NURSING 227
Introduction to Health Assessment

University of Alberta
Collaborative Nursing Program
At
Red Deer College

COURSE OUTLINE
2015-2016

Associate Dean: ____________________________

Date: ____________________________

January 4, 2016
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CALENDAR STATEMENT  4 Credits (3-0-3)

Focus is on the health assessment of the well adult, with expected aging modifications. The course provides a beginning foundation of assessment skills and technologies necessary for determining client health status within the context of a nursing framework. Factors including lifestyles and personal health practices are included.

COURSE DESCRIPTION

This course provides an introduction to health assessment within nursing practice. Opportunities will be made available for practicing health assessment, communication skills, and applying health promotion as it relates to health assessment. In this course students will learn through a variety of teaching/learning methods including lecture/discussion, computer managed learning, simulation, and laboratory practice.

Pre-Requisite: Nursing 225 – Nursing Theory 1.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Large Group/ Seminar</th>
<th>Instructor</th>
<th>Class Time</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Sarah Malo</td>
<td>Monday 1500 - 1620hrs</td>
<td>2602</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday 1300 - 1420hrs</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Ashna Rawji</td>
<td>Monday 1500 - 1620hrs</td>
<td>2602</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday 1300 - 1420hrs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab</th>
<th>Instructor</th>
<th>Class Time</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Jen Reynolds</td>
<td>Thursday 1330 - 1620hrs</td>
<td>1330</td>
</tr>
<tr>
<td>02</td>
<td>Heather Cole</td>
<td>Monday 0800 - 1050hrs</td>
<td>1332</td>
</tr>
<tr>
<td>03</td>
<td>Jen Reynolds</td>
<td>Tuesday 0800 - 1050hrs</td>
<td>1309</td>
</tr>
<tr>
<td>04</td>
<td>Ashna Rawji</td>
<td>Monday 1200 - 1450hrs</td>
<td>1330</td>
</tr>
<tr>
<td>05</td>
<td>Lindsay Gustafson</td>
<td>Tuesday 0830 - 1120hrs</td>
<td>1330</td>
</tr>
<tr>
<td>06</td>
<td>Jen Reynolds</td>
<td>Monday 1100 - 1350hrs</td>
<td>1332</td>
</tr>
<tr>
<td>07</td>
<td>Ashna Rawji</td>
<td>Thursday 1400 - 1650hrs</td>
<td>1309</td>
</tr>
<tr>
<td>08</td>
<td>Heather Cole</td>
<td>Monday 1100 - 1350hrs</td>
<td>1309</td>
</tr>
</tbody>
</table>

A detailed course schedule will be posted on Blackboard.
INSTRUCTOR INFORMATION:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Malo</td>
<td><a href="mailto:sarah.malo@rdc.ab.ca">sarah.malo@rdc.ab.ca</a></td>
<td>403-314-2493</td>
<td>1219</td>
</tr>
<tr>
<td>Ashna Rawji</td>
<td><a href="mailto:ashna.rawji-ruchkall@rdc.ab.ca">ashna.rawji-ruchkall@rdc.ab.ca</a></td>
<td>403-343-4021</td>
<td>1507-A</td>
</tr>
<tr>
<td>Jennifer Reynolds</td>
<td><a href="mailto:jennifer.reynolds@rdc.ab.ca">jennifer.reynolds@rdc.ab.ca</a></td>
<td>403-314-2419</td>
<td>2212</td>
</tr>
<tr>
<td>Heather Cole</td>
<td><a href="mailto:Heather.cole@rdc.ab.ca">Heather.cole@rdc.ab.ca</a></td>
<td>403-357-3635</td>
<td>1208</td>
</tr>
<tr>
<td>Lindsay Gustafson</td>
<td><a href="mailto:Lindsay.gustafson@rdc.ab.ca">Lindsay.gustafson@rdc.ab.ca</a></td>
<td>403-357-3635</td>
<td>1208</td>
</tr>
</tbody>
</table>

COURSE LEARNING OUTCOMES:

1. Apply safety concepts to health assessments.
2. Describe client centered care in relation to health assessment.
3. Perform a comprehensive health history and physical examination focusing on health promotion.
4. Identify subjective and objective data to validate findings.
5. Identify variances to individualize assessment.
6. Practice therapeutic communication and documentation skills in health assessments.
7. Practice professional communication.

U OF A COURSE OBJECTIVES: (for information only)

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
3. Apply knowledge of anatomy, physiology, and pathophysiology during the physical examination of the well adult considering modifications for age.
4. Demonstrate preparedness, professionalism, and appropriate communication skills, within the course.
5. Describe the basic examination techniques and specific characteristics to be assessed during the physical examination.
6. Provide rationale underlying the techniques used during the physical examination.
7. Conduct a health history interview that represents a comprehensive account of the adult client’s physical, social, and mental health status with modifications for the client’s age.
8. Include a health promotion focus throughout the health history interview and physical examination.
9. Perform a physical examination on a well adult client within the class setting, using appropriate equipment and assessment procedures and techniques.
10. Draw upon subjective and objective data to validate findings, and draw inferences on the client’s health status.
11. Differentiate between findings which are within expected limits, including age specific differences, and findings which denote deviations.
12. Document a comprehensive health history and physical exam using principles of recording.

13. Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context based learning, in all learning activities.

LEARNING ACTIVITIES:
Students will participate in a combination of lecture, lab and interactive learning activities to assist in meeting the course objectives including:

- Case studies
- Small and large group discussions
- Simulation

Students will be required to bring appropriate technology (laptop, mobile device, etc.) to scheduled classes in order to complete the learning activities.

COURSE TOPICS:
1. Introduction to comprehensive assessment, physical assessment, handwashing, PPE, health history, nutrition, & introduction to documentation and communication
2. General survey and measurement, introduction to mental health, nutrition assessment
3. Assessment of vital signs, pain and symptom assessment
4. Assessment of the skin, hair, nails, head, face, neck, lymphatic system
5. Assessment of the eyes, nose, mouth, throat
6. Assessment of the breasts, regional lymphatic system, thorax and lungs
7. Assessment of heart and neck vessels, peripheral vascular system and lymphatic system
8. Assessment of the abdomen
9. Assessment of musculoskeletal system
10. Assessment of the neurological system
11. Assessment of the male and female genitourinary system, anus, rectum, and prostate
12. Comprehensive health assessment
REQUIRED TEXT/RESOURCE MATERIALS:


Students taking nursing courses with labs, must purchase the lab kit designated for the course. This course has a lab kit for purchase and you will also require to buy a stethoscope which has a good quality bell and diaphragm.

RECOMMENDED RESOURCE MATERIALS:

GRADING SYSTEM:
A percentage mark will be assigned for each assessment. Total marks for Nursing 227 are 100. The grading system as per Red Deer College policy displays the final letter grade you will receive after all of your assessments and exams are totaled for the year. [http://rdc.ab.ca/current-students/class-info/grades-exams/grading-system](http://rdc.ab.ca/current-students/class-info/grades-exams/grading-system)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Assignment of Final Grade:
All assignments and final exam are marked as raw scores according to the percentage weight assigned to each. At the end of the course all scores are totaled for a term summary mark in the course. The final course grade is based on a combination of absolute academic achievement (an individual student’s term summary mark) and relative performance (a comparison if a student’s term summary mark to all students’ term summary marks achieved in the class). Due attention is paid to descriptions of grade points according to the University of Alberta Calendar.
ASSESSMENTS:

<table>
<thead>
<tr>
<th>Assessment of Lab Component</th>
<th>Points</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment Documentation</td>
<td>2% each x 5 = 10%</td>
<td>As determined by lab instructor</td>
</tr>
<tr>
<td>2. Health History and Vital Signs</td>
<td>15%</td>
<td>Due week 5</td>
</tr>
<tr>
<td>3. Observed Reasoning Assessment</td>
<td>25%</td>
<td>Scheduled during week 14</td>
</tr>
</tbody>
</table>

Assessment of Lecture Component

| 4. Health Promotion Reflection           | 10%                     | Due Week 8                                   |
| 5. Quizzes (in-class)                    | 8% x 5                  | As determined by the instructor              |

Total = 40%

METHODS OF ASSESSMENT:

1. Assessment Documentation
   - A one page (maximum) documentation submission based on assessments done in lab. This is to be submitted 5 times throughout the course as directed by the tutor. Documentation will be determined by individual instructor as to dates and format.
   - These assignments support the assessment of course outcomes: 1, 2, 4, 5, & 6.

2. Clinical Reasoning Assignments
   a. Health History and Vital Signs
      - A written health history of an adult friend or family member and a 5 minute video recording demonstrating vital signs with a written interpretation of vital sign data collected.
      - This assignment supports the assessment of course outcomes: 3, 4 & 7
   b. Health Promotion Reflection
      - A two-page paper about a health promotion topic that is based on the analysis of the health history completed in part A of the assignment.
      - This assignment supports the assessment of course outcomes: 3, & 5
   c. Observed Reasoning Assessment
      - Each student will complete a health assessment based on a scenario. The focused assessment will be determined by the student using the scenario. Students will determine the priority(ies) for the assessment, discuss the priority with the instructor (with an opportunity for feedback), perform the assessment and submit a written reflection.
      - This assignment supports the assessment of course outcomes: 3, 4, 5 & 7
3. Quizzes

Short non-cumulative quizzes completed in seminar. These quizzes will assess knowledge of specific topics.
This assignment supports the assessment of course outcomes: 1, 5, 6

Note***: Detailed assignment descriptions and rubrics will be posted on Blackboard; each student ought to look at this pertinent information to understand clearly the expectations of the assignment and how the assignment(s) are graded.

IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Term</th>
<th>Add/Drop Date</th>
<th>Withdrawal Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>January 11, 2016</td>
<td>April 11, 2016</td>
</tr>
</tbody>
</table>

ATTENDANCE REQUIREMENTS:
The faculty of the program believe that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent from those experiences. Any absence can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives.

Attendance is expected in all scheduled learning experiences. Any student who, due to extenuating circumstances, will be late or absent must notify the instructor prior to the beginning of the lab. Arrangements will be made between the instructor and the student as to how this lab time will be made up.

ACADEMIC MISCONDUCT:
Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. The complete policies are available on the RDC Policies web site: Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy.

Consequences:
Nursing Faculty consider plagiarism/cheating as serious offenses and they are directly related to the graduate outcome of “demonstrating integrity.” A student charged with plagiarism may:
- be given a reduced mark or no mark on an assignment (i.e. a mark of 0)
- be expelled from the course and given a final grade of F

In either case, the instance of academic dishonesty will be recorded on the student’s academic file and the nursing student file, and further occurrences of any dishonesty may lead to expulsion from the College.
A plagiarism detection tool (Safe Assign) is used in this course. [http://wiki.safeassign.com/download/attachments/37191706/safe_assign_powerlink_student.pdf?version=1&modificationDate=1230913794537](http://wiki.safeassign.com/download/attachments/37191706/safe_assign_powerlink_student.pdf?version=1&modificationDate=1230913794537)

**CHANGES TO THE COURSE OUTLINE:**
Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Associate Dean of the School for consistency with College policies.

**COMMUNICATION:**
It is expected that students will regularly access the Nursing 227 site on Blackboard. Tutors will use this method for communication of messages, course information & resources, and posting of grades. If students are unable to access blackboard to receive and send correspondence, it is the student’s responsibility to immediately contact the Computer HELP desk at RDC’s Loop web page to address this issue. In addition, students’ college email (firstname.lastname@rdc.ab.ca) is used for formal communication with students and needs to be checked regularly for updates and messages.

**TECHNOLOGY GUIDELINES:**
The Nursing Department at Red Deer College recognizes that the use of technology in nursing has the potential to enhance learning and communication. We also recognize our obligation to use this technology responsibly and in a way that complies with the standards outlined by Red Deer College and by professional organizations such as CARNA and UNA. We are also aware of our obligation to represent nursing in a professional manner outside of the Red Deer College context. Students are asked to review the technology guidelines that are included in the BScN Student Handbook.

Students will be required to bring appropriate technology (laptop, mobile device, etc.) to scheduled classes in order to complete the learning activities.

**ADDITIONAL INFORMATION:**
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.

Learning resources may be available to students in alternative formats. It is the student’s responsibility to discuss learning needs with their instructor.

Students should be aware that Personal Counseling, Career, Learning and Disability Services are provided at RDC. Inquire about locations at Information Desk.

It is the student’s responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor.
Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should questions or concerns about the Course Outline not be resolved directly with the instructor.