

<b>1.Course Name:</b>	
Health Assessment in Nursing	
<b>2.Course Code:</b>	
WNR-21-02	
<b>3.Semester / Year:</b>	
Second Stage / First Semester	
<b>4.Description Preparation Date:</b>	
2024-2025	
<b>5.Available Attendance Forms:</b>	
<ul style="list-style-type: none"> <li>• In-person lectures.</li> <li>• Practical laboratory sessions</li> </ul>	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
4 Credit (2 credit (2 Hours Theory) and 2credit practical ( 2 Hours Laboratory)).	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
<b>Name:</b> Hayder Ghaleb Jebur <b>Qualification:</b> PhD in Nursing <b>Contact:</b> [hayder.gh@uowa.edu.iq]	
<b>8.Course Objectives</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify</b> the components of health assessment.</li> <li>2. <b>Recognize</b> normal findings and abnormal in health assessment.</li> <li>3. <b>Explain</b> health assessment techniques for each body system.</li> <li>4. <b>Apply</b> assessment techniques (inspection, palpation, percussion, auscultation).</li> <li>5. <b>Document</b> health assessment findings accurately.</li> <li>6. <b>Integrate</b> anatomy and physiology knowledge into assessments.</li> <li>7. <b>Adhere</b> to safety and ethical standards during assessments.</li> <li>8. <b>Demonstrate</b> respect for patient privacy and dignity.</li> <li>9. <b>Appreciate</b> the role of accurate data collection in patient care.</li> </ol>	
<b>1. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Lab training</li> </ul>
<b>2. Course Structure</b>	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T+2L	<b>Foundational Knowledge</b>	Explain the purpose, components, and sequence of a comprehensive health assessment. Differentiate between subjective (symptoms) and objective (signs) data collection methods.	-Lectures. - seminars. - Lab training .	Quizzes, students' participation in the lecture, & Practical evaluation .
2	2T+2L	<b>2. Assessment Techniques</b>	Demonstrate proficiency in the <b>four primary techniques</b> : <b>Inspection</b> (e.g., skin integrity, symmetry). <b>Palpation</b> (e.g., pulses, tenderness). <b>Percussion</b> (e.g., organ size, fluid detection). <b>Auscultation</b> (e.g., heart/lung sounds, bowel sounds).	- Lectures. - seminars. -Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation .
3	2T+2L	<b>Cardiovascular:</b>	Assess apical pulse, heart sounds (S1/S2, murmurs), and jugular venous pressure.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
4	2T+2L	<b>Respiratory:</b>	Identify normal/abnormal breath sounds (e.g., wheezes, crackles).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
5	<b>Mid-term exam. No 1</b>				
6	2T+2L	<b>Neurological:</b>	Perform cranial nerve tests and evaluate motor/sensory function.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
7	2T+2L	<b>Abdomen:</b>	Document bowel sounds, palpate for masses, and recognize signs of peritoneal	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

			inflammation.		
8	2T+2L	<b>Musculoskeletal:</b>	Assess range of motion, gait, and joint abnormalities.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
9	2T+2L	<b>4. Clinical Judgment</b>	Analyze assessment findings to distinguish <b>normal vs. abnormal</b> results. Prioritize urgent findings (e.g., diminished breath sounds, irregular pulses). Link assessment data to potential nursing diagnoses (e.g., impaired gas exchange, acute pain).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
10	Mid-term exam. No 2				
11	2T+2L	<b>5. Communication &amp; Documentation</b>	Obtain a <b>focused health history</b> using open-ended questions. Document findings using <b>SOAP</b> (Subjective, Objective, Assessment, Plan) or <b>DAR</b> (Data, Action, Response) formats. Report critical findings to the healthcare team concisely (e.g., SBAR technique).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
12	2T+2L	<b>6. Ethical &amp; Safety Practices</b>	Maintain patient privacy/dignity during physical exams. Use PPE and infection control protocols (e.g., hand hygiene, glove use). Recognize limitations	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .

			and seek preceptor guidance when uncertain.		
13	2T+2L	<b>6. Ethical &amp; Safety Practices</b>	Maintain patient privacy/dignity during physical exams. Use PPE and infection control protocols (e.g., hand hygiene, glove use). Recognize limitations and seek preceptor guidance when uncertain.	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .
14	2T+2L	<b>7. Health Promotion</b>	Educate patients on self-assessment techniques (e.g., breast/testicular exams). Provide tailored health advice based on assessment results (e.g., smoking cessation for abnormal lung sounds).	-Lectures. - seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation .


### 3. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	
2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
10%		90%		

### 4. Learning and Teaching Resources

Required textbooks (curricular book if any)	<b>Resources and references</b> <ul style="list-style-type: none"> <li>Jensen, Sharon, 1955. Nursing health assessment: a best practice approach/Sharon Jensen, MN, RN, Assistant Professor, Chaminade University, Honolulu, Hawaii.</li> </ul>
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	Third edition.   Philadelphia: Wolters Kluwer Health, [2019] LCCN 2018032854
Main references (sources)	<ul style="list-style-type: none"> <li>• Jarvis, C. (2020). Physical examination and health assessment, eighth edition ISBN: 978-0-323-51080-6 <a href="http://www.elsevier.com/permissions">www.elsevier.com/permissions</a>.</li> </ul>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> <li>• - Cozier, B. (2015). Fundamental of Nursing: Concepts, Process, and Practice (10 ed.). New Jersey: Pearson Education</li> </ul>
Electronic References, Websites	<ul style="list-style-type: none"> <li>- MedlinePlus (NIH)</li> <li>- <a href="https://medlineplus.gov/">https://medlineplus.gov/</a></li> <li>- Free patient-friendly guides on physical exams (e.g., heart/lung sounds, neurological tests).</li> <li>- UpToDate (Subscription Required)</li> <li>- <a href="https://www.uptodate.com/">https://www.uptodate.com/</a></li> <li>- Evidence-based protocols for advanced health assessments (e.g., abdominal palpation, pediatric screenings).</li> <li>- CDC Clinical Procedures</li> <li>- <a href="https://www.cdc.gov/">https://www.cdc.gov/</a></li> <li>- Infection control guidelines for safe assessment practices (e.g., PPE use, hand hygiene).</li> <li>-</li> </ul>

  
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 مدير قسم التمريض

فرع  
 تمريض البالغين
 

جامعة  
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