



**CAMOSUN COLLEGE**  
**School**  
**Department**

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**Nursing 143**

**Healing Workshop 2**  
**Basic Nursing Assessment and Skills**

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**COURSE OUTLINE**

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The calendar description is available on the web @ \_\_\_\_\_

**Overview**

This course introduces the student to holistic health assessment of individuals across the lifespan. The influence of context and relationship on health assessment will be explored. Opportunities to learn further basic assessment skills are included in this course. Emphasis will also be placed on the development of basic nursing care skills, and how assessment data influences clinical decision making and the provision of care.

*Ω 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.*

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**1. Instructor Information**

**2. Intended Learning Outcomes**

Learners will:

Upon successful completion of this course the student will:

- a) describe holistic health assessment and its components.
- b) describe the effect that context may have on health assessment.
- c) describe the impact of relationship on health assessment.
- d) develop a framework for a comprehensive holistic health assessment.
- e) safely perform selected physical assessment skills.
- f) demonstrate basic nursing care promoting patient safety, hygiene, comfort and mobility
- g) apply critical thinking and decision making in the health assessment process.
- h) document health assessments.

**3. Required Materials**

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

Kozier, B., Erb, G., Breman, A., Snyder, S., Buck, M., Yiu, L., & Stamler, L. (2014). *Fundamentals of*

*canadian nursing: concepts, process and practice* (3rd. Ed.). Toronto, Canada: Pearson.

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

Pickar, G.A., Pickar Abernethy, A., Swart, B.F., Graham, H., & Swedish, M. (2014). *Dosage calculations* (3rd Canadian Ed.). Toronto: Nelson Education Ltd.

#### 4. Course Content and Schedule

<b>Week 1</b>	Genitourinary and Sexuality Assessment
<b>Week 2</b>	Spiritual health, Mental health, Sleep and Rest Assessment
<b>Week 3</b>	Neurological Assessment
<b>Week 4</b>	Cardiovascular Assessment
<b>Week 5</b>	Cardiovascular Assessment- Peripheral Vascular Focus
<b>Week 6</b>	Review Week
<b>Week 7</b>	Midterm Respiratory Assessment
<b>Week 8</b>	Respiratory Assessment-Oxygen delivery via nasal prongs
<b>Week 9</b>	Putting it all Together- Consolidation of Head to Toe Assessment
<b>Week 10</b>	Skills Testing
<b>Week 11</b>	Medication Administration Introduction
<b>Week 12</b>	Medication Administration- Oral
<b>Week 13</b>	Medication Administration- Rectal, Vaginal, Topical, Transdermal, Ophthalmic, Optic, and Nasal Medications
<b>Week 14</b>	Medication Administration- Inhaled and Nebulized, Narcotic and Controlled Medications

## 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:

- Scenario based role play (Skill demonstration)– 25%
- Midterm Exam- 35%
- 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 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.