



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2963/2022/24/3/2 5/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	15

1.	Course Title	Health Assessment
2.	Course Number	5701107
3.	Credit Hours (Theory, Practical)	Two credit hour (Theory) + One credit hour (Practical)
	Contact Hours (Theory, Practical)	Two contact hour (Theory) + four contact hours (Practical)
4.	Prerequisites/ Corequisites	5701103
5.	Program Title	Bachelor in Nursing Science
6.	Program Code	57
7.	School/ Center	School of Nursing
8.	Department	Clinical Nursing Department
9.	Course Level	Second Year Course
10.	Year of Study and Semester (s)	1 st semester 2024/2025
11.	Program Degree	Bachelor
12.	Other Department(s) Involved in Teaching the Course	Non
13.	Learning Language	English
14.	Learning Types	X Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15.	Online Platforms(s)	X Moodle X Microsoft Teams
16.	Issuing Date	7/10/2024
17.	Revision Date	-

18. Course Coordinator:

Name: Dr. Mohammad Abu Sabra	
Contact hours: 10.00-11.00 on Sundays, 10.00- 12.00 on Tuesdays	
Office number: 250	Phone number: 56050
Email: m.sabra@ju.edu.jo	



19. Other Instructors:

None

20. Course Description:

The aim of this course (theoretical and clinical parts) is to provide the students with the knowledge and skills necessary to assess the individuals' health throughout the stages of life. In addition, the course aims to develop the ability of students to practice health assessment based on the functional health patterns in nursing, which affect the individual's health status. It enables the student to differentiate any deviations from normal status. The nursing faculty will train the students in its laboratories.

21. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1. Demonstrate competency in performing and providing a professional nurse's role in quality care provision for individuals, families, and groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply principles of effective communication with peers, individuals, families, groups, and health care teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Utilize critical thinking and problem-solving in planning and implementing nursing care for individuals, families, and groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate safety measures to protect self, individuals, families, and groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Translate organizational, leadership, interprofessional collaboration, and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



management concepts into nursing care for individuals, families, and groups.			
7. Utilize evidence-based practice in providing care for individuals, families, and groups.	<input checked="" type="checkbox"/>		

* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

22. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

Course ILOs #	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	Evaluate	Create	
1. Illustrate appropriate techniques in performing a health assessment			x				
2. Determine the suitable health education that should be covered based on clients' needs		x					
3. Relate relevant anatomy and physiology to the health assessment process	x						
4. Demonstrate necessary skills in documenting			x				



health assessment findings							
5.Facilitate effective communication skills to ensure comfort and a healthy atmosphere			x				
6.Explain health assessment techniques appropriate to each body system		x					
7.Differentiate between normal and abnormal health assessment findings.		x					
8.Put together health assessment skills in a scientific and safely way			x				
9.Demonstrate the ability to deal in a professional and		x					



culture-sensitive manner							
10. Illustrate appropriate techniques in performing the health assessment			X				
11. Demonstrate adequate skills to perform health assessment procedures in a safe manner			X				
12. Demonstrate effective and appropriate decision-making abilities during lab demonstration			X				
13. Demonstrate skills in identifying normal and abnormal findings			X				
14. Lead and participate in class presentations and lab demonstration						X	



15. Develop skills in assessing individuals and their families			x				
16. Show ability to search the internet to identify scientific answers for given case studies or assignments			x				

23. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:

PLO's */ CLO's	1	2	3	4	Descriptors**		
					Skills	Knowledge	Competency
1. Demonstrate competency in performing and providing a professional nurse's role in quality care provision for individuals,	Illustrate appropriate techniques in performing a health assessment	Determine the suitable health education that should be covered based on clients' needs	Relate relevant anatomy and physiology to the health assessment process				X



families, and groups.							
2. Apply principles of effective communication with peers, individuals, families, groups, and health care teams	Demonstrate necessary skills in documenting health assessment findings	Facilitate effective communication skills to ensure comfort and a healthy atmosphere			X		
3. Utilize critical thinking and problem-solving in planning and implementing nursing care for individuals, families, and groups.	Explain health assessment techniques appropriate to each body system	Differentiate between normal and abnormal health assessment findings.	Put together health assessment skills in a scientific and safely way		X		
4. Apply professional standards, values, and behaviors in providing nursing care for individuals,	Demonstrate the ability to deal in a professional and culture-sensitive manner						X



families, and groups.							
5. Demonstrate safety measures to protect self, individuals, families, and groups.	Illustrate appropriate techniques in performing the health assessment	Demonstrate adequate skills to perform health assessment procedures in a safe manner			X		
6. Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.	Demonstrate effective and appropriate decision-making abilities during lab demonstration	Demonstrate skills in identifying normal and abnormal findings	Lead and participate in class presentations and lab demonstration	Develop skills in assessing individuals and their families		X	
7. Utilize evidence-based practice in providing care for individuals, families, and groups.	Show ability to search the internet to identify scientific answers for given case studies or						X



	assignments						
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***Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.**

****Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).**

24. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1 10/10	1	Course orientation		1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	
2 17/10	2	Complete Health History	1-7	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 1, 4 5, 6, 7 Jarvis Procedure Manual
3 24/10	3	Integumentary System	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 9 Jarvis Procedure Manual
4 31/10	4	Head and Neck	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 10 Jarvis Procedure Manual
5 7/11	5	Eyes Assessment	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 11 Jarvis



								Procedure Manual
6 14/11	6	Ears Assessment	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 12 Jarvis Procedure Manual
7 21/11	7	Nose, Mouth, and Throat Assessment	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 12 Jarvis Procedure Manual
8 28/11	8	Peripheral Vascular System **Midterm Exam	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapters 15 Jarvis Procedure Manual
9 5/12	9	Respiratory System	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapters 13 Jarvis Procedure Manual
10 12/12	10	Cardiovascular System	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapters 14 Jarvis Procedure Manual
11 19/12	11	Abdominal Assessment	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapter 16 Jarvis Procedure Manual
12 26/12	12	Musculoskeletal System	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapters 18 Jarvis Procedure Manual



13 2/1	13	Neurological System	1-16	1. Face to Face lecturing 2. Laboratory demonstrations	MT,MD	Synchronous	Theory and Clinical exams	Bate's Chapters 20 Jarvis Procedure Manual
14 9/1	14	Final Clinical Exam	1-16	1. Face to Face lecturing 2. Laboratory demonstrations				
15				1. Face to Face lecturing 2. Laboratory demonstrations				

25. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	*Mark wt.	CLO's															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
First Exam	20		X	X			x	x		x					x		
Second Exam –If any																	
Final Exam	50		x	x			x	x		x					x		
**Class work																	
Projects/reports																	
Research working papers																	
Field visits																	
Practical and clinical	30	x			x	x			x		x	x	x	x		x	x



Performance Completion file																			
Presentation / exhibition																			
Any other approved works																			
Total 100%																			

* According to the instructions for granting a Bachelor's degree.

**According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

Mid-term exam specifications table*

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO/ Weight	CLO no.
Create	Evaluate	analyse	Apply	Understand	Remember					
				1	2	3	3	3		2
				2	2	4	4	4		3
			1	2	1	4	4	4		6
				2	1	3	3	3		7
			1	2		3	3	3		9
			1	2		3	3	3		14

Final exam specifications table

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO Weight	CLO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
			1	5	3	9	9	9		2
			3	5	1	9	9	9		3
			3	5	1	9	9	9		6
			3	5	1	9	9	9		7
			1	4	2	7	7	7		9



			1	4	2	7	7	7		14
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26. Course Requirements:

Students should have a lab coat, stethoscope, penlight, and meter.

27. Course Policies:

A- Attendance policies:

- Students must attend all classes of this course
- Any student with an absence of 15% of the classes of any course will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In case (b) above, if a student submits an official sick report authenticated by university clinic or an acceptable excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a “W” will be shown in the transcript for this course.
- Students are not allowed to attend late classes. Any student coming late will not be allowed to attend the class, and he/she will be marked absent.

B- Absences from exams and submitting assignments on time:

- Failure to attend a course exam other than the final exam will result in zero marks unless the student provides an acceptable official excuse to the instructor who approves a make-up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an acceptable official excuse from the Dean of School of Nursing who approves an incomplete exam, usually scheduled to be conducted during the first two weeks of the successive semester.

C- Health and safety procedures:

- Students should comply with the University of Jordan, Ministry of Health, and Ministry of Higher Education rules and regulations for COVID-19 precautions when allowed to attend exams at the university premises, including but not limited to wearing the mask, gloves, and keep 1.5-2M physical segregation from colleagues

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Cheating, plagiarism, misbehavior attempting to gain marks dishonestly and includes; but are not limited to:
 - Copying from another student’s work.
 - Using materials not authorized by the institute.



- Collaborating with another student during a test without permission.
 - Knowingly using, buying, selling, or stealing the contents of a test.
 - Plagiarism means presenting another person's work or ideas as one's own, without attribution.
 - Using any media (including mobiles) during the exam
 - The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>
- E- Grading policy:
- A grade of (D) is the minimum passing grade for the course.
- F- Available university services that support achievement in the course:
- online services (e-learning)

28. References:

A- Required book(s), assigned reading and audio-visuals:

- Lynn S. Bickley MD, FACP, Peter G. Szilagyi MD, MPH, Richard M. Hoffman MD, MPH, FACP, Rainier P. Soriano MD (2020) Bates 'nursing guide to physical examination and history taking (13th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Bates' Visual Guide; access through <https://ezlibrary.ju.edu.jo:3457/> (note: Need to sign up for e-library (the electronic library of the University of Jordan))

A- Recommended books, materials, and media:

- Jarvis, C. (2020). Physical Examination & Health Assessment. (8th ed.) St. Louis: Saunders Elsevier.com.
- Berman, A., Snyder, S. J., & Frandsen, G. (2022) Kozier and Erb's Fundamentals of Nursing: Concepts, Process and Practice (11th ed) Pearson Education

29. Additional information:

Clinical Evaluation Form					
1	Item	0	1	2	Score
2	Appearance (in accordance with the guidelines)	Pay little attention to personal appearance	Usually neat	Always neat	



3	Attendance	Absent 3 sessions	Absent 1-2 sessions	Attended all sessions	
4	Punctuality	Rarely on time	Usually on time	Always on time	
5	Interpersonal relationship with colleagues and attitude towards instructors	Rarely shows respect and rarely accepts instructions	Usually shows respect and rarely accepts instructions	Always shows respect and rarely accepts instructions	
6	Initiative	Wait to be told what to do	Usually initiative	Always initiative	
7	Volunteering to be a patient for peers	Never volunteers	Occasionally volunteers	Frequently volunteers	
8	Need for assistance during health assessments**	Constantly needs help and guidance	Sometimes needs help	Rarely needs help	
9	Accuracy and skill in performing physical assessments	Frequent errors and incorrect techniques	Minor errors or inconsistencies in techniques	Performs assessments accurately and with proper techniques	
10	Organization and flow of assessment	Disorganized, misses steps	Follows sequence with minor errors	Follows organized and systematic sequence	
11	Use of clinical reasoning during assessments	Fails to link findings to possible conditions	Occasionally links findings to conditions	Consistently links findings to conditions	
				TOTAL SCORE	
				OUT OF 10	

Name of the Instructor or the Course Coordinator
Mohammad Abu Sabra

Signature:
M. sabra

Date:

7/10/2024

Name of the Head of Quality Assurance
Committee/ Department

Signature:

Date:

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Name of the Head of Department

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Signature:

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Date:

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Name of the Head of Quality Assurance
Committee/ School or Center

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Signature:

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Date:

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Name of the Dean or the Director

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Signature:

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Date: