



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health  
Program: Nursing  
Option:

Course Outline **Part A**

**NURS 1019**  
**Clinical Techniques – Assessment**

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<b>Hours/Week:</b>	10	<b>Total Hours:</b>	50	<b>Term/Level:</b>	1
<b>Lecture:</b>		<b>Total Weeks:</b>	5	<b>Credits:</b>	3.5
<b>Lab:</b>					
<b>Other:</b>					

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**Prerequisites**

**NURS 1019 is a Prerequisite for:**

**Course No.      Course Name**

**Course No.      Course Name**  
NURS 1030      Nursing Practicum 1

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**Course Goals**

Nursing 1019 provides a basis for understanding and conducting a health assessment. The aim is to develop student abilities in taking a health history and in conducting psychosocial and physical assessment.

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**Course Description**

This course presents essential behaviors for conducting psychosocial and physical assessment. It includes techniques for taking a health history in order to identify health needs. Opportunity for practice and demonstration of learned skills is provided.

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**Evaluation**

1. Completion of three assignments	20%
Analysis of assessments (Weeks 2,3,4)	
2. Multiple Choice Exam	50%
3. Return demonstration of Assessment Skills	<u>30%</u>
<b>TOTAL</b>	<b>100%</b>

### Course Outcomes and Sub-Outcomes

1. Recognize the difference between a comprehensive and focused assessment and when these are used.
2. Demonstrate correct assessment techniques during physical and psychosocial assessment with the aim of recognizing normal and abnormal findings.
3. Recognize patterns in assessment data that are significant.
4. Relate assessment findings to nursing action.
5. Demonstrate ability to communicate assessment findings in a professional manner.
6. Recognize how to individualize health status assessment based on developmental and cultural needs.

### Course Record

Developed by: Linda Barratt Nursing Date: June 7, 1996  
Instructor Name and Department (signature)

Revised by: \_\_\_\_\_ Date: \_\_\_\_\_  
Instructor Name and Department (signature)

Approved by: m. Bernard Ralsey Start Date: Aug. 19, 1996  
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health  
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Course Outline Part B

**NURS 1019**  
**Clinical Techniques – Assessment**

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**Effective Date**

August 20, 1996

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**Instructor(s)**

Level 1 Instructors

Office No.: SE 12 418  
Office Hrs.: See posted hours at  
instructors' office.

Phone:  
Selma Whiteside 451-6949  
Ann Kenney-Lee 432-8791  
Key Negora 451-6953  
Paula Farrell 432-8914  
Kathaleen Appleby 451-6949

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**Text(s) and Equipment**

**Required:**

**Text:** Sims, L.K., D'Amico, D., Stiesmeyer, J.K. and Webster, J.A. (1995). *Health Assessment in Nursing*.  
Meno Park, CA: Addison Wesley.

**Supplemental:**

Craven, R.F., & Hirnle, C.J. (1996). *Fundamental of Nursing: Human health and function, 2nd ed.* Philadelphia:  
Lippincott.

DuGas, B.W., & Knor, E.R. (1995). *Nursing Foundations: A Canadian perspective.* Scarborough ON: Appleton  
& Lange Canada.

LeMone, P., & Burke, K.M. (1996). *Medical-Surgical Nursing: Critical thinking in client care.* Menlo Park, CA:  
Addison Wesley.

Smeltzer, S.C., & Bare, B.C. (1996). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 8th ed.*  
Philadelphia: Lippincott.

A medical dictionary

**Equipment:** 1 watch with second hand  
1 good quality stethoscope\*  
tape measure (flexible, marked in centimeters)  
pen light  
1 good quality hand held audio tape recorder and tapes

\* a good quality stethoscope will have the following characteristics:

- Diaphragm and bell are heavy enough to lie firmly on the body surface.
  - Tubing is thick, stiff and heavy.
  - Length of tubing is between 12 to 18 inches.
  - Ear pieces fit snugly and comfortably.
  - Angled binaurals point the ear pieces toward the nose.
- \* ***Try different stethoscopes before you purchase one.***

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### Course Notes (Policies and Procedures)

1. This course has been designed to develop your ability to ***talk with*** (interview) patients about their health and health concerns and to conduct an effective but ***very basic*** physical examination of body systems. Emphasis will be placed on developing assessment skills ***while*** establishing partnerships with patients. Attention to the communication aspect of the nurse's role will be continually reinforced and form part of the evaluation process.
2. This course will be delivered in both the classroom and practicum setting (Acute Medicine). In both of these settings students will work in small groups (approximately 8 students with one nursing instructor).
3. In the classroom setting students will participate in a variety of structured learning activities aimed at developing assessment knowledge and skills. During practicum experiences students will be assigned patients to interview and to conduct basic physical examinations. ***Active*** student participation in both the classroom and practicum setting is expected.
4. This course is of short duration. Therefore, students **must complete aspects of this course independently**. A schedule for all required independent study is attached to this course outline. Independent learning activities may include reading, viewing videos and completing written assignments.

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### Participation/Attendance

1. Regular attendance in lecture, seminars and laboratory periods is required of all students. If a student is absent for any cause other than illness for more than ten percent (10%) of the time prescribed for any subject, he/she ***may be prohibited*** from completing the course (4.07, 10 BCIT Policy Manual) \*
2. If a class or practicum experience is missed the student is responsible for the content missed.

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### Evaluation of Assessment Skills: Return Demonstration

Return demonstration of assessment skill is worth 30% of your final grade. ***You must pass this component to pass the course.*** Your demonstration of specific skills will be graded satisfactory/unsatisfactory according to criteria on a checklist which you will have seen prior to the test during practice sessions. If you meet all criteria, you will receive a satisfactory and be granted 30 marks (30%). If you do not meet all the criteria you will receive an

unsatisfactory and no numerical grade will be given. You will be given the opportunity to redo a skills demonstration exam *once* should you receive an unsatisfactory.

For all skills demonstration tests, you will be asked to perform a focussed interview and physical exam of one body system, e.g., respiratory, and conduct an interview of one section of the nursing history or a health pattern, e.g., psychosocial health.

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### Clinical Techniques-Assessment: Course Failure

A student who is unsuccessful in the assessment course cannot go on to the Nursing Practicum 1 – Nursing 1030 but may continue to take other courses. Notification of a failure will be via a letter to the student from the registrar.

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### Assignment Details

#### Practicum Assignment: Analysis of Assessment Data

##### *Preamble*

The assessment process involves the simultaneous enactment of two interrelated processes: data gathering and diagnostic reasoning. In other words, before, during and following the process of data collection nurses engage in the critical thinking process of diagnostic reasoning (analysis and synthesis of data). This process is crucial to the accurate identification of patient concerns, problems, issues, evaluation of outcomes and in the making of appropriate clinical judgements. It is also part of the assessment phase of the nursing process.

##### *Purpose of this Assignment*

The purpose of the assignment is to assist students to develop knowledge and skill in the analysis and synthesis of assessment data by analyzing and synthesizing assessment data collected during their practicum experience with assigned patients.

##### *How to do this Assignment*

1. The process of analysis and synthesis (diagnostic reasoning) may be a new experience for you or a familiar one but in a new context. To accommodate for these differences in experience this assignment is set up as a **walk through the process**. You will analyze patient data by responding to a series of questions. Answer these questions thoroughly and to the best of your ability.
2. The analysis of data is a recurring, ongoing process during the assessment phase and therefore should be repeated many times during the data collection process. In this assignment you will analyze data before, during and following collection of assessment data during weeks two, three and four of your practicum experiences.
3. These assignments are to help you *develop* knowledge and skill in the analysis and synthesis of assessment data. They are not a test of your ability to enact these processes. You are therefore encouraged to work in collaboration with classmates, instructors and other health care professionals to assist you in this learning process.

4. You will not be graded on these assignments. You will be awarded 20 marks (20%) toward your final grade for simply completing the *three* assignments during weeks two, three and four. Because this is an ongoing learning process marks will *not* be granted for the completion of only one or two of these assignments.
5. Practicum instructors may ask you to answer additional questions to assist you in the analysis process. Try not to think of these as extra work but as helping you to more fully develop your reasoning skills so that you will make more appropriate and accurate nursing judgements about a patient's health status.
6. Be sure to hand in your assessment findings with your analysis.

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### ***Analysis of Assessment Data: Questions***

1. Before you even met with your patient did you receive information from your instructor or other health care professionals that you thought was a *\* cue*? If so, what was that *cue(s)* and what action did you initiate as a result of this *cue*.

Did you make any inferences about your assigned patient when you received this information. If so, what were those inferences. How did they influence how you proceeded with your assessment of the patient?

- \* A *cue* is a piece of information that signals the nurse to take some action in the assessment process. For example actions taken could be: a decision to collect more data, a decision to compare data collected with existing norms, a decision to do more research, a decision to seek assistance or immediate help because the "*cue*" alerts you to an existing or pending emergency situation.
- \* An *inference* is a step of the mind, an intellectual act by which one concludes that something is so in light of something else's being so, or seeming to be so. (Paul, 1992, p.651)

2. It is suggested you answer the following questions immediately after you spend time with your patient assessing their health status.

While you were in the process of conducting your particular health assessments were you aware of pieces of information, "*cues*" that signaled you to take a particular course of action? If so, describe the course of action you took. What were those pieces of information? Did some of these pieces of information seem to fit together (as in a pattern)? Did you make some inferences about your patient's health status based on those emerging patterns? What were those inferences? Did you find out if your inferences were correct? If so, briefly describe how you validated your inferences. If you did not check them *out* (in some way) what do you think stopped you or interfered with this process? Lack of confidence? Lack of knowledge? Did not know how to do that.

3. The following questions are to be answered once you have collected a substantial amount of assessment data, such as when you get home from your practicum experiences.

Now that you have collected a substantial amount of assessment data it is suggested you review all of the data to get a sense of the "*whole*" and any patterns emerging.

What pieces of information seem to fit together now? Write these down organizing them into clusters of information. What inferences can you make about these clusters of information? Are these inferences different than the initial inferences you made while you were actually involved in the assessment process with your patient? If they are different how do you account for these differences? How will you find out if your

current inferences are correct? If your current inferences do not seem valid what do you think you need to do? What data seems to be missing? How will you gain additional data?

If you are confident that your inferences are correct or valid formulate some tentative conclusions. These conclusions can be expressed as a patient concern, a patient issue, a clinical judgement, a nursing diagnoses or a positive outcome.

Now that you have worked through this diagnostic reasoning process and have arrived at some conclusions you *may* be ready to proceed to the next step in the nursing process which is to decide on appropriate nursing interventions. During your practicum experiences you may be expected to use this process in the planning of nursing care.



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Schedule

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Date	Material Covered	Course Site and Rooms
Aug. 20/96	<b>WEEK 1</b>  <b>Tuesday</b> Introduction to assessment course <ul style="list-style-type: none"> <li>• overview of course delivery methods</li> <li>• course requirements and evaluation</li> </ul> Health Assessment Process <ul style="list-style-type: none"> <li>• purpose of assessment</li> <li>• types of assessment</li> <li>• the interviewing process</li> <li>• health assessment and the nursing process</li> <li>• diagnostic reasoning process</li> </ul> Establishment of partnerships	BCIT 0830–0930 SW1 2135  0930–1230 Gp A SW1 2004 Gp B SW1 2560 Gp C SW1 2120 Gp D SW1 2570 Gp E SW1 3590 Gp F SW1 2590
Aug. 21/96	<b>Wednesday</b> Nursing health history. Assessment of growth and development. Assessment of psychosocial health. Assessment of self-care and wellness activities. Assessment of family, culture and environment.	BCIT 0830–0930 NE1 334 0930–1230 and 1330–1530 Gp A SE6.2 101 Gp B SE6.2 102 Gp C SE6.2 103 Gp D SE6.2 104 Gp E SE6.2 110 Gp F SE6.2 111
Aug. 27/96	<b>WEEK 2</b>  <b>Tuesday</b> The context of culture in health assessment. Introduction to physical examination techniques: inspection, palpation, percussion and auscultation. Introduction to assessment equipment. Physical assessment of: <ul style="list-style-type: none"> <li>• general survey of patient</li> <li>• measurement (ht and wt)</li> <li>• integumentary system (skin, hair and nails)</li> <li>• head (eyes, ears, nose and sinuses, mouth and throat and neck)</li> <li>• neurological system and mental status exam</li> </ul>	BCIT 0830–0930 SW1 2135  0930–1130 and 1230–1430 Gp A SW1 2570 Gp B SW1 3590 Gp C SW1 2004 Gp D SW1 2560 Gp E SW1 2120 Gp F SW1 2590



Date	Material Covered	Course Site and Rooms
Aug. 28/96	<b>Wednesday</b> Patient assignment to achieve the following: <ul style="list-style-type: none"> <li>• establishment of a partnership with patient</li> <li>• initiation of an interview and completion of a nursing health history</li> <li>• assessment of psychosocial health, self-care and wellness activities, family, culture and environment</li> <li>• completion of a general survey</li> <li>• assessment integumentary system (skin, hair and nails)</li> <li>• assessment of head (eyes, ears, nose and sinuses, mouth and throat) and neck</li> <li>• assessment of neurological system and mental status exam</li> </ul>	Practicum Placements  See Level I Bulletin Board
Sept. 3/96	<b>WEEK 3</b>  <b>Tuesday</b> Assessment of respiratory system, cardiovascular system, peripheral vascular system and lymphatic system Assessment of vital signs	BCIT 0830–0930 SE12 416 and 417  0930–1130 Gp A SE12 416 and 417 Gp B SE12 416 and 417 Gp C SE12 416 and 417 Gp D NE1 321 Gp E NE1 334 Gp F NE1 325  1230–1430 Gp A SW1 2120 Gp B SW1 2590 Gp C SW1 2570 Gp D SE 12 416 and 417 Gp E SE 12 416 and 417 Gp F SE 12 416 and 417
Sept. 4/96	<b>Wednesday</b> Same patient assignment to achieve the following: <ul style="list-style-type: none"> <li>• re-establishment of the partnership</li> <li>• expanding and improving accuracy of last week's assessment</li> <li>• assessment of respiratory system</li> <li>• assessment of neck vessels and cardiovascular system</li> <li>• assessment of peripheral vascular and lymphatic system</li> <li>• assessment of vital signs</li> </ul>	Practicum Placements  See Level 1 Bulletin Board

Date	Material Covered	Course Site and Rooms
Sept. 10/96	<b>WEEK 4</b>  <b>Tuesday</b> Assessment of abdomen, urinary system, reproductive system, breasts and axilla and musculoskeletal system	BCIT 0830–0930 SE12 416 and 417  0930–1130 Gp A SE12 416 and 417 Gp B SE12 416 and 417 Gp C SE12 416 and 417 Gp D NE1 321 Gp E NE1 334 Gp F NE1 325  1230–1430 Gp A SW1 2120 Gp B SW1 2570 Gp C SW1 2590 Gp D SE12 416 and 417 Gp E SE12 416 and 417 Gp F SE12 416 and 417
Sept. 11/96	<b>Wednesday</b> Same patient assignment to achieve the following: <ul style="list-style-type: none"> <li>• reestablishment of the partnership</li> <li>• expanding and improving accuracy of last week's assessments</li> <li>• assessment of abdomen</li> <li>• assessment of reproductive system</li> <li>• assessment of breasts and axilla</li> <li>• assessment of urinary system</li> <li>• assessment of musculoskeletal system</li> </ul>	Practicum Placements  See Level 1 Bulletin Board

Date	Material Covered	Course Site and Rooms
Sept. 17/96	<b>WEEK 5</b>  <b>Tuesday</b> <ul style="list-style-type: none"> <li>• emergency assessments</li> <li>• tube assessments</li> <li>• preparation for evaluation of assessment skills</li> <li>• practice interviews</li> <li>• conduct selected return demonstration of assessment skills</li> <li>• final review of course</li> </ul>	BCIT 0830–0930 SW1 2135  0930–1130 Gp A SE14 113 Gp B SE12 412 Gp C SE12 412 Gp D NE1 321 Gp E NE1 334 Gp F SW1 2560  1230–1430 Gp A SE12 412 Gp B SE12 412 Gp C SE14 113 Gp D NE1 347 Gp E NE1 334 Gp F NE1 321
Sept. 18/96	<b>Wednesday - Shinerama Day - No Classes</b>	
Sept. 19/96	<b>Thursday - Evaluation Day</b> 0830-1000      Multiple Choice Exam 1030-1230      } Test demonstration of assessment 1330-1630	Rooms T.B.A.

