



**I. COURSE DESCRIPTION:**

This course introduces the learner to the critical thinking and problem solving approaches used when conducting a health assessment on healthy individuals of all ages throughout the lifespan. This course consists of two components, a theoretical component and a practical component. Learners are expected to practice health assessment in the clinical setting.

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

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

1. Utilize a framework to conduct a holistic health assessment for a healthy individual.

Potential Elements of the Performance:

- 1.1 Discuss the purpose of health assessment.
- 1.2 Explore frameworks that guide health assessment.
- 1.3 Explore the elements of a health assessment.

2. Perform a comprehensive health assessment of a healthy individual.

Potential Elements of the Performance:

- 2.1 Describe the impact of communication skills on the interview process.
- 2.2 Adapt interview techniques to facilitate a health assessment.
- 2.3 Discuss the ethno-cultural considerations involved in a health assessment.
- 2.4 Discuss elements of a nursing health history.
- 2.5 Conduct a health history for each system/health pattern.
- 2.6 Organize assessment data using a framework.
- 2.7 Identify age related variations and basic deviations from expected findings.
- 2.8 Perform a basic physical examination utilizing a framework.
- 2.9 Record and report findings of the basic physical examination.

3. Utilize appropriate examination techniques.

Potential Elements of the Performance:

- 3.1 Identify the equipment used in a physical examination.
- 3.2 Demonstrate the correct use of the equipment used in a physical examination.
- 3.3 Demonstrate accurate basic physical examination techniques for each system/functional health pattern using a framework approach.
- 3.4 Adapt physical examination techniques to various age groups.
- 3.5 Discuss examination techniques specific to each system/health patterns.

4. Integrate basic health promotion strategies during health assessment.

Potential Elements of the Performance:

- 4.1 Incorporate appropriate health teaching during a nursing health history and basic physical examination.

**III. TOPICS:**

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| 1. The Interview and Health History      | 10. Cardiovascular System                           |
| 2. Assessment                            | 11. Peripheral Vascular System and Lymphatic System |
| 3. Vital Signs and General Measurements  | 12. Gastrointestinal System                         |
| 4. Skin, Hair and Nails                  | 13. Musculoskeletal System                          |
| 5. Head and Neck                         | 14. Neurological System                             |
| 6. Special Senses (Eyes/Ears)            | 15. Male and Female Genitourinary Systems           |
| 7. Nose, Mouth, Throat                   | 16. Anus, Rectum and Prostate                       |
| 8. Breasts, Axillae and Lymphatic System | 17. Mental Status                                   |
| 9. Respiratory System                    | 18. Pain Assessment                                 |

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

- Jarvis, C. (2013). *Physical examination and health assessment*. (2<sup>nd</sup> Canadian Edition). Toronto: W.B Saunders Company.
- Jarvis, C. (2013). *Pocket Companion: Physical examination and health assessment*. (2<sup>nd</sup> Canadian ed.). Toronto: W.B Saunders Company.
- Jarvis, C. (2013). *Student laboratory manual for physical examination & health assessment* (2<sup>nd</sup> Canadian ed.). Elsevier W. B. Saunders.

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

**A) Theory Component**

Test #1	30%
Test #2	30
Final Exam	40%
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	100%

**B) Practicum Testing Component**

Head-To-Toe Assessment Testing (During Final Exam Week)	
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	100%

1. Achieve the learning outcomes of PNG127.
2. Achieve 60% (overall) on written theory tests. Supplemental testing is not available.
3. Achieve 60% (overall) on practicum testing (lab component).
4. Refer to Student Success Guide for attendance regarding practicum/lab.

**Lab and Classroom Attendance**

Lab attendance is mandatory. In the event a student is absent for a lab class, the student must demonstrate the missed assessment to the lab instructor at the next attended lab, prior to performing the assessment in the clinical area.

Assessments are an integral component of the clinical experience. Inability to perform any assessments clinically, may compromise the ability to meet clinical outcomes.

Refer to your Student Success Guide for all specifics related to lab attendance.

***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%	
A	80 – 89%	4.00
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.	

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal and LMS form part of this course outline.