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| **Form (2) Course Description** |

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| Faculty | Princess Aisha Bint Al-Hussein College for nursing and health sciences | | | | |
| Department | Nursing | | | Level in Framework | 6 |
| Course Name | Health assessment clinical | Number | 0901214 | Prerequisite | 0901213 |
| Credit Hours | 2 | Theoretical | -------- | Practical | 2 |
| Course Coordinator |  | Email |  | | |
| Teachers Educators |  | Emails |  | | |
| Lecture Time | According to the study schedule | Place | According to the study schedule | Attendance Type | ❑ Face to face |
| Semester | According to the study schedule | Preparation Date | 7-12-2024 | Modification Date | 7-12-2024 |

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| **Abridged Course Description** |
| The Health Assessment Clinical Course allows students to develop essential skills in performing comprehensive health assessments across the lifespan, considering clients' holistic health status. The course incorporates a multi-theoretical and practical approach, integrating physical, social, and behavioural sciences principles to guide assessments.  Through laboratory experiences, students apply theoretical knowledge to conduct physical examinations and health assessments on a diverse range of clients, including both healthy and ill individuals. Emphasis is placed on developing the skills and techniques required for a thorough assessment while adhering to the legal and ethical standards of the nursing profession.  Laboratory sessions focus on enhancing students' ability to perform physical examinations, collect subjective and objective data, and conduct effective interviews. Additionally, the course includes instruction on documentation and communication techniques necessary for maintaining accurate and professional records. This clinical course prepares students to conduct comprehensive, patient-centered assessments while respecting the ethical and legal responsibilities inherent in nursing practice. |
| **Course Objectives** |
| 1. Describe to the students the key principles of health assessment, including the role of health history, physical examination, and diagnostic tools in identifying normal and abnormal physiological findings across different patient populations.      1. Enable the students to apply knowledge of anatomy and physiology to interpret clinical findings, recognizing variations that may indicate potential health issues and understanding the clinical significance of these findings in diverse patient scenarios.      1. Assist students in performing a comprehensive health assessment, including obtaining a complete health history and conducting a physical examination in a clinical setting. 2. Enable students to assess and identify normal and abnormal physiological findings in diverse patient populations during clinical practice, integrating these findings to inform clinical decisions and patient care plans. 3. Empower students to apply clinical reasoning and critical thinking skills to recognize early signs of health conditions, interpret assessment data, and prioritize patient needs during hands-on clinical assessments. |

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| **CILOs (Learning Outcomes)**  **Upon completion of the course, the students would be able to:** |
| **Knowledge** |
| **a1.** Describe the specialized theoretical concepts of health assessment, anatomy, physiology, and pathophysiology to be able to assess and interpret clinical findings, distinguishing between normal and abnormal variations in patient health. |
| **Skills** |
| **b1.** Perform a comprehensive health assessment, including obtaining a thorough health history and conducting a systematic physical examination of multiple body systems.  **b2.** Use diagnostic tools and equipment (e.g., stethoscope, sphygmomanometer, thermometer) proficiently to measure vital signs and to assess respiratory and cardiovascular systems**.**  **b3.** Perform systematic physical assessment procedures, including palpation, auscultation, and inspection, ensuring accuracy and adherence to clinical standards to guide nursing interventions and optimize patient safety.  **b4.** Document health assessment findings accurately in clinical records using correct terminology, ensuring clarity and precision in conveying data for patient care and clinical decision-making.  **b5.** Demonstrate proper infection control practices (e.g., hand hygiene and use of personal protective equipment) while conducting physical examinations |
| **Competencies** |
| **c1.** Demonstrate patient-centred communication skills to establish rapport and effectively gather health history information.  **c2**. Assess health data ethically, ensuring culturally sensitive and patient-centered care.  **c3**. Synthesize information from diverse sources (patient interviews, physical exams, and  diagnostics) to form well-rounded clinical judgments. |
| **Teaching & Learning Methods** |
| * Lecture-based learning. * Class discussion. * Flipped classroom. * Skill demonstration. * Fieldwork training. * Simulation. * Role play. |
| **Assessment Tools** |
| * Quizzes and exercise * Written examination. * Lab Quizzes. * Rubric (Skills and clinical performance checklist) * Group working |

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| **Course Content** | | | | | |
| **Week** | **Hours** | **Outcomes** | **Subjects** | **Teaching & Learning Methods** | **Assessment Tools** |
| **1** | 4 | a1 | Introduction to physical assessment  Physical assessment technique | Lecture-based learning.  Class discussion. | Quizzes and exercise  Written examination. |
| **2** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Skin, Hair, and Nail Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning | Written examination  Quiz &exercise #1  Rubric (Skills and clinical performance checklist) |
| **3** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Head assessment  Neck assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning. | Written examination  Rubric (Skills and clinical performance checklist) |
| **4** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Eye assessment  Ear assessment  Mouth, throat, nose, and sinuses | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning. | Written examination  Rubric (Skills and clinical performance checklist).  Group working. |
| **5** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Thoracic and Lung Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Simulation.  Team-based learning. | Quizzes and exercise.  Written examination  Rubric (Skills and clinical performance checklist)  Group working |
| **6** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Heart and Neck Vessel Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning. | Quizzes and exercise  Written examination  Lab Quizzes #1.  Rubric (Skills and clinical performance checklist)  Group working. |
| **7** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Peripheral Vascular Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning. | Quizzes and exercise  Written examination  Rubric (Skills and clinical performance checklist)  Group working |
| **8+9** | 8 |  | Midterm skill exam |  | Rubric (Skills and clinical performance checklist) |
| **10** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Abdominal Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Simulation.  Team-based learning. | Quizzes and exercise  Written examination  Rubric (Skills and clinical performance checklist)  Group working |
| **11** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Musculoskeletal Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning. | Quizzes and exercise  Written examination  Lab Quizzes #2.  Rubric (Skills and clinical performance checklist)  Group working |
| **12+13** | 4 | a1, b1, b2, b3, b4, b5, c1, c2, c3 | Neurologic Assessment | Lecture-based learning.  Class discussion.  Flipped classroom.  Skill demonstration.  Fieldwork training.  Team-based learning. | Quizzes and exercise  Written examination.  Lab Quizzes.  Rubric (Skills and clinical performance checklist)  Group working |
| **14+15** | 8 |  | Final skill exam |  | Rubric (Skills and clinical performance checklist) |
| **16** | 1.5 | a1, b1, b2, b3, b4, b5, | Final written exam |  | Written examination |

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| **Constituents Components** | |
| "*Physical Examination and Health Assessment"* Jarvis C, 8th ed, 2018, **ISBN** -13: 978-0323510806, Elsevier Textbook website:  [http://evolve.elsevier.com](%20http:/evolve.elsevier.com) | **Textbook** |
| *Bates' Guide to Physical Examination and History-Taking*", Bickley. M.D, Lynn S., M.D. Szilagyi, Peter G., et al. 2012,10th Edition, 2016, ISBN-13: 9781469893419, Lippincott Williams & Wilkins | **References** |
|  | **Recommended for reading** |
|  | **Electronic material** |
| **Health assessment manual** | **Other sites** |

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|  |  | **Course Assessment Plan** | | | | | | | | | | | | | | |
| **Assessment tools** | | | | **Grade** |  | |  | |  | | **Outcomes** | | | | | |
|  | | | | a1 | b1 | | b2 | | b3 | | b4 | b5 | c1 | c2 | c3 |
| First (skill exam)  (Rubric (Skills and clinical performance checklist) | | | | 25% | 2 | 5 | | 3 | | 9 | | 3 | 3 |  |  |  |
| Second (skill exam)  Rubric (Skills and clinical performance checklist) | | | | 25% | 2 | 5 | | 3 | | 9 | | 3 | 3 |  |  |  |
| Final written examination | | | | 30% | 8 | 2 | | 2 | | 12 | | 3 | 3 |  |  |  |
| Semester works | | | |  |  |  | |  | |  | |  |  |  |  |  |
| **Semester Work Assessment** | | | Quizzes and exercise | 5% | 5 |  | |  | |  | |  |  |  |  |  |
| Lab Quizzes | 5% |  |  | | 1 | | 2 | | 1 | 1 |  |  |  |
| Group work | 5% |  |  | |  | |  | |  |  | 1.5 | 1.5 | 2 |
| Others (performance evaluation) | 5% |  |  | |  | |  | |  |  | 1.5 | 2 | 1.5 |
| Total | 100 | 13 | 12 | | 9 | | 36 | | 10 | 10 | 3 | 3.5 | 3.5 |