



Nursing 143

Healing Workshop 2
Basic Nursing Assessment and Skills

COURSE OUTLINE

The calendar description is available on the web @ _____

Overview

In this course learners will continue to learn holistic health assessment of individuals across their lifespan from a health promotion perspective. Learners will continue to explore the influence of context and relationships on health assessments. Opportunities to practice basic assessments and psychomotor skills are included. The principles and standards regarding documentation will inform how this essential nursing responsibility is valued and conducted. Learners will apply an introductory level knowledge of epidemiology plus body mechanics to standard preventative measures.

Nursing 143 gives learners the opportunity to engage in a caring encounter while learning the skills of holistic assessments and psychomotor skills. Learners will focus on how to use relational practice as a vehicle to better know their clients, while honouring client choice and control during the process of holistic assessments. Making a choice to engage in a collaborative process that honours the socio-environmental approach will help learners stitch together the skill of relational practice with the skill of holistic assessments, thus grounding them in a philosophy that promotes health. Relational skills are a critical aspect of holistic health assessment.

⊕ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

- (a) Instructor _____
- (b) Office hours _____
- (c) Location _____
- (d) Phone _____ Alternative: _____
- (e) E-mail _____
- (f) Website _____

2. Intended Learning Outcomes

Learners will:

- State components of holistic health assessments
- Identify challenges to and resources for health in relation to self and others
- Describe how contextual and lifespan transitions influence the health of self and others
- Develop health history taking skills, including professional introduction, building trusting relationships and general survey
- Describe and practice preventative measures for safe care for self and others
- Practice selected basic physical assessment at a beginning level
- Practice basic psychomotor skills
- Document general survey, assessments and psychomotor skills using appropriate terminology and format

3. Required Materials

Jarvis, C. (2014). *Physical examination and health assessment* (2nd Cdn. ed.). Toronto, ON: Elsevier Canada.

Kozier, B., Erb, G., Breman, A., Snyder, S., Buck, M., Yiu, L., & Stamler, L. (2014). *Fundamentals of Canadian nursing* (3rd.). Toronto, Canada: Pearson.

Perry, A., Potter, P., Ostendorf, W. (2014). *Clinical nursing Skills & Techniques* (8th Ed). Mosby, Elsevier.

4. Course Content and Schedule

The first hour of this course is in a classroom setting where theory will be taught. The subsequent two hours will be in the nursing labs where there will be opportunity to practice the assessments and skills presented each week.

| | |
|-------------------|--|
| Module 1 | Review N142 General Survey, History taking, Systems - Integumentary, EENT, Musculoskeletal, Sleep and Rest, Mental Health, Spiritual Health, bathing, bed making, isolation technique |
| Module 2 | Assessment of Genitourinary and Sexuality |
| Module 3 | Assessment of Gastrointestinal - Abdomen |
| Module 4 | Assessment of Gastrointestinal Continued - Feeding and Swallowing |
| Module 5 | Neurological Assessment – Level of Consciousness |
| Module 6 | Neurological Assessment Continued- Cranial Nerves and Reflexes |
| Midterm | Week 7 - Written and Return Skills Demo (In Lab) Total Marks at midterm=35% Written exam=15% Return Demo=15% Assessment tool=5% |
| Module 7 | Cardiovascular Assessment |
| Module 8 | Cardiovascular Continued - Peripheral Vascular |
| Module 9 | Respiratory Assessment |
| Module 10 | Respiratory Continued |
| Module 11 | Putting it all Together |
| Module 12 | Introduction to Medication Administration |
| Module 13 | Medication Administration Continued |
| Final Exam | Written – Exam Week – Return Skills Demo – Exam Week Total Marks for final=65% Written exam=40% Return Demo=20% Assessment tool=5% |

Note- final exam during exam week, date and time to be announced

5. Basis of Student Assessment (Weighting)

Assignments, due dates, criteria for evaluation, and weighting of assignments will be discussed during the first two weeks of the semester.

Learners will be evaluated based upon the following:

- Assessment Tool – 10%
- Scenario based role play – 20% (held in exam week)
- Midterm Exam #1- 15%, #2- 15%
- Final Exam – 40% (held in exam week)

Class attendance is mandatory. To successfully complete this course, all assignments (midterm exam, quizzes, and skill demonstrations) must be completed by the last day of instruction of the fall 2013 semester.

Academic Dishonesty: Plagiarism and Cheating

For information on Camosun College policy on plagiarism please see Policy Supporting Document E-2.5.1 on the Camosun College website:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

For information on Camosun College grading system please refer to the Camosun College website:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

See Camosun College Policies regarding plagiarism:

<http://camosun.ca/learn/becoming/policies.html>

Recommended Materials or Services to Assist Learners to Succeed Throughout the Course

Note: You will find that nurses use many terms for the recipients of our care, including client, patient, or resident. In our course material we recognize that most nurses have a preference and that none of them adequately address all of the possible situations related to nursing care. We have chosen to use various terms interchangeably in an effort to respect this diversity.

In Preparation

Part of the transition into the role of the Registered Nurse is becoming self-directed and responsible for one's own learning. Learners are encouraged to bring notes to class to help facilitate their learning, as well as to clarify any questions or concerns.

Please locate the topic to be discussed in the required textbooks. Each week you will be expected to research and read background information on the area of assessment covered that week. The assessment will address:

1. **Health history:** the interview process. This assessment includes designing questions to fit with

the learner's relational way of being.

2. **Cultural implications:** age, gender, sexual orientation, ethnicity, religious belief, and disability.
3. **Healing initiatives, including alternative and complementary approaches:** find and review at least one intervention that relates to the focused assessment.
4. **New terminology:** track new terminology pertaining to the focused assessment to better communicate and document findings.
5. **Physical examination techniques:** basic inspection, palpation, auscultation, and percussion.

Lab Expectations and Rules

The labs are heavily used. The listed expectations and rules will make the labs run more smoothly for everyone.

- The lab must be treated and maintained like a hospital nursing unit.
- Closed toed shoes must be worn by all faculty and learners in the labs at all times. This is a Work Safe BC requirement.
- Dolls, beds, bedside tables and medication carts must be left clean, tidy and free of garbage at the end of each lab.
- At the end of each lab, the teacher basket will only contain items for reuse. Do not place garbage in the teacher baskets.
- Do not "borrow" materials from other teacher baskets. Extra inventory can be found on the back counter and cabinets. If more supplies are needed please ask the lab assistants.
- Please re-use and recycle when possible.
- Place all sharps in the sharps containers
- Charts, textbooks and manuals are to be neatly placed on the appropriate shelves. If photocopies are needed please ask the lab assistants.
- Absolutely NO Food or Drink is permitted in the labs.
- When supplies are running low please write them on the clipboard located on the rack in each lab.

Absenteeism

In order to demonstrate **competence**, which is defined as "The integration and application of knowledge, skills, attitude and judgment required for safe, ethical and appropriate performance in an individual's nursing practice" [CRNBC , 2010b] pertaining to **all assessment skills**, learners will need to be present for all sessions.

If a learner misses a Nursing 143 class, it is his or her responsibility to determine how to achieve competency in the skills and knowledge taught during the class missed. Upon return, the learner will need to collaborate with his or her instructor on how they will competently demonstrate missed assessment skills. This must be done in a timely manner to ensure missed content will not negatively impact the success of the learner when learning in subsequent classes or practicing as a nurse. In order to be successful in the course, competent demonstration of all assessment skills and psychomotor skills needs to be achieved before the last scheduled class to avoid failing the course.

Learning Support and Services for Students

There are a variety of services available for learners to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at:
<http://www.camosun.bc.ca>

Student Conduct Policy

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 90-100 | A+ | | 9 |
| 85-89 | A | | 8 |
| 80-84 | A- | | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | B | | 5 |
| 70-72 | B- | | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description |
|-------|---|
| COM | The student has met the goals, criteria, or competencies established for this course, practicum or field placement. |
| DST | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC | The student has not met the goals, criteria or competencies established for this course, practicum or field placement. |

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|---|
| I | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| IP | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |
| CW | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |