



**I. COURSE DESCRIPTION:**

This course will provide the learner with the skills required to conduct a holistic health assessment for a normal healthy individual during all ages of the lifespan. The concepts of wellness, health promotion, health protection and client teaching will be integrated throughout the course.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Apply the nursing process throughout a health assessment

Potential Elements of the Performance:

- Identify the five steps of the nursing process
- Demonstrate critical thinking and problem solving throughout each step of the nursing process.
- identify various methods of data-collecting involved in nursing assessment
- plan nursing interventions to achieve desired outcomes (goals)
- formulate nursing diagnoses/judgements about a client's functional state of health or response to a health problem
- implement relevant and scientific-based nursing interventions to achieve expected outcomes
- evaluate the client's response to selected nursing interventions and achievement of expected outcomes (goals)

2. Utilize a framework to conduct a holistic health assessment for a healthy individual during all stages of the lifespan.

Potential Elements of the Performance:

- discuss the purpose of health assessment
- explore frameworks that guide health assessment

3. Perform a basic comprehensive health assessment of a healthy individual.

Potential Elements of the Performance:

- describe the impact of communication skills on the interview process
- adapt interview techniques to facilitate a health assessment.
- discuss the ethnical and cultural considerations involved in a health assessment
- discuss elements of a nursing health history
- conduct a nursing health history for each system/health pattern
- identify the equipment used in a physical examination
- demonstrate the correct use of the equipment
- discuss examination techniques specific to each system/health patterns
- demonstrate accurate basic physical examination techniques for each functional health pattern/system using a framework
- adapt physical examination techniques to various age groups
- identify age related variations and basic deviations from expected findings
- perform a basic physical examination utilizing a framework
- organize assessment data using a framework
- record and report findings of the basic comprehensive health assessment

4. Integrate basic health promotion strategies during health assessment.

Potential Elements of the Performance:

- incorporate appropriate health teaching during a health history and basic physical examination.

**III. TOPICS:**

- |  |  |
|--|--|
| 1. The Interview and Health History              | 10. Heart and Neck Vessels                   |
| 2. Assessment Techniques                         | 11. Peripheral Vascular System and Lymphatic |
| 3. The General Survey, Measurement & Vital Signs | 12. Abdomen                                  |
| 4. Skin, Hair and Nails                          | 13. Musculoskeletal System                   |
| 5. Head and Neck                                 | 14. Neurological System                      |
| 6. Special Senses                                | 15. Male Genitalia                           |
| 7. Nose, Mouth, Throat                           | 16. Female Genitalia                         |
| 8. Breasts, Axillae and Lymphatic                | 17. Anus, Rectum and Prostate                |
| 9. Thorax and Lungs                              | 18. Mental Status                            |

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Jarvis, C. (2004). *Physical examination and health assessment*. (4<sup>th</sup> ed.). Toronto: W.B Saunders Company.

Jarvis, C. (2004). *Pocket Companion: Physical examination and health assessment*. (4<sup>th</sup> ed.). Toronto: W.B Saunders Company.

Jarvis, C. (2004). *Student laboratory manual for physical examination & health assessment* (4<sup>th</sup> ed.). Elsevier W. B. Saunders

**V. EVALUATION PROCESS/GRADING SYSTEM:**

3 Quizzes (worth 15% each)	45%
Practicum Testing (twice during semester) (worth 20% each)	40%
Nursing Health History	15%
Total	100%

- The pass mark for this course is 60%.
- There will not be rewrites available for quizzes.

***The following semester grades will be assigned to students in post-secondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

#### VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.