

I. COURSE DESCRIPTION:

This course focuses on health assessment of individuals across the lifespan with an emphasis on well adults. Opportunities are provided to apply the nursing process and demonstrate clinical decision-making within a practice setting. Learners are required to integrate new and prior learning. PREREQ: BSCN1004, BSCN1056, BSCN1206. (lec/sem 3, lab 3, 88 hr exp) cr 4

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW

Learners will have opportunities to practice health and physical assessment in the laboratory environment and then will apply their interviewing and assessment skills in their clinical experiences.

Learners will have opportunities to practice professionally and to promote safe, supportive healing environments for persons experiencing chronic health challenges.

PROCESS:

A variety of methods such as case studies, simulation, group discussion, practice in interviewing, practice of physical assessment skills, and sharing of participant experiences will be used. Participants will be encouraged to integrate knowledge from previous and current courses to augment learning in Nursing Praxis and Professional Caring I.

III. TOPICS:

1. Introduction to health assessment
2. Clinical reasoning and diagnostic reasoning: The nursing perspective
3. Cultural assessment
4. Assessment of skin, head, and neck
5. Assessment of the respiratory system
6. Assessment of the gastrointestinal system
7. Assessment of the musculoskeletal system
8. Assessment of the cardiovascular system
9. Assessment of the neurological system, eyes, ears and nose
10. Assessment of the reproductive system
11. Basics of documentation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Assigned articles & readings.

Learners are expected to use their library skills to search and access relevant articles in health professional journals.

2. Required Texts

Ackley, B. J., & Ladwig, G. B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis, MO: Mosby.

Elsevier, Inc. *Simulation Learning System for RN 2.0 (Retail Access Card)*.

Jarvis, C. (2014). *Physical examination & health assessment, 2nd Canadian edition*. St. Louis, MO: Saunders.

Jarvis, C. (2014). *Pocket companion for physical examination & health Assessment, 2nd Canadian edition*. St. Louis, MO: Saunders.

Jarvis, C. (2014). *Student laboratory manual for physical examination & health assessment, 2nd Canadian edition*. St. Louis, MO: Saunders.

Pagana, K. & Pagana, T. (2013) *Mosby's canadian manual of diagnostic and laboratory tests. (1st Canadian Edition)*. Toronto: Mosby-Elsevier

Rubinfeld, M. G., & Scheffer, B. K. (2015). *Critical thinking tactics for nurses: Achieving the IOM competencies* (3rd ed). Jones & Bartlett ISBN:978-1-284-04138-5

3. Recommended Texts

Gray Morris, D. (2014). *Calculate with confidence. (6th ed.)*. Toronto: Mosby. ISBN: 9780323089319.

Gray Morris, D. (2014). *Drug calculations online for Calculate with Confidence (User Guide and Access Code)*. ISBN: 9780323170567.

Potter, P., & Perry, A. (2014). *Canadian fundamentals of nursing. (5th ed.)*. J. Ross-Kerr, M. Wood, B. Astle, & W. Duggleby (Eds.). Toronto: Mosby.

Perry, A., Potter, P., & Ostendorf, W. (2014). *Clinical nursing skills and techniques. (8th ed.)* Toronto: Mosby.

V. ATTENDANCE IN CLASS:

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

Attendance in Clinical and Lab Settings

Attendance in clinical and lab settings is **mandatory**.

When absent, the student is required to submit documentation regarding the circumstances related to their absence to the appropriate clinical/lab professor. Medical documentation will be required for absenteeism due to illness. All documentation will be placed in the health office.

On return to the clinical or lab setting the student is to submit a learning plan with specific strategies to achieve the clinical/lab expectations missed during their absence. Frequent absences may make it impossible for faculty to adequately assess a student's competence in the clinical or lab area and could result in failure of the course. All clinical absences will be made up. There may be a cost associated with this make-up clinical time.

Please note that your Student Handbook and the BSCN1094 Course Syllabus is attached to this outline.

VI. EVALUATION METHODS:

1. Test #1	15%
2. Test #2	30%
3. Scenario Testing	15%
4. Final Exam	40%
5. Laboratory Passport	Sat/Unsat
6. Clinical Performance	Sat/Unsat
7. Clinical Portfolio	Sat/Unsat

VII. EVALUATION POLICY:

1. Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations will be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times in accordance with school policy.
3. The passing grade for this course is a C (60%).

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

VIII. SPECIAL NOTES:

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

IX. COURSE OUTLINE ADDENDUM:

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