



## Course Specifications

<b>Course Title:</b>	Health Assessment
<b>Course Code:</b>	56042115-3
<b>Program:</b>	Bachelor degree of Nursing program
<b>Department:</b>	Nursing practices department
<b>College:</b>	Faculty of Nursing
<b>Institution:</b>	Umm Al-Qura University

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## A. Course Identification

<b>1. Credit hours:</b>	3
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	4 <sup>th</sup> level/ 2 <sup>nd</sup> year
<b>4. Pre-requisites for this course (if any):</b>	
<ul style="list-style-type: none"> <li>○ Human Anatomy.</li> <li>○ Human Physiology.</li> </ul>	
<b>5. Co-requisites for this course (if any):</b>	
<ul style="list-style-type: none"> <li>○ Fundamentals of Nursing (2)</li> </ul>	

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2/week =30	33
2	Blended		
3	E-learning		
4	Distance learning		
5	Other ( clinical )	2/week =30	67

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

No	Activity	Contact Hours
1	Lecture 2/week	15
2	Laboratory/Studio. 2/week	30
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course focuses on application of nursing process and problem-solving approach in basic assessment of individual's health. It is based on human anatomy and physiology. It focuses on comprehensive data collections through history taking and physical examination.

### 2. Course Main Objective

This course focuses on application of nursing process and problem-solving approach in basic assessment of individual's health. It is based on human anatomy and physiology. It focuses on comprehensive data collections through history taking and physical examination. Technical skills for health assessment are highly emphasized.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Identify the professional nurse's roles regarding health assessment in various clinical settings.	K1
1.2	Enumerate the risk factors which affect the individual's health.	K2
1.3	State the purposes and components of history taking and health assessment.	K3
<b>2</b>	<b>Skills</b>	
2.1	Systematically collect pertinent data for health assessment of clients of various genders and cultures.	S1
2.2	Utilize interviewing and assessment skills to elicit a comprehensive health history.	S2
2.3	Apply techniques of physical examination (inspection, palpation, percussion and auscultation) during assessment of various body systems	S5
2.4	Differentiate between normal and abnormal health condition based on assessment findings.	S4
2.5	Interpret health assessment findings.	S5
2.6	Formulate nursing diagnosis based on collected data.	S6
2.7	Utilize a systematic approach in reporting and recording nursing diagnosis.	S7
2.8	Perform effective communication skills using technology and positive relations with others.	S8
<b>3</b>	<b>Values</b>	
3.1	Utilizes the ethical principles of confidentiality in the management of patient data and professional standard while performing physical examination.	V2
3.2	Exhibit respect and responsibility through adherence to the code professional standards of ethical healthcare	V3

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to health assessment	1
2	Techniques of physical assessment	1
3	General survey	1
4	Pain assessment	1
5	Assessment of integumentary system	1
6	Assessment of head and neck	1
7	Assessment of neurological system	2
8	Assessment of respiratory system	1
9	Assessment of cardiovascular system	1
10	Assessment of abdomen	1
11	Assessment of musculoskeletal system	1
12	Assessment of the whole-body system	1
	Revision	2
<b>Total</b>		<b>15</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Identify the professional nurse's roles regarding health assessment in various clinical settings.	Lectures: - Introductory lecture. - Subsequent lectures.	- Midterm Exam. - Final written Exam.
1.2	Enumerate the risk factors for each age group throughout the lifespan which affect the individual's health.	Tutorials review (to clarify any matters not understood).	
1.3	State the purposes and components of history taking and health assessment.		
<b>2.0</b>	<b>Skills</b>		
2.1	Systematically collect pertinent data for health assessment of clients of various genders and cultures.	<p><b>Teaching strategies used include:</b></p> <ul style="list-style-type: none"> <li>- Teacher demonstrates and practices the procedure using models, or other simulations</li> <li>- Student practice of a skill under the supervision of teacher.</li> <li>- Student uses clinical procedures guide– step -by- step instructions on how to perform a skill – to facilitate skill acquisition.</li> </ul> <p>Students use logbook to document procedures performance.</p>	<p>Students performance during the semester Formal and final evaluation of student performance in lab. twice evaluation per semester with results carrying.</p>
2.2	Utilize interviewing and assessment skills to elicit a comprehensive health history.		
2.3	Apply techniques of physical examination (inspection, palpation, percussion and auscultation).		
2.4	Differentiate between normal and abnormal health condition based on assessment findings.		
2.5	Interpret health assessment findings.		
2.6	Formulate nursing diagnosis based on collected data.		
2.7	Utilize a systematic approach in reporting and recording nursing diagnosis.		
2.8	Perform effective communication skills using technology and positive relations with others.		
<b>3.0</b>	<b>Values</b>		
3.1	Utilizes the ethical principles of confidentiality in the management of patient data and professional standard while performing physical examination.	The students are divided into 4 groups, each group is assigned to perform certain skills. Role plays.	Students performance during the semester Formal and final evaluation of student performance in lab. twice evaluation per semester with results carrying
3.2	Exhibit respect and responsibility through adherence to the code	The students are divided into 4 groups, each group is assigned	Students performance during the semester Formal

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	professional standards of ethical healthcare	to perform certain skills. Role plays.	and final evaluation of student performance in lab. twice evaluation per semester with results carrying

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Student performance	On going	30%
2	Formal clinical evaluation	7	20%
3	Midterm written exam	8	10 %
4	Final practical exam	16	10 %
5	Final written exam	17-18	30 %

\*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:

Academic office hours: each teacher announce 2 hours per week.

- Academic advisor: each student has one teacher as academic advice to help students progress in teaching and solve any related problem.

Referral system: for those students who are not respond to academic advising and need more help is referred to the head of the department.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	- Jarvis, C. (2020). Physical Examination and Health Assessment. 8 <sup>th</sup> ed., Saunders.
<b>Essential References Materials</b>	- Weber, J. R. & Kelley, J.H. (2017). Health Assessment in Nursing. 6 <sup>th</sup> ed., Wolters Kluwer Health (LWW). - Weber, J.R. (2017). Nurses' Handbook of Health Assessment. 9 <sup>th</sup> ed., Lippincott, Williams & Wilkins.
<b>Electronic Materials</b>	○ Video films for procedure demonstration. ○ www.Yahoo.com. ○ www.findarticle.com. ○ www.pubmed.com. ○ www.google.com. ○ <a href="http://www.healthology.com">www.healthology.com</a> . ○ www.who.com.
<b>Other Learning Materials</b>	Extra Video tapes, CD for procedures demonstration

## 2. Facilities Required

Item	Resources
<p><b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<p>- Large lecture rooms 40 student's capacity with appropriate spaces. - 4 labs. Ideal group number for practicing any procedure. 20 students / teacher.</p>
<p><b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)</p>	Lap top computer for each class and lab.
<p><b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course evaluation do at least once per academic year	Students	(Direct, Indirect) Survey
Curriculum evaluation every 3 years. The course team has weekly meetings where the students' learning and other processes are evaluated. Improvements and changes would be made accordingly.	Staff members	(Direct, Indirect)
<u>Other Strategies for Evaluation of Teaching.</u> Formal evaluation of teaching of faculty staff members do at least once per academic year Peer evaluation of faculty is in planning phase.	Head of department (HOD)	(Direct, Indirect)
Moderation of all exam papers, answer key, scripts of all failures and at least 20% of the other scripts. Moderation of OSCE.	Staff members	Answer key
<p>Processes for Improvement of Teaching</p> <p>Evaluation feedback is discussed with relevant faculty to address deficiencies and to plan for corrective measures as needed and improvement interventions. Incorporation of the latest evidence through the course review. The course topic learning outcomes are analyzed and discussed with Instructors to decide what would be the best way to a conduct theoretical teaching to achieve the learning result.</p>		

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <ul style="list-style-type: none"> <li>• Assignment, presentation and Exams are scored and revised by more than one teacher.</li> <li>• Review of exams by experts in the specialty.</li> <li>• Moderation of exam questions by peer and the Head of department.</li> <li>• Moderation of exam papers, answer keys as well as scripts of students. The latter entails moderation of the scripts of all failures and at least 20% of the rest of the scripts</li> </ul> <p>Review the semester activities of students by faculty staff members.</p>		
<p>Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>1. Analysis of <ul style="list-style-type: none"> <li>• Confidential completion of standard course evaluation questionnaire.</li> <li>• Students' exams results.</li> <li>• Student's feedback about the course.</li> <li>• Results of teacher self-evaluation.</li> </ul> </li> <li>2. Writing course report based on the previously mentioned items.</li> <li>3. Modify course specification based on action plan in the course reports.</li> <li>4. The modifications will be presented in department council for approval.</li> <li>5. Review the syllabus objectives.</li> </ol>		

**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

<b>Council / Committee</b>	Nursing practices department council
<b>Reference No.</b>	460140414425/31990 تمت المصادقة برقم
<b>Date</b>	7-6-1442H