



**Holistic Health Assessment I:  
Communication for Health Assessment  
N1080 – NRSG -7109**

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## Nursing 1080A/B NRS 7109

### HOLISTIC HEALTH ASSESSMENT I: COMMUNICATION FOR HEALTH ASSESSMENT

#### Calendar Description

Development of communication skills including therapeutic communication and health history acquisition is addressed in this course. Students engage in learning opportunities to enhance capabilities in therapeutic communication, interviewing, and relational practices with clients across the lifespan. Students document client care in accordance with legal standards of practice.

#### Expanded Description

In this course, the importance of evidence-informed communication to promote patient-centered nursing practice is explored in both theory and practice. Students will learn strategies and skills to establish professional therapeutic relationships and communicate with diverse clients across the lifespan. Major concepts in this course include person-centered care, patient safety, strength-based approaches, cultural competence, inclusivity, and relational practices. Learning activities will include lectures and simulated practice.

**Prerequisite(s):** Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program

**Extra Information:** 2 lecture/ Laboratory Practice

**Course weight:** 0.50

#### Course Learning Outcomes

1. Demonstrate the ability to engage in therapeutic nurse-client relationships to meet the unique needs of diverse clients across the lifespan.
2. Engage in therapeutic communication at an introductory level of knowledge and skill, using multiple ways of knowing and information from a variety of sources.
3. Illustrate the use of interviewing skills to collect relevant client data and apply clinical judgment to interpret and prioritize the information.
4. Apply communication strategies that meet the needs of diverse populations, employing inclusive, non-judgmental language and culturally safe practices.
5. Identify and navigate challenging conversations at an introductory level while providing support and comfort to clients, families, and caregivers.
6. Self-assess strengths and opportunities for growth in communication with clients, families, and caregivers.

#### Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

List examples of competencies that are *most* relevant to the course by number (i.e., #1.1,2.5,3.2, etc.)

1. Clinician: 1.1, 1.2, 1.3, 1.12, 1.13, 1.19, 1.21, 1.25, 1.26, 1.27
2. Professional: 2.1, 2.4, 2.5, 2.6, 2.8
3. Communicator: 3.1, 3.2, 3.3, 3.5, 3.8
4. Collaborator: 4.3, 4.5
5. Coordinator:

6. Leader: 6.4, 6.6
7. Advocate: 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 7.10, 7.11
8. Educator: 8.2, 8.3
9. Scholar: 9.1, 9.2, 9.3, 9.8

### Course Materials

Required:

Lapum, J., St-Amant, O., Hughes, M., Garmaise-Yee, J. (2020). *Introduction to Communication in Nursing*. OER: <https://openlibrary-repo.ecampusontario.ca/jspui/bitstream/123456789/750/3/Introduction-to-Communication-in-Nursing-1597424323.pdf>

CNO Professional Standards: <https://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>

Recommended:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington, DC: American Psychological Association. This information may be accessed at <https://apastyle.apa.org/>

### Methods of Evaluation

#### Title: Gathering Data using the OLD CARTSS Framework Assignment

**Weight:** 20% of course grade

**Due date:** 48 hours after your Week 7 simulation by 2100

The purpose of this assignment is to:

- Apply interviewing skills to gather information related to a specific client issue/concern
- Utilize the OLD CARTSS framework to gather subjective information about a client issue/concern
- Learn how to document findings in a detailed yet concise, clear manner

Students will interview a client with a specific health concern and gather information using the OLD CARTSS framework to gain an understanding of the client's health issue. They will then document the findings concisely and clearly. Please see the information posted on the N1080/NRSG 7069 site for more details.

#### Title: Midterm Examination

**Weight:** 25%

**Date:** October 28<sup>th</sup> during scheduled lecture time

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical content and practical application related to therapeutic nurse-client relationships, communication strategies and interviewing
- Begin to develop knowledge and skill in answering NCLEX-style questions

This exam will be written in-person. It will consist of multiple-choice questions and will test content from classes, simulations, and readings from weeks 1 to 7.

### **Title: Reflection on Communication Assignment**

**Weight:** 20% of course grade

**Due date:** 48 hours after scheduled Week 11 simulation by 2100

The purpose of this assignment is to:

- Provide opportunity for students to analyze content of a nurse-client interaction
- Provide opportunity for students to analyze the process (flow) of a nurse-client interaction
- Develop insight into one's own communication skills
- Determine ways in which one's communication skills can be improved

Students will engage in an interaction with a simulated client. Following the interactions, students will analyze the content (conversation) and the flow of the interaction. Students will reflect on their own communication skills and identify strengths and areas for further development. Please see the information posted on the N1080/NRSG 7069 site for more details. **Please note that supporting documentation is required if you seek an academic consideration for this assignment.**

### **Final Examination**

**Weight:** 35%

**Due date:** During December exam period

The purpose of this assignment is to:

- Allow students to demonstrate understanding of theoretical content and practical application related to therapeutic nurse-client relationships, communication strategies and interviewing
- Continue to develop knowledge and skill in answering NCLEX-style questions

This exam will be written in-person. It will consist of multiple-choice questions and will test content from classes, simulations and readings from the entire term.

**Do not book personal/travel plans until the final exam schedule is posted for December.** The date and time for the exam will be released from the Office of Registrar.

Please note that computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**IMPORTANT:** to pass the course, students must attain an average of 65% in the theory-based assessments AND an average of 65% in the simulation-based assessments.

Percentage of Course Grade	Assignment Name	Due Date
20%	Gathering Data- Application of OLD CARTSS Framework	Week 7 48 hours after scheduled simulation by 2100
25%	Midterm Examination	Week 8 In-person exam during scheduled lecture time
20%	Reflection on Communication Assignment	Week 11 48 hours after scheduled simulation by 2100
35%	Final Examination	During December exam period. Exam date & time to be released by the Office of the Registrar.

### Weekly Lecture Schedule – Western Site

*Refer to the course site in OWL Brightspace for the simulation schedule*

Week	Lecture Topic	Course Learning Outcomes
<b>Week 1</b> Sept 9 <sup>th</sup>	Introduction to Therapeutic Relationships and Communication	6
<b>Week 2</b> Sept 16 <sup>th</sup>	Core Dimensions of Helping & Active Listening	6
<b>Week 3</b> Sept 23 <sup>rd</sup>	Active Listening and Responding	5

<b>Week 4</b> Sept 30 <sup>th</sup>	<b>NATIONAL DAY FOR TRUTH &amp; RECONCILLATION</b> No scheduled lecture	
<b>Week 5</b> Oct 7 <sup>th</sup>	The Interview Process	1, 2, 3, 6
<b>Week 6</b> Oct 12 <sup>th</sup> – 20 <sup>th</sup>	<b>READING WEEK</b> No scheduled lecture or simulation	
<b>Week 7</b> Oct 21 <sup>st</sup>	Collecting Information: The OLDCARTSS Framework <i>Gathering Data- Application of OLD CARTSS Framework</i> <i>Assignment due 48 hours after simulation by 2100</i>	2, 3, 4, 6
<b>Week 8</b> Oct 28 <sup>th</sup>	<b>MIDTERM EXAMINATION</b> <i>In-person multiple choice exam during lecture time</i>	1, 2, 3, 4
<b>Week 9</b> Nov 4 <sup>th</sup>	Communication with Families & Caregivers	1, 2, 3, 4, 6
<b>Week 10</b> Nov 11 <sup>th</sup>	Communication in Challenging Situations	1, 2, 3, 4, 6
<b>Week 11</b> Nov 18 <sup>th</sup>	Trauma & Violence Informed Care (TVIC) Communication & Cultural Safety <i>Reflection on communication Assignment</i> <i>due 48 hours after simulation by 2100</i>	1, 2, 3, 4, 6
<b>Week 12</b> Nov 25 <sup>th</sup>	Communication with Clients with Cognitive & Sensory Impairments	1, 4, 5
<b>Week 13</b> Dec 2 <sup>nd</sup>	Conflict Management & Safety	1, 2, 3, 4, 5, 6

## Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#) .

## Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

## Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

## Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

## Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

## Course Communication and Process

Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to engage in discussion, share understandings, and collaborate with colleagues. This means that all preparatory activities must be completed, as classes will focus on the application of information, rather than simply a review of theoretical information. Lectures will be held weekly and attendance is strongly encouraged, as the in-class interaction between students and instructors is vital to support learning. Simulated clinical practice will occur weekly for eight weeks of the course. Please see the attendance policy below for more information. Students must visit the course site frequently, as messages and updates are posted by the course instructor regularly. Every attempt will be made by faculty

members to respond to emails within 48 hours during weekdays. Faculty members will be available for individual and/or group consultation at mutually agreed upon times. Respectful participation is expected of everyone when communicating electronically or in person.

### **Absence from Course Commitments**

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

### **Accommodation for Religious Holidays**

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

### **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

### **Attendance**

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of

preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency. Students who miss lectures or parts of lectures are responsible for the material they have missed. Instructors are not obliged to review the contents of lectures, repeat announcements or retain notes, handouts or overheads.

**Attendance for clinical learning experiences is mandatory.** The School of Nursing has an obligation to the public and the profession to protect the pedagogical integrity of its courses and the program as a whole. For this reason, clinical learning experiences are mandatory for students to develop essential competencies for entry to practice as Registered Nurses in Ontario.

**A student cannot miss more than one simulation.** Please note, this does not mean that you are “allowed” to miss one. Students missing more than one simulation session (regardless of reason) will receive an unsuccessful course outcome. Students will not receive a written warning for their absences. Notification of the unsuccessful course will be sent to the student by the simulation coordinator following the second absence in simulation.

### **UWO Student Absence Portal**

If you miss an assessment (e.g., term test, quiz, examination) in the theory portion of the course-related due to extenuating circumstances, you may be eligible to request Academic Consideration. Academic consideration may take the form of completing the missed component at a later date, or reweighting of the assessment. Students registered with Accessible Education should only use the portal if their extenuating circumstance is NOT related to their disability or plan of accommodation eligibilities.

If you miss an assessment (e.g., assignment, presentation) in the simulation portion of this course due to extenuating circumstances, you may be eligible to request Academic Consideration. Academic consideration may take the form of completing the missed component at a later date, or reweighting of the assessment. Students registered with Accessible Education should only use the portal if their extenuating circumstance is NOT related to their disability or plan of accommodation eligibilities.

**PLEASE NOTE: Absences from clinical learning (lab, sim, clinical)** must complete the Absence from Clinical Learning form, found on the [Nursing Undergraduate SharePoint site](#), notify the instructor prior to the simulation session, and complete all pre-simulation learning activities and submit any assignments as outlined. Students should also review the School of Nursing’s Absence from Clinical Learning policy.

### **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers

subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### **Use of Artificial Intelligence for the Completion of Course Work**

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Review of Graded Assignments**

After a graded assignment is returned, a student’s first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker’s feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support at: <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals:

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1%20&SelectedCalendar=Live&ArchiveID=#SubHeading\\_178](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1%20&SelectedCalendar=Live&ArchiveID=#SubHeading_178)

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Accessibility Statement**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

### **Correspondence Statement**

The centrally administered e-mail account provided to students will be considered the individual’s official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

### Use of Electronic Devices

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

**During Lectures:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

**During Simulation:** Electronic devices are not permitted in the Simulation Suite or debriefing rooms.

If you have concerns or comments about how the use of laptops or mobile devices is affecting your learning during the course, please make an appointment to talk with the instructor.

### Uniform Policy

Uniforms must be worn during all simulation/laboratory sessions. For more information, please refer to the Dress and Uniform Policy found at: [Nursing Undergraduate Information - Home \(sharepoint.com\)](#)

### Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

### Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

### Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

### **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**.

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

### **Social Media**

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors
- Scholarly papers
- Answers to quizzes, exams or assignments

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

### **Inclusivity, Diversity, and Respect**

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice. Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants.

If you require support in navigating a challenging discussion, please reach out.