



# Course Specification

## (Bachelor)

Course Title: Health Assessment

Course Code: 223 NUR- 3

Program: Nursing

Department: Nursing

College: Nursing and Health Sciences

Institution: Jazan University

Version: 2025

Last Revision Date: 23 December 2024

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## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours:

3 credits (2 theory + 1 practical)

#### 2. Course type

A. ☐ University ☐ College ☐ Department ☐ Track ☒ Others

B. ☒ Required ☐ Elective

#### 3. Level/year at which this course is offered:

2<sup>nd</sup> Year / Level 4

#### 4. Course general Description:

Course Description This course is required for all undergraduate 2<sup>nd</sup> year nursing students. This course aims to provide students with different knowledge and skills required for assessing an individual's health status during health and illness throughout different age stages. In addition, this course enables students to obtain and use effective communication skills to take health history required for performing physical examination. Students learn to be alert to any behaviors and patterns that affect health status.

#### 5. Pre-requirements for this course (if any):

220 ANAT – 3, Introduction to Human Anatomy  
211 NUR – 2, Physiology

#### 6. Co-requisites for this course (if any):

None

#### 7. Course Main Objective(s):

1. Identify the essential component of patient history.
2. Identify principles and methods of effective interviewing techniques to elicit subjective data.
3. Determine suitable techniques for examining body systems.
4. Identify normal physical findings and detect deviation from normal.
5. Analyze patient history and physical findings to be oriented with health problems.
6. Evaluate nursing interventions and pre-established priorities according to reassessment of needs or problems.
7. Acquire, develop and demonstrate skills in performing the 4 fundamental techniques of health assessment (IPPA) using various health assessment tools.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2x 15 + 2x15 = 60	100%





No	Mode of Instruction	Contact Hours	Percentage
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		60

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand the significance of data collection and validation in providing planned intervention	K1	Traditional lectures, Power point presentation, Active Learning	Written examination (MCQ's), Assignment
1.2	Recognize the normal and abnormal physical findings of all systems and organs	K2	Traditional lectures, Power point presentation	Written examination (MCQ's), Assignment
1.3	Explain the significance of nurse's role in the health assessment	K3	Traditional lectures, Power point presentation, Active Learning	Written examination (MCQ's), Assignment
2.0				





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Apply the role of the nurse in assessing the client's health from the holistic perspective	S1	Laboratory demonstrations, Simulation, Nursing Care Plan	Active class and lab participation, Practical exam, Nursing Care Plan
2.2	Practice critical thinking skills in the assessment of client's health status	S2		
2.3	Demonstrate the psychomotor skills to be developed in assessing patient health status at the performance level	S3		
3.0	Values, autonomy, and responsibility			
3.1	Advocate a safe and comfortable environment that protects client dignity and rights.	V1	Individual or Group assignments	Observations, Group assignments
3.2	Value making effective ethical decision	V2	Individual or Group assignments	Observations, Group assignments

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Health Assessment <ul style="list-style-type: none"> <li>Identification of patient problems</li> <li>Social determinants of health</li> </ul> PRACTICAL: Nursing Process	2 2
2	Health History <ul style="list-style-type: none"> <li>Purpose and components of health history.</li> <li>Physical Examination techniques</li> </ul> PRACTICAL: General Survey Measurement and History Taking	2 2
3	Role of Nurses and Communication Techniques. <ul style="list-style-type: none"> <li>Role of Nurses</li> <li>Therapeutic Communication Techniques</li> </ul>	2 2
4	The Integumentary System <ul style="list-style-type: none"> <li>Characteristics of normal and abnormal skin.</li> <li>Classifying skin lesions</li> </ul>	2 2



	<ul style="list-style-type: none"> <li>Common skin lesions &amp; etiologies</li> </ul> <b>PRACTICAL: Assessment of Skin</b>	
5	<b>The Head and Neck</b> <ul style="list-style-type: none"> <li>Normal and abnormal findings in the head and neck</li> <li>Normal and abnormal findings in the lymph nodes</li> <li>Normal and abnormal findings in the thyroid glands</li> </ul> <b>PRACTICAL: Assessment of the head, neck, lymph nodes and thyroid</b>	2 2
6	<b>The Eyes</b> <ul style="list-style-type: none"> <li>Normal and abnormalities in the assessment of the eye and etiologies</li> </ul> <b>PRACTICAL: Assessment of Eyes, Ocular and extraocular muscle function test, cover and uncover test, diagnostic position test.</b>	2 2
7	<b>Ears, Nose, Mouth, and Throat</b> <ul style="list-style-type: none"> <li>Normal and abnormal conditions in the assessment of ear, nose, mouth, throat, and etiologies</li> <li>Normal and abnormal findings in the mouth, nose, and throat</li> </ul> <b>PRACTICAL: Assessment of the ear, nose, mouth, and throat</b>	2 2
8	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>Anatomical landmark of the thorax</li> <li>Normal lung sounds and adventitious breath sounds.</li> <li>Abnormalities of the respiratory system</li> </ul> <b>PRACTICAL: Assessment of the chest and lungs</b>	2 2
9	<b>The Cardiovascular System</b> <ul style="list-style-type: none"> <li>Structure of the heart and landmarks</li> <li>Normal and abnormal findings inspection, palpation and percussion)</li> <li>Normal and Abnormal auscultatory sounds</li> <li>Common cardiovascular problems</li> </ul> <b>PRACTICAL: Cardiovascular Assessment.</b>	2 2
10	<b>The Peripheral Vascular System and Lymphatic System</b>	2 2
11	<b>Gastrointestinal and Renal System</b> <ul style="list-style-type: none"> <li>Important health history components that provide information about gastrointestinal tract and renal system</li> <li>Normal and abnormal abdominal findings of the gastrointestinal and renal system.</li> <li>Anatomical landmarks</li> </ul> <b>PRACTICAL: Assessment of the Abdomen, Assessment of the costovertebral Angle</b>	2 2
12	<b>The Breast and Axillae</b> <ul style="list-style-type: none"> <li>Physiological function of human breasts.</li> <li>Common variations and abnormal changes of the breast</li> <li>Breast self-examination.</li> </ul> <b>PRACTICAL: Assessment of the breast/BSE</b>	2 2
13	<b>The Musculoskeletal system</b> <ul style="list-style-type: none"> <li>Abnormal findings common in spine and common joints</li> </ul>	2 2



	problems PRACTICAL: Assessment of Spine Assessment of musculoskeletal system including range of motion of joints and assessment of muscles	
14	The Nervous system <ul style="list-style-type: none"> <li>Technique is used to obtain the assessment of the motor and sensory function.</li> <li>Cerebral and cerebellar abnormalities</li> </ul> PRACTICAL: Assessment of the 12 Cranial nerves, sensation, reflexes and cerebellar function assessment	4 4
Total		60

## D. Students Assessment Activities

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

## E. Learning Resources and Facilities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Student Discipline and Behavior	Continuous	5%
2.	Practical Assessment	Continuous	15%
3.	Midterm Theory	8 <sup>th</sup> or 9 <sup>th</sup> week	20%
4.	Final Practical	17 <sup>th</sup> or 18 <sup>th</sup> week	20%
5.	Final Theory	19 <sup>th</sup> or 20 <sup>th</sup> week	40%
Total			100%

## 1. References and Learning Resources

Essential References	Bates' Nursing Guide to Physical Examination and History Taking, 3rd Edition. (2021). <i>ProtoView</i> . Ringgold, Inc.
Supportive References	<ol style="list-style-type: none"> <li>Health Assessment in Nursing, Janet R weber &amp; Jane Kelley, 5th Edition, Lippincott Williams &amp; Wilkins</li> <li>Mary Ellen Zator Estes (2017) Health Assessment and Physical Examination, 5th International Edition Delmar Cengage Learning</li> <li>Pocket Companion for Physical Examination and Health assessment 7<sup>th</sup> Edition Elsevier 2016</li> </ol>
Electronic Materials	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=9EmSE5_jyqA">https://www.youtube.com/watch?v=9EmSE5_jyqA</a></li> <li><a href="https://www.youtube.com/watch?v=W-Rd1ZFFjfl">https://www.youtube.com/watch?v=W-Rd1ZFFjfl</a></li> <li><a href="https://www.youtube.com/watch?v=W-Rd1ZFFjfl&amp;t=16s">https://www.youtube.com/watch?v=W-Rd1ZFFjfl&amp;t=16s</a></li> </ul>
Other Learning Materials	



## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom Nursing lab Simulation lab
<b>Technology equipment</b> (Projector, smart board, software)	Smart board Blackboard High-speed internet SDL (Saudi Digital Library)
<b>Other equipment</b> (Depending on the nature of the specialty)	Wheelchair

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Student's	Students' Teaching Evaluation, Questionnaire, Continuing feedback from Students
Effectiveness of Students' assessment	Instructor	Course report CLO Evaluation survey Continuing feedback from students
Quality of Learning Resources	Quality Assurance Unit	Student Satisfaction Survey

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

**Assessment Methods**

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Nursing Department Council
<b>REFERENCE NO.</b>	NUR 2508
<b>DATE</b>	Jan 15, 2025