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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 | Number | 0901213 | Prerequisite | 0901102 |
| Credit Hours | 3 | Theoretical | 3 | Practical | -- |
| 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** |
| This course provides nursing students with the basic principles and knowledge necessary to perform a systematic assessment of the adult’s health status and use critical thinking skills to identify actual or potential alterations in health. The focus is on health assessment and health promotion activities with healthy individuals as well as on the physical, developmental, psychosocial, and cultural dimensions of the client's health. Emphasis will be placed on interviewing skills in taking a health history and differentiating between normal and abnormal physical findings. A diagnostic reasoning process will be applied related to adult health for recognition of common health problems when conducting a head-to-toe physical examination |
| **Course Objectives** |
| 1. Demonstrate specialized knowledge in anatomy, physiology, and pathophysiology to assess the health status of individuals. 2. Enable students to analyze health assessment data critically to identify both normal and abnormal findings in diverse patient populations. 3. Direct the students to integrate theoretical concepts and frameworks in health assessment to critically analyze patient data and formulate evidence-based nursing judgments and care plans. 4. Assist student in Understanding and describing the use of standardized health assessment tools and techniques to gather comprehensive patient data and ensure accurate and consistent documentation. 5. Explain to the students the principles of utilizing structured and patient-centered approaches to gather comprehensive health histories, including medical, family, social, and lifestyle factors. 6. Assist students in understanding patient-centred communication techniques to establish rapport and gather comprehensive health history information, applying structured and specialized approaches in theoretical contexts. |

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| **CILOs (Learning Outcomes)**  **Upon completion of the course, the students would be able to:** |
| **Knowledge** |
| a1. Recall specialized concepts of anatomy, physiology, and pathophysiology to be able to perform comprehensive health assessments and accurately evaluate the health status of individuals across various clinical settings.  a2. Discuss how to obtain health histories from patients, including medical, family, social, and lifestyle factors.  a3. Describe standardized health assessment tools and, techniques, and communication strategies necessary for physical assessment.  a4**.** Describe how to perform physical examination of various body systems |
| **Skills** |
| b1. Distinguish between normal and abnormal health assessment findings of various body systems.  b2. Analyze and interpret patient history, physical assessment findings, and diagnostic data to develop an accurate nursing diagnosis. |
| **Teaching & Learning Methods** |
| * Lecture-based learning * Class discussion * Flipped classroom * Case based learning. |
| **Assessment Tools** |
| * Quizzes and exercises * Written examinations * Written Assignments * Cases study |

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| **Course Content** | | | | | |
| **Week** | **Hours** | **Outcomes** | **Subjects** | **Teaching & Learning Methods** | **Assessment Tools** |
| **1** | 3 | a1, a2, a3 | Introduction to Health Assessment Course  Overview of the Health Assessment Process: | Lecture-based learning.  Class discussion. | Written examinations. |
| **2** | 3 | a1, a2, a3, a4, b1, b2 | Skin, Hair, and Nail Assessment | Lecture-based learning.  Class discussion. | Written examinations |
| **3+4** | 6 | a1, a2, a3, a4, b1, b2 | Head & Neck Assessment | Lecture-based learning.  Class discussion. | Written examinations  Quizzes and exercises (1) |
| **5+6** | 6 | a1, a2, a3, a4, b1, b2, | Thoracic and lung assessment | Lecture-based learning.  Class discussion.  Flipped classroom  Case-based learning | Written examinations  Case study |
| **7+8** | 3 | a1, a2, a3, a4, b1,b2. | Heart and neck vessel assessment | Lecture-based learning.  Class discussion.  Flipped classroom | Written examinations.  Written Assignments. |
| **9** | 3 | a1, a2, a3, a4, b1,b2 | Peripheral vascular assessment | Lecture-based learning.  Class discussion.  Flipped classroom | Written examinations |
| **10+11** | 6 | a1, a2, a3, a4, b1, b2. | Abdominal assessment | Lecture-based learning.  Class discussion.  Flipped classroom  Case-based learning | Written examinations  Group work  Case study |
| **12** | 3 | a1, a2, a3, a4,b1 | Musculoskeletal assessment | Lecture-based learning.  Class discussion. | Written examinations |
| **13+14** | 6 | a1, a2, a3, a4, b1,b2 | Neurological assessment | Lecture-based learning.  Class discussion.  Flipped classroom | Written examinations |
| **15** | 3 | a1, a2, a3, a4, b1, b2. | Revision | Lecture-based learning  Class discussion | Written examinations |
| **16** | 1.5 | a1, a2, a3, a4, b1,b2 | Final exam |  | Written examinations |

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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** |
|  | **Other sites** |

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|  | **Course Assessment Plan** | | | | | | | | | |
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| **Assessment tools** | | | **Grade** |  | | **Outcomes** | | | | |
|  | | | a1 | a2 | a3 | a4 | b1 | b2 |  |
| First examination (Mid) | | | 30% | 5 | 3 | 2 | 7 | 13 |  |  |
| Second examination (If any) | | |  |  |  |  |  |  |  |  |
| Final examination | | | 50% | 5 | 5 | 10 | 15 | 15 |  |  |
| Semester works | | |  |  |  |  |  |  |  |  |
| **Semester Work Assessment** | | Quizzes & exercise | 10% | 1 | 1 | 3 | 1 | 4 |  |  |
| Written assignment | 5% | 5 |  |  |  |  |  |  |
| casestudy | 5% |  |  |  |  | 2.5 | 2.5 |  |
| Total | 100 | 16 | 9 | 15 | 23 | 34.5 | 2.5 |  |