|  |  |
| --- | --- |
| **Course Title:** | **Health Assessment** |
| **Course Code:** | **NUR 241** |
| **Program:** | **B. Sc. In Nursing** |
| **Department:** | **Dept. of Nursing** |
| **College:** | **College of Applied Medical Sciences in Al-Dawadmi** |
| **Institution:** | **Shaqra University** |

Table of Contents

[A. Course Identification 3](#_Toc61858459)

[6. Mode of Instruction (mark all that apply) 3](#_Toc61858460)

[B. Course Objectives and Learning Outcomes 3](#_Toc61858461)

[1. Course Description 3](#_Toc61858462)

[2. Course Main Objective 3](#_Toc61858463)

[3. Course Learning Outcomes 4](#_Toc61858464)

[C. Course Content 4](#_Toc61858465)

[D. Teaching and Assessment 6](#_Toc61858466)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 6](#_Toc61858467)

[2. Assessment Tasks for Students 7](#_Toc61858468)

[E. Student Academic Counseling and Support 7](#_Toc61858469)

[F. Learning Resources and Facilities 8](#_Toc61858470)

[1.Learning Resources 8](#_Toc61858471)

[2. Facilities Required 9](#_Toc61858472)

[G. Course Quality Evaluation 9](#_Toc61858473)

[H. Specification Approval Data 10](#_Toc61858474)

# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 (2+1+0)** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | 4th level / 2nd year | | | | |
| **4. Pre-requisites for this course** (if any)**: NUR 233, NUR 234** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** | **4 X 15 =60** | **100 %** |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | **30** |
| **2** | **Laboratory/Studio** | **2 X 15 = 30** |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 60 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course is divided into 2 parts; the theoretical part is designed to provide nursing students with the knowledge and skills needed to assess the physical and mental health status of clients with different age groups. Specific attention is given to the bio-psychosocial and spiritual dimension of the clients. Normal and abnormal variations are also addressed. The practical part of this course aims at providing nursing students with the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients in the lab and later in health care settings. |
|  |
| 2. Course Main Objective At the end of the course, the student will perform a thorough and systemic compete physical examination of client across the lifespan in various health settings. Also, student will able to analyze, interpret, and records health assessment findings accurately. |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Integrate the concepts of anatomy and physiology to recognize deviations from normal. | 1.1 |
| 1.2 | Provide data to contribute to nursing interventions and patient outcomes on the nursing care plan in selected scenarios. | 1.2 |
| 1.3 | Determine and evaluate history, physical examination, diagnostic procedures, and laboratory data to formulate a diagnostic hypothesis | 1.1, 1.2 |
| **2** | **Skills :** |  |
| 2.1 | Generate, analyze and interpret multiple sources of data and differential diagnoses. | 2.1 |
| 2.2 | Formulate health assessment data in a concise, accurate, and logical manner that is culturally fit. | 2.2 |
| 2.3 | Demonstrate proper techniques of health assessment. | 2.3 |
| 2.4 | Demonstrate appropriate strategies/approaches during health assessment. | 2.4 |
| 2.5 | Perform safe and quality health assessment to client to address the health, problems and issues | 2.1, 2.3, 2.4, 2.5 |
| **3** | **Values:** |  |
| 3.1 | Demonstrate appropriate values and virtues in assessing for hypothetical or actual clinical patients. | 3.1, 3.3 |
| 3.2 | Apply ethico-legal considerations in assessing for hypothetical or actual clinical patients. Apply ethical reasoning and decision-making process to address situations of ethical distress and moral dilemma in the clinical area and classroom settings. | 3.2 |
| 3.3 | Employ harmonious and collegial relationship among members of the health team for effective, and efficient health assessment. | 3.3 |

# C. Course Content

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **List of Topics**  **Theory** | **Contact Hours** | **List of Topics**  **Practical** | **Contact Hours** |
| 1 | **Assessment of the Whole Person**   1. Evidence-based Assessment 2. Cultural Competence 3. The Interview   **Approach to The Clinical Settings**   1. Assessment Techniques and Safety in the Clinical Setting 2. Pain Assessment: The 5th Vital Signs 3. Nutritional Assessment | 2 | The Complete Health History/ General Survey  Demonstrate and practice of general survey assessment | 2 |
| 2 | **Physical Exam**   1. Skin, Hair, and Nails   Demonstration and practice of the assessment of the skin, hair and nails | 2 | Return demonstrate of general survey assessment | 2 |
| 3 | **Physical Exam**   1. Head, Face, and Neck Including Regional Lymphatics   Demonstration and practice of the assessment of the head, face, and neck including regional lymphatic | 2 | Return demonstrate of the skin, hair and nails | 2 |
| 4 | **Physical Exam**   1. Eyes 2. Ears 3. Nose   Demonstration and practice of the assessment of eyes, ears, and nose | 2 | Return demonstration of the assessment of the head, face, and neck including regional lymphatic | 2 |
| 25 | **Physical Exam**   1. Mouth, and Throat   Demonstration and practice of the assessment of mouth, and throat | 2 | Return demonstration of the assessment of the eyes, ears, and nose | 2 |
| 6 | First midterm exam | 2 | OSCHE exam | 2 |
| 7 | **Physical Exam**   1. Breast and Regional Lymphatics   Demonstration and practice of breast and regional lymphatic | 2 | Return demonstration of the assessment of the mouth, and throat | 2 |
| 8 | **Physical Exam**   1. Thorax and Lungs   ClinicalDemonstration and practice of thorax and lungs assessment | 2 | Return demonstration of breast and regional lymphatic | 2 |
| 9 | **Physical Exam**   1. Heart and Neck Vessels 2. Peripheral Vascular System and Lymphatic System   Demonstration and practice of heart assessment | 2 | Return demonstration of thorax and lungs assessment | 2 |
| 10 | **Physical Exam**   1. Abdomen   Demonstration and practice of abdomen assessment | 2 | Return demonstration of heart assessment | 2 |
| 11 | **Physical Exam**   1. Musculoskeletal System   Demonstration and practice of musculoskeletal system assessment (upper and lower extremities) | 2 | Return demonstration of abdomen assessment | 2 |
| 12 | Second midterm exam | 2 | OSCHE exam | 2 |
| 13 | **Physical Exam**   1. Neurologic assessment   Demonstration and practice of neurological assessment | 2 | Return demonstration of musculoskeletal system assessment (upper and lower extremities) | 2 |
| 14 | **Physical Exam**   1. Female Genitourinary assessment 2. Male Genitourinary assessment 3. Anus, Rectum, and Prostate assessment | 2 | Return demonstration of neurological assessment | 2 |
| 15 | **Physical Exam**   1. The Complete Health Assessment: Adult 2. Bedside Assessment and Electronic Health Recording 3. Functional Assessment of the Older Adult | 2  2 | OSHCE exam | 2 |
| 16 | Final exam |  |  |  |
| **Total (60)** | | 30 |  | 30 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Integrate the concepts of anatomy and physiology to recognize deviations from normal. | • Lectures (Skills lab and clinical)  • Discussion  • | * Structural evaluation (oral exam, written exam, quizzes, seminars, activities, assignments).   Final evaluation (written exams and OSCE) |
| 1.2 | Provide data to contribute to nursing interventions and patient outcomes on the nursing care plan in selected scenarios. |
| 1.3 | Determine and evaluate history, physical examination, diagnostic procedures, and laboratory data to formulate a diagnostic hypothesis |
| **2.0** | **Skills** | | |
| 2.1 | Generate, analyze and interpret multiple sources of data and differential diagnoses. | - Practical lessons - Theory lectures  - Group discussion  - Supervise practice demonstration, and return demonstration | * Structural evaluation (oral exam, written exam, quizzes, seminars, activities, assignments). * Final evaluation (written exams and OSCE) * Competency Skills |
| 2.2 | Formulate health assessment data in a concise, accurate, and logical manner that is culturally fit. |
| 2.3 | Demonstrate proper techniques of health assessment. |
| 2.4 | Demonstrate appropriate strategies/approaches during health assessment. |
| 2.5 | Perform safe and quality health assessment to client to address the health, problems and issues |
| **3.0** | **Values** | | |  |
| 3.1 | Demonstrate appropriate values and virtues in assessing for hypothetical or actual clinical patients. | - Practical lessons - Theory lectures  - Group discussion  - Supervise practice demonstration, and return demonstration | Direct observation by the instructors  Competency Skills |
| 3.2 | Apply ethico-legal considerations in assessing for hypothetical or actual clinical patients. Apply ethical reasoning and decision-making process to address situations of ethical distress and moral dilemma in the clinical area and classroom settings. |
| 3.3 | Employ harmonious and collegial relationship among members of the health team for effective, and efficient health assessment. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Return Demonstration** | every week | 15% |
| **2** | **Theoretical Quiz** | 3rd 8th | 5% |
| **3** | **First Midterm Written exam** | 6th | 10% |
| **4** | **First Midterm OSCE exam** | 6th | 5% |
| **5** | **Assignments** | 4th, 11th | 5% |
| **6** | **Practical quiz** | 11th | 5% |
| **7** | **Midterm written exam** | 12th | 10% |
| **8** | **Midterm OSCE exam** | 12th | 5% |
| **9** | **Final OSCE exam** | 16th | 15% |
| **10** | **Final written exam** | 17th&18th | 25% |
|  | **Total** |  | %100 |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :** |
| Office hours 6 hours per week  Through university E mail |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Jarvis, C., (2019). *Physical Examination and Health Assessment* (8th ed.). Saunders.  Bickley, L. S., Szilagyi, P. G., Hoffman, R. M., & Soriano, R. P. (2020). *Bates’ Guide To Physical Examination and History Taking* (13th ed.). LWW. |
| **Essential References Materials** | Carolyn, J. (2019). *Laboratory Manual for Physical Examination & Health Assessment* (8th ed.). Saunders.  Tappero, E, & Honeyfield, M.E.. (2018). Physical Assessment of the Newborn, Sixth Edition: A Comprehensive Approach to the Art of Physical Examination - Revised 25th Anniversary Edition (6th ed.). Springer Publishing Company  Hellouin-Desenne, C., Marano, E., Devillard, X., & Giraux, P. (2016). Physical activity assessments in disable adults living in adult foster homes. Annals of Physical and Rehabilitation Medicine, 59, e176. <https://doi.org/10.1016/j.rehab.2016.07.383>  Anne Perry, Patricia Potter, Wendy Ostendorf: Clinical nursing skills and techniques. 8th Ed. 2014.  Anne Perry, Patricia Potter, Martha Elkin: Nursing interventions and clinical skills. 5th Ed. 2012.  Annamma Jacob, Rekha R, Jadhav Sonali: Clinical nursing procedures. The art of nursing practice. 2nd Ed. 2010.  Susan Wilson and, Jean Giddens: Health Assessment for Nursing Practice. 6th Edition. Mosby  30th September 2016.  Doeges,M: Nursing diagnoses with interventions – including (NANDA) , 4th edition, Philadelphia: Davis company. |
| **Electronic Materials** | 1. [www.eHowhealth.com](http://www.eHowhealth.com)  2. [www.NursesforNursing.com](http://www.NursesforNursing.com)  3. [www.practicalnursing.com](http://www.practicalnursing.com)  4. [www.nursingcrib.com](http://www.nursingcrib.com)  5. [www.nursingavenue.com](http://www.nursingavenue.com)  6. [www.nursingcareplan.com](http://www.nursingcareplan.com)  7. [www.allnurses.com](http://www.allnurses.com)  8. [www.nurse.com](http://www.nurse.com)  9. [www.nursingnews.com](http://www.nursingnews.com)  10. [www.lippincott'snursing.com](http://www.lippincott'snursing.com)  11. [www.nurseweek.com](http://www.nurseweek.com)  12.[www.pearsoned.co.uk/eLearning](http://www.pearsoned.co.uk/eLearning)  13. [www.pearsonlongman.com/cws](http://www.pearsonlongman.com/cws)  14.  [www.booksites.net/connbegg](http://www.booksites.net/connbegg 15)  [15](http://www.booksites.net/connbegg 15). Virtual and Physical Health Assessments and Treatment Plans  2019.10.31525/ct1-nct03947905 |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Well ventilated and well lighted wide enough lab for at least 30 students * Models for clinical applications (manual and electronics) * Different types of hospital beds * Electronic and manual manikins for application of different nursing skills |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Personal computer * Data show projector * Monitor for video learning * Videos * Internet access * Smart Board |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Nursing laboratories prepared by special electronic equipment’s   Textbook of Medical- Surgical nursing / latest edition |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of Teaching & assessments | * Faculty Member.   Peer Reviewers. | * Exam questions corrections. * Homework correction. * Course evaluation survey.   Analysis of course reports & student's results. |
| Extent of achievement of course learning outcomes | * Program administrators.   Quality Assurance experts & Reviewers. | Internal reviewing of the course contents, outcomes, reports & student's results. |
| Quality of learning resources | Program administrators. |  |
|  |  |  |
|  |  |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** |  |
| **Reference No.** |  |
| **Date** |  |