



COURSE OUTLINE: BSCN1110 - CLINIAL II-HLTH ASMT

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Approved: Rebecca Keown - Dean

Course Code: Title	BSCN1110: CLINICAL II: HEALTH ASSESSMENT
Program Number: Name	3401: HONOURS BSCN
Department:	BSCN - NURSING
Academic Year:	2025-2026
Course Description:	This course will provide students with the basic principles and components of a holistic nursing assessment, with focus on the well adult. Students will gain knowledge and skills in communication, interviewing and assessment of the physical and mental status of individuals. Students will learn normal and select abnormal assessment findings. Students will learn and safely demonstrate their skills in the labs setting and are required to integrate their knowledge and skills into their clinical practice. Learners are required to integrate new and prior learning. (lec/sem 3, lab 3, 88 hr exp)
Total Credits:	4
Hours/Week:	15
Total Hours:	180
Prerequisites:	BSCN1000, BSCN1010
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	BSCN2000, BSCN2001, BSCN2010, BSCN2011, PATH2050
Vocational Learning Outcomes (VLO's) addressed in this course:	3401 - HONOURS BSCN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario.
	VLO 2 Provide safe, competent, holistic care to diverse individuals, groups and populations in a variety of contexts based on the principles of nursing knowledge, ways of knowing, ethics, relationships, and cultural safety.
	VLO 3 Build professional relationships in a collaborative environment with other health care providers and actively engage in collaborative decision making around client care.
	VLO 4 Contribute to the nursing profession and healthcare through the practice of critical inquiry, self-reflection, and a commitment to professional growth through lifelong learning.
	VLO 5 Utilize critical thinking and reasoning to make evidence-informed clinical judgements.
	VLO 6 Practice nursing while demonstrating advocacy and leadership at the professional, political, and societal levels, in accordance with the values of social justice and equity.
	VLO 7 Utilize available technologies to communicate, educate, and provide appropriate care in a variety of contexts.
	VLO 8 Manage the care of people across the lifespan who have stable and unstable



	<p>outcomes.</p> <p>VLO 9 Practice in a broad range of settings, with an emphasis on rural communities.</p> <p>VLO 10 Practice with an understanding of the history, ways of knowing, and culture of the Indigenous Peoples of Canada.</p> <p>VLO 11 Identify, support, and effect appropriate change in healthcare.</p>
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
Course Evaluation:	<p>Passing Grade: 65%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
Other Course Evaluation & Assessment Requirements:	<p>Students enrolled in BSCN1110 must achieve an overall 65% on written tests and exams, a minimum of 65% on scenario testing, as well as achieve satisfactory in the following assessments:</p> <ol style="list-style-type: none"> 1. Clinical Performance 2. Clinical Assignments 3. Laboratory Skills Passport 4. Laboratory Skills Assessment <p>All components must be completed to earn a final grade in the course.</p> <p>Scenario Testing is a S/U grade. In order to be successful in BSCN 1110, students must receive an S grade on scenario testing.</p> <p>CNO ETP Competencies Mapped to Clinical Learning: Clinician: 1.1, 1.2, 1.4-1.10, 1.13, 1.14, 1.19, 1.21, 1.22, 1.25-1.27 Professional: 2.1-2.11, 2.13 Communicator: 3.1-3.4, 3.8 Collaborator: 4.1, 4.3- 4.5 Leader: 6.4, 6.6-6.8, 6.11 Advocate: 7.1, 7.2, 7.6, 7.9 Educator: 8.1, 8.2 Scholar: 9.1-9.3, 9.8</p>
Books and Required Resources:	<p>Physical Examination & Health Assessment - Canadian by Jarvis, C. Publisher: Elsevier Canada Edition: 4th Canadian ISBN: 9780323827416</p>



Pocket Companion for Physical Examination and Health Assessment, Canadian Edition by Jarvis, C.

Publisher: Elsevier HlthSciences Division Edition: 4th Canadian

ISBN: 9780323827430

Study Guide and Laboratory Manual for Physical Examination and Health Assessment, Canadian Edition by Jarvis, C.

Publisher: Elsevier Canada Edition: 4th Canadian

ISBN: 9780323827423

Ackley & Ladwig`s Nursing Diagnosis Handbook by Makic

Publisher: Elsevier Canada Edition: 13th

ISBN: 9780323776837

Ends in View and Processes:

Ends in View	Process
Demonstrate the knowledge, attitudes and skills necessary for holistic, comprehensive and focused assessment of well clients	1.1 Identify and describe parameters of health perception and health management 1.2 Describe and demonstrate methods for establishing rapport, ensuring comfort, and defining expectations during the introductory phase of the interview 1.3 Consider how to integrate cultural considerations into the physical exam 1.4 Integrate laboratory and diagnostic results within different system assessments
Ends in View	Process
Use the nursing process to demonstrate professional and safe nursing care for well clients	2.1 Distinguish the difference between data collection and interpretation of data 2.2 Articulate the importance of a nursing diagnosis and describe how it is different from a medical diagnosis 2.3 Describe the different types of nursing diagnoses
Ends in View	Process
Demonstrate introductory interviewing and assessment skills and collect health history information.	3.1 Define and describe what is meant by present health status in terms of client strengths, wellness diagnoses, and actual or potential nursing diagnoses 3.2 Describe the purpose and components of the health history interview 3.3 Describe the approaches used to document data collected from the health history 3.4 Identify three interrelated phases of an effective interview: (1) The introduction phase, (2) The working phase, and (3) The termination phase. 3.5 Describe and demonstrate the principles of effective communication that apply to the working phase of the interview. 3.6 Describe and demonstrate effective techniques for terminating the interview.



	3.7 Identify barriers to therapeutic communication.
Ends in View	Process
Participate in inter-professional, intra-professional, and interdisciplinary learning experiences.	4.1 Recognize collaborative problems, medical diagnoses, differential diagnoses, and the nurse's role 4.2 Research, reflect and present to peers the role of other team members within the clinical experience setting
Ends in View	Process
Perform a relevant physical examination based on assessment findings and specific client characteristics.	5.1 Conduct a systematic health history to obtain subjective data 5.2 Demonstrate and/or describe (where appropriate) the preparation of individuals for assessment 5.3 Demonstrate appropriate inspection, palpation, and positioning techniques used in the examination 5.4 Demonstrate appropriate inspection, palpation, and auscultation techniques used while assessing the client.
Ends in View	Process
Collect health history information.	6.1 Identify the components of a complete health history, including biographical data, reason for seeking care, history of present illness, past health, family history, and review of systems 6.2 Differentiate between subjective and objective data collected during a health assessment 6.3 Demonstrate effective communication and interviewing techniques that promote accurate and culturally sensitive data collection 6.4 Organize collected health information using a logical and systematic framework 6.5 Document health history findings accurately and concisely using appropriate nursing terminology and format 6.7 Analyze collected data to identify actual or potential health concerns 6.8 Maintain privacy, confidentiality, and professionalism throughout the interview and data collection process
Ends in View	Process
Identify relevant laboratory and diagnostic tests associated with different system assessments.	7.1 Describe common laboratory and diagnostic tests that support findings from each body system assessment (e.g., cardiovascular, respiratory, renal, gastrointestinal, integumentary, neurological) 7.2 Explain the basic purpose and nursing implications of

	selected diagnostic tests commonly used in health assessment
Ends in View	Process
Integrate laboratory and diagnostic results within different system assessments.	8.1 Interpret laboratory and diagnostic results in relation to normal and abnormal physical assessment findings for each body system 8.2 Integrate relevant laboratory and diagnostic data to support clinical decision-making and patient assessment 8.3 Compare diagnostic findings with subjective and objective assessment data to identify patterns and trends in health status
Ends in View	Process
Demonstrate diagnostic reasoning to create appropriate nursing diagnostic statements supported by available client data and evidence.	9.1 Explain the components of a nursing diagnostic statement (problem, etiology, defining characteristics) and how each informs client data collection 9.2 Differentiate actual, risk, health-promotion, and wellness nursing diagnoses using client-specific subjective and objective data 9.3 Analyze assessment findings, laboratory/diagnostic results, and relevant history to identify cues and cluster related data
Ends in View	Process
Demonstrate the integration and application of course and other nursing knowledge into nursing practice and simulation experiences.	10.1 Apply theoretical concepts from health assessment, anatomy and physiology, communication, and nursing fundamentals during practice and simulation scenarios 10.2 Integrate findings from health history, physical examination, and diagnostic data to plan safe, evidence-informed nursing care 10.3 Demonstrate effective communication, teamwork, and professionalism in simulated and practice-based learning environments. 10.4 Perform health assessment techniques safely, accurately, and respectfully across diverse simulated client situations.
Ends in View	Process
Practice professional nursing care to promote a safe, supportive, healing environment.	11.1 Demonstrate professional behaviour, accountability, and respect for clients, peers, and instructors during all learning and practice experiences 11.2 Apply principles of infection prevention and control, body mechanics, and environmental safety during health assessments and simulations 11.3 Maintain privacy, dignity, and confidentiality while collecting and documenting client data. 11.4 Establish a therapeutic nurse-client relationship through

effective, empathetic, and culturally sensitive communication.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Case Study Assignment	10%
Clinical Performance	0%
Clinical Portfolio	0%
Final Exam	30%
Laboratory Passport	0%
Scenario Testing	20%
Test 1	20%
Test 2	20%

Date:

December 12, 2025

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

