

Week 1: Review of Foundational Concepts

Overview

In this module we will review topics that are foundational to this course: clinical decision making and diagnostics. We will apply these concepts to evolving clinical scenarios throughout the semester.

Due to the holiday, there will be no lab this week and all learning activities will be completed online. To get to know everyone and to understand your learning needs, this week you will need to complete a “Getting to Know You” survey and book a one on one, online meeting with your instructor.

Learning Outcomes

Students will:

- Relate the findings of select diagnostic tests to pathophysiological mechanisms of acute and chronic health challenges and identify appropriate nursing actions
- Identify the registered nurse’s role and responsibilities related to clinical decision making
- Examine concepts related to clinical decision making

In Preparation for Class

Getting to Know You (survey and meeting with instructor)

This week you will need to complete the “Getting to Know You” survey on D2L. The purpose of this survey is to better understand your needs as a student and the experience that you bring to this course.

Once you have completed this survey, sign up for a time to meet one-on-one with your instructor for this week.

- Use this link to book a meeting with me [Book time with Shannon Keyser: Getting to Know You - One on One Meetings](#)
- If the link is not working please email me with your availability at keysers@camosun.ca

Clinical Decision Making

Lapum, J. L., Hughes, St-Amant, O., Nielson, L. S., Pemasani, M., & Creer, R. (2024). Chapter 1: Introduction to health assessment. In J. L. Lapum & M. Hughes (Eds.), *Introduction to health assessment for the nursing professional (2024)*. Toronto Metropolitan University.
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/>

- Chapter 1: Priorities of Care
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/chapter/priorities-of-care/>

University of Victoria and College Partners. (2025). *Curriculum guide: The University of Victoria and partners Bachelor of Science in nursing program*.

- **Decision-Making for Nursing Practice**

Laboratory and Diagnostic Tests

For the purposes of this course, you will not be required to memorize normal ranges for laboratory test results. You are expected to understand when a diagnostic or laboratory test may be indicated and the clinical significance of results. In this week's readings, you will start with reviewing some basic lab tests and in subsequent weeks we will look at others that are relevant to the topic being reviewed.

Lord, B. (2023). Hematological system. In J. Tyerman, S. L. Cobbett, M. M. Harding, J. Kwong, D. Roberts, D. Hagler, & C. Reinisch (Eds.), *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems* (5th ed., pp. 681-700). Elsevier.

- pp. 693-695: start at Diagnostic Studies of the Hematological System, stop at Blood Typing (Read only: CBC (WBC and differential, Hgb, HCT, RBC, PLTs)

Tyerman, J. (2023). Fluid, electrolyte, and acid-base imbalances. In J. Tyerman, S. L. Cobbett, M. M. Harding, J. Kwong, D. Roberts, D. Hagler, & C. Reinisch (Eds.), *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems* (5th ed., pp. 343-372). Elsevier.

- pp. 348-355: start at Age-Related Considerations stop at Calcium Imbalances

Ibrahim, S. (2023). Appendix: Laboratory values. In J. Tyerman, S. L. Cobbett, M. M. Harding, J. Kwong, D. Roberts, D. Hagler, & C. Reinisch (Eds.), *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems* (5th ed., pp. 1817-1831). Elsevier.

- Review any laboratory values that you are not familiar with in the chart below. For reference, here are the normal ranges that we will use in this course.

LABORATORY TESTS		
Hematology		
Red Blood Cells (RBC)	Platelets (Plts)	Hematocrit (Hct)
Hemoglobin (Hgb)	White Blood Cells (WBC)	Differential (Diff)
Chemistry		
Sodium (Na)		
Potassium (K+)		
Renal Function		
Creatinine	Estimated Glomerular Filtration Rate (eGFR)	
Coagulation		
Partial Thromboplastin Time (PTT)	International Normalized Ratio (INR)	
Liver Function		

LABORATORY TESTS		
Aspartate aminotransferase (AST)	Alanine aminotransferase (ALT)	

Week 2: Equity and Diversity in Practice: Inclusive Health Assessment

Overview

Nurses care for people who have diverse backgrounds and experiences. Every person views their health from a unique lens that affects how they engage with the healthcare system, healthcare providers, and treatment options. It is the responsibility of the nurse to develop professional practice rooted in anti-racism, anti-oppression and inclusivity. This week we will begin to look at what it means to practice an inclusive assessment that reflects this type of approach.

In lab this week we will take some time for introductions and to reflect on the readings. We will also complete an orientation to our lab and simulation facilities.

It is expected that you will review the lab expectations and rules as outlined in the BSN Handbook.

Learning Outcomes

Students will:

- Explain regulatory expectations related to cultural safety, cultural humility, and anti-racism for registered nursing practice
- Apply concepts related to inclusive health assessment, including cultural safety, cultural humility, and anti-racism, across the lifespan
- Familiarize yourself with the lab setting, equipment, simulation labs, and expectations for the upcoming semester

Areas of Focus for Lab

- Getting to know each other
- Reflection on Readings
- Orientation to labs and the course
- Make student groups for Sip Smart

In Preparation for Class

Explore the BCCNM RN practice standard regarding Indigenous cultural safety, cultural humility, and anti-racism.

Consider how the core concepts and principles of this standard should inform the foundation of your daily practice.

- British Columbia College of Nurses and Midwives. (2023). *Indigenous cultural safety, cultural humility, and anti-racism*.
<https://www.bccnm.ca/rn/PracticeStandards/Pages/CulturalSafetyHumility.aspx>

Explore concepts related to inclusive health assessment

Bailey, A., St-Amant, O., Ziegler, E., Nielsen, S. L., Savicevic, N., Petrie, P., Accettola, E., Pemasani, M., Andrew, A., Creer, R., Hughes, M. & Lapum, J. (2024). Chapter 2: Inclusive approaches to health assessment. In J. L. Lapum & M. Hughes (Eds.), *Introduction to health assessment for the nursing*

professional (2024). Toronto Metropolitan University.
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/>

- Chapter 2 (read all): Inclusive Approaches to Health Assessment
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/part/chapter-2/>

Dordunoo, D. (2020). Race is not pathological but racism is. *Revista Baiana de Enfermagem*, 34, 1-7.
<https://doi.org/10.18471/rbe.v34.34990>

- Access article here <https://periodicos.ufba.br/index.php/enfermagem/article/view/34990>

EQUIP Health Care. (2021). Principles of trauma and violence informed care (TVIC).
<https://equiphealthcare.ca/files/2021/05/GTV-EQUIP-Tool-TVIC-Spring2021.pdf>

- Read summary on p. 4

Review the Dress Code for Lab

Review the dress code for lab. This is the dress code you must follow in all lab courses.

- Scroll down to "Nursing Lab and Simulation Lab Settings" and read to the end of "Stethoscopes"
<https://camosun.ca/hshs/student-info/hshs-student-handbook/nursing-bsn-program-handbook#etiquette>