

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:

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| 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 |
| 19. Critical Thinking & Nursing Process | |

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Jarvis, C. (2009). *Physical examination and health assessment*. (First Canadian Edition). Toronto: W.B Saunders Company.

Jarvis, C. (2009). *Pocket Companion: Physical examination and health assessment*. (1st Canadian ed.). Toronto: W.B Saunders Company.

Jarvis, C. (2009). *Student laboratory manual for physical examination & health assessment* (1st Canadian 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.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

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

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.