



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

NURS 1019**Clinical Techniques — Introduction to Assessment****Start Date:** August, 2003**End Date:** September, 2003**Total Hours:** 54 **Total Weeks:** 5**Term/Level:** 1 **Course Credits:** 3.5**Hours:** **Lecture:** 7 **Lab/Seminar:** 27**Shop:** **Other:** Clinical agency 20**Prerequisites**

Current CPR RNABC Membership

NURS 1019 is a Prerequisite for:**Course No. Course Name**

NURS 1030 Nursing Practicum 1

■ Course Description (required)

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.

■ Detailed Course Description (optional)

NURS 1019 provides a basis for understanding and conducting a physical examination and health assessment. The aim is to develop the student's beginning ability to take a health history and conduct psychosocial and physical assessments.

■ Evaluation

1. Analysis of Assessment Data: Practicum Assignment.	20%	All assignments must be completed for a passing grade.
Three written assignments based on assessments done in practicum in Weeks 2, 3 & 4 are required.		
2. Demonstration of Assessment Skills	30%	
3. Short Answer Exam	50%	
TOTAL	100%	

■ Course Learning Outcomes/Competencies

Upon successful completion, the student will be able to:

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 findings.
3. begin to recognize significant patterns in assessed data.
4. begin to relate assessment findings to nursing action.
5. demonstrate ability to communicate assessment findings in a professional manner.
6. begin to recognize how to individualize health status assessment based on development and cultural needs.

■ Process Learning Threads

Professionalism: With assistance, students develop an understanding of assessment as a foundation of professional practice. They are accountable for developing assessment guides and strategies for use in the clinical portion of the course.

Communication: Students begin to establish relationships with clients based on shared meaning and partnership. They begin to validate assessment findings and health issues with the patients. They begin to document assessments in assignments and charts.

Systematic Inquiry: Students begin to reason critically about assessment data and patient concerns. They begin to appreciate that health issues can be perceived from multiple perspectives.

Professional Growth: Students take responsibility for their learning and for preparing material assessment guides that are accurate and relevant. They demonstrate responsibility for attaining and maintaining a safe level of skill performance. They are responsible and accountable for their actions.

Creative Leadership: Students are becoming assertive with clients and colleagues as they learn assessment skills. They learn to explain their role to health colleagues and patients.

Technical Skills: Students demonstrate correct assessment techniques during physical and psychosocial assessment to recognize normal findings and significant patterns of illness.

The specific skills included are:

- the health assessment process.
- the health history, functional, nutritional, growth and development, cultural assessment.
- physical assessment – the general survey – measurement of temperature, pulse, respiration, blood pressure, height and weight.
- body review – skin, head, neurological system and mental status.
- respiratory, cardiovascular, peripheral vascular and lymphatic assessment.
- heart and chest sounds.
- assessment of abdomen, urinary, and musculoskeletal systems.
- assessment of breast and external male and female genitalia on mannequins.

■ Verification

I verify that the content of this course outline is current.

Fairlie McQuay
Authoring Instructor

May 29, 2003
Date

I verify that this course outline has been reviewed.

Jain Verne
Program Head/Chief Instructor

May 29, 2003
Date

I verify that this course outline complies with BCIT policy.

Sheeman
Dean/Associate Dean

JUN 02 2003
Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

■ Instructor(s)

Level 1 Instructors	Office Location: SE 12 418	Office Phone:	Lynn Johnson	TBA
	Office Hrs.: See posted hours at		Jenifer Bartlett	451-6952
	instructor's office		Connie Johnston	451-6946
			Susan Rowe-Sleeman	432-8908
			Susan McKenzie	432-8914
			Connie Evans	TBA

■ Learning Resources

Required:

Assessment

Jarvis, C. *Physical Examination & Health Assessment*. (4th ed.), (Textbook and User's Guide Package for Health Assessment Online), Philadelphia: W.B. Saunders, 2003.

Supplemental:

The following textbooks are compulsory for other courses but will be used as a supplement to NURS 1019.

1. Medical-Surgical Nursing Textbook

- Black, J.M. & Matassarin-Jacobs, E. *Medical-surgical Nursing: Clinical Management for Continuity of Care*. (6th ed.), Philadelphia: Saunders, 2001.

2. Encyclopedia and Dictionary (Choose one of the following:)

- Anderson, K.N., Anderson, L.E. & Glanze, W.D. *Mosby's Medical, Nursing and Allied Health Dictionary*. (6th ed.), St. Louis: Mosby, 2001.
- Taber, C.W. *Taber's Cyclopedic Medical Dictionary*. (19th ed.), Philadelphia: F.A. Davis, 2001.

3. Drug Handbook

- Deglin, J. & Vallerand, A. *Davis's Drug Guide for Nurses*. (8th ed.), Philadelphia: F.A. Davis, 2002.

Equipment: 1 watch with second hand
1 good quality stethoscope*
pen light
1 good quality hand held audio tape recorder and tapes (this may be borrowed from the lab at BCIT)

* 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.***

■ Information for Students

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 and Subacute Medicine). In these settings, students will work in small groups (approximately 8 students with 1 nursing instructor).
3. In the classroom 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. It is expected that students will ***actively*** participate in both the classroom and the practicum setting.
4. This course is of short duration. Therefore, students **must complete aspects of this course independently**. You will receive a schedule for all required independent study. Independent learning activities include reading, viewing videos, viewing animations online, doing practice quizzes online and completing written assignments.

Assignments: Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams or Quizzes: There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent. **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). If a class or practicum experience is missed the student is responsible for the missed content.

■ Information for Students (cont'd.)

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

■ Clinical Techniques – Assessment: Course Failure

A student who is unsatisfactory in the assessment course will be removed from the Nursing Practicum 1 – NURS 1030.

■ Written Assignment Details

(Weeks 2, 3 and 4)

Analysis of Assessment Data: Practicum Assignment

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. This assignment is done weekly in weeks 2, 3 and 4 and is based on assessments completed on assigned patients in practicum areas.

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 each assignment you will analyze data before, during and following collection of assessment data.
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 completing the **three** assignments during weeks two, three and four. The third assignment must be satisfactory in order to receive the 20 marks. *If the third assignment is unsatisfactory, a fourth assignment may be negotiated with your practicum instructor. A satisfactory fourth assignment will receive 10 marks. These assignments are due on the day stated by your practicum instructor. You may ask for an extension, but a specific date for the submission of the assignment must be set. Late assignments or those submitted past the negotiated date will not receive a grade.
 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. Assessment finding include: physical and interview data; clustered data; and identification of patient problems.
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Analysis of Assessment Data: Questions

1. Prior to going to the hospital

- Before you even met with your patient what information data did you receive from your instructor or other health care professionals?
- What action did you initiate as a result of this **data**?
- Did you make any **assumptions** about your assigned patient when you received this information?
- If so, what were those assumptions?
- How did they influence how you proceeded with your assessment of the patient?

2. Immediately after you have assessed your patient

Answer the following questions immediately after you have assessed your patient's health status.

- While you conducted your health assessments were you aware of any information "**data**" that signaled you to take a 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)?
- What assumptions about your patient's health status did you make, based on those emerging patterns?
- Did you discover if your assumptions were correct?
- If so, briefly describe the evidence that validated your assumptions..
- If you did not validate them (in some way) what do you think stopped you or interfered with this process? (Lack of confidence? Lack of knowledge?)
- Did you not know how you were to do it?

3. Following your hospital experience

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.

Answer the following questions when you have collected a substantial amount of assessment data, e.g., when you get home from your practicum experiences.

- What pieces of information seem to fit together now?
- Write these down organizing them into clusters of information.
- What assumptions can you make about these clusters of information?
- Are these assumptions different from your initial assumptions 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 assumptions are correct?
- If your current assumptions do not seem valid, what do you think you need to do?
- What data seems to be missing?
- How will you gain additional data?

4. *Conclude with a nursing diagnosis*

If you are confident your assumptions 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 diagnosis or a positive outcome.

5. *Journalling*

Complete each assignment by reflecting on the process of data collection, analysis and synthesis. Record your thoughts and feelings about the experience and consider what you could do to improve your assessment and analysis skills in practicum.

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.

■ **Demonstration of Assessment Skills**

Demonstration of assessment skill is worth 30% of your final grade.. Your demonstration of specific skills will be graded satisfactory/unsatisfactory according to criteria on a checklist which you will see prior to the test. If you meet all criteria, you will receive a satisfactory and be granted 30 marks (30%) of your final grade. You will have one opportunity to retake this test using one of the other scenarios. If the second demonstration is satisfactory you will be awarded 15%. However, if your second demonstration is unsatisfactory, you will receive an unsatisfactory grade for NURS 1019 and will be withdrawn from NURS 1030.

For all skills demonstration tests, you will be asked to perform a focused interview and examination of two systems, e.g., neurological and respiratory system.

Schedule

Date	Material Covered	Course Site and Rooms
Aug. 19, 2003	WEEK 1	
Common hour	Tuesday Introduction to NURS 1019 <ul style="list-style-type: none"> • course delivery methods • course outline • overview of the course 	Common Hour (all students) BCIT (Aug. 19, 2003) 0830–1020 SE12–202
Group work	Assessment for Health and Illness <ul style="list-style-type: none"> • purpose of assessment • types of assessment • health assessment and the nursing process • critical thinking and the diagnostic reasoning process Establishment of partnerships *Please note that your small group rooms are not the same each week.	Group Work (Aug. 19, 2003) 1030–1230 Jenifer SE12 420 Susan R. SE12 308 Connie J. SE12 309 Susan M. SE12 418-422 Lynn SE12 306 Connie E. SE 12 307
Aug. 20, 2003	Wednesday	
Common hour	Introduction to Basic Interviewing Skills	Common Hour BCIT (Aug. 20, 2003) 0830–0930 SW1 2009
Group work	Assessment of the Whole Person <ul style="list-style-type: none"> • Assessment of Developmental Tasks • Developmental Assessment • Transcultural Considerations • Cultural Assessment • Complete Health History • Mental Status Assessment • Nutritional Assessment • Functional Assessment 	Group Work (Aug. 20, 2003) 0930–1230 and 1330–1530 Jenifer SE12 420 Susan R. SE12 308 Connie J. SE12 309 Susan M. SE12 418-422 Lynn SE12 306 Connie E. SE 12 307

Date	Material Covered	Course Site and Rooms
Aug. 26, 2003 Common hour Group work	WEEK 2 Tuesday Introduction to physical examination techniques <ul style="list-style-type: none"> inspection, palpation, percussion, auscultation video on examination techniques <i>Practice</i> Physical Examination Assessment Techniques <ul style="list-style-type: none"> General Survey – Measurement of Height and Weight Assessment of Skin, Hair and Nails Assessment of Head and Neck Assessment of Eyes, Ears, Mouth and Throat Assessment of Neurologic System 	(Aug. 26, 2003) Tuesday: Common Hour BCIT 0830–0930 SE12–202 Group Work (Aug. 26, 2003) Tuesday: Group Work 0930–1330 Susan R. SE12 308 Connie J. SE12 309 Susan M. SE12 418-422 Jenifer SE12 420 Lynn SE12 306 Connie SE12 307
Aug. 27, 2003 Practicum	Wednesday <i>Patient assignment to achieve the following:</i> <ul style="list-style-type: none"> establishment of a partnership with patient initiation of an interview assessment of developmental tasks complete health history completion of a general survey mental status assessment nutritional assessment Hand in a written summary of this assessment.	Wednesday: Practicum (August 27, 2003) (times as per area) Susan R. BGH Connie J. LGH Jenifer LGH Susan M. LGH Connie E. BGH Lynn MSJ

Date	Material Covered	Course Site and Rooms
Sept. 2, 2003	WEEK 3 Tuesday Thorax and Lungs, Heart and Neck Vessels Review location and types of breath sounds <ul style="list-style-type: none">• bronchial, bronchovesicular, vesicular• adventitious sounds (crackles and wheezes) Video <ul style="list-style-type: none">• landmarking for breath sounds• listening for breath sounds	(Sept. 2, 2003) Tuesday: Common Hour BCIT 0830–0930 SE12–202
Group work	<i>Practice</i> Assessment of Thorax and Lungs <ul style="list-style-type: none">• landmarking and listening for breath sounds Assessment of Heart and Neck Vessels <ul style="list-style-type: none">• landmarking and listening for apical rate• temperature, pulse, respiration and blood pressure Assessment of the Peripheral Vascular System and Lymphatic System Skill – T, P, R and blood pressure; auscultate for breath sounds and apical rate Prepare a written guide to assist you in your practice interview.	Tuesday: Group Work (Sept. 2, 2003) 0930–1330 Susan R. SE12 308 Connie J. SE12 309 Susan M. SE12 418–422 Jenifer SE12 418–420 Lynn SE12 306 Connie E. SE12 307
Sept. 3, 2003	Wednesday <i>Patient assignment to achieve the following:</i> <ul style="list-style-type: none">• establishment of a partnership with patient• expanding and improving accuracy of last week’s assessment• assessment of Skin, Hair and Nails• assessment of Head and Neck (including eyes, ears, nose and throat)• assessment of Neurologic System• assessment of Thorax and Lungs• assessment of Heart and Neck Vessels• assessment of Peripheral Vascular System• assessment of Lymphatic System.	Wednesday: Practicum (Sept. 3, 2003) Susan R. BGH Connie J. LGH Susan M. LGH Jenifer LGH Lynn MSJ Connie E. BGH
Practicum	Hand in a written summary of this assessment.	

Date	Material Covered	Course Site and Rooms
Sept. 9, 2003	WEEK 4 Tuesday Assessment of the Abdomen, Breasts and Regional Lymphatics Musculoskeletal System <ul style="list-style-type: none"> landmarking for abdominal sounds location of bladder for palpation video on self-breast examination (10 minutes) Exam overview	(Sept. 9, 2003) Tuesday: Common Hour BCIT 0830–0930 SE12–202
Group work	<i>Practice</i> Assessment of the Abdomen <ul style="list-style-type: none"> auscultate for abdominal sounds Assessment of the Male and Female Genitalia <ul style="list-style-type: none"> focused interview palpate bladder practice breast examination on a model Assessment of Anus, Rectum and Prostate <ul style="list-style-type: none"> focused interview Assessment of the Musculoskeletal System <ul style="list-style-type: none"> test muscles and joints for strength, symmetry and ROM 	Tuesday: Group Work (Sept. 9, 2003) 0930–1330 Susan R. SE42 160 Royal Oak Connie J. NW1 Conference Room Jenifer SE12 418–420 Susan M. SE12 418–422 Lynn SW2-166 Connie E. SW3-3775
Sept. 10, 2003 Practicum	Wednesday <i>Patient assignment to achieve the following:</i> <ul style="list-style-type: none"> establishment of a partnership with patient expanding and improving accuracy of last week's assessments assessment of Abdomen assessment of Male and Female Genitalia assessment of Musculoskeletal System assessment of Vital Signs. Hand in a written summary of this assessment.	Wednesday: Practicum (Sept. 10, 2003) Susan R. BGH Connie J. LGH Susan M. LGH Jenifer LGH Lynn MSJ Connie E. BGH

Date	Material Covered	Course Site and Rooms
Sept. 16, 2003	WEEK 5	
	Tuesday	Sept. 16, 2003 Tuesday: Common Hour
Common hour	Final short answer exam	BCIT 0830–0930 SE12–202
Group work	Referral system	Tuesday: Group Work 0930–1330
	Emergency assessments	Susan R. SE42 160 Royal Oak
	Observe doll with tube attachments (tube assessment)	Connie J. NW1 Conference Room
	Preparation for evaluation of assessment skills	Susan M. SE12 418–422
	Practice interviews	Jenifer SE12 418–420
	Conduct selected return demonstration of assessment skills	Lynn SW2-166
	Final review of course; come prepared with suggestions	Connie E. SW3-3775
	Course evaluation	
Sept. 17, 2003	Wednesday	
Practicum	Shinerama — No practicum	
Sept. 25, 2003	WEEK 6	SE12 416/417
	Thursday – Evaluation Day	
	1030–1230 } 1430–1630 } Test demonstration of assessment 1430–1630 }	
	A schedule for individual test demonstration will be posted.	