~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

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The purpose of this exam is to provide an opportunity for ~~the student~~ to apply knowledge of concepts from respiratory to end of term content. ~~THIS~~ ~~PERSON~~ examination will consist of multiple choice questions, based on concepts learned in both the theory and practice components of the 2 (s)-1 ( )JTJ 0 -1.14 TD [(J B04 0 Td4( )Tj EMC /H1 <</MID 34 >>BDC /TT4 1 )]TTt 2 (s)ulv /H

### Full Description

Students will create DA Document that reflects their assessment of a standardized patient reporting a health challenge.

3. Head to Toe Assessment Nursing Grand Rounds 20%  
Due: Last Week of Lab  
Value: 20%

The purpose of this assignment is to consolidate assessment, prioritization and clinical reasoning cson

### Weekly Theory/Lab Schedule

Week	Theory (asynchronous online modules)	Lab (weekly inperson)
Week 1	Intro & data gathering	Orientation Interviewing, S & O data
Week 2	Vital signs	Blood pressure
Week 3	IPAC & Documentation	Complete vital signs
Week 4	Pain assessment	Pain Assessment
Week 5	Neuro	Neuro assessment
Week 6	MSK	Neuro assessment
February 15 <sup>th</sup>	Midterm Exam IN PERSON	
Week 7 Reading week Feb 19 <sup>th</sup> – 23 <sup>d</sup>		









- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

#### Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness <https://www.fanshawec.ca/students/support/healthness/counselling/> for a complete list of options for obtaining help.

