

Course Description Form 2025-2026

• Course Name:	
Health Assessment in Nursing	
• Course Code:	
WNR-21-02	
• Semester / Year:	
Second Stage / First Semester	
• Description Preparation Date:	
2025/2026	
• Available Attendance Forms:	
<ul style="list-style-type: none"> In-person lectures. Practical laboratory sessions 	
• Number of Credit Hours (Total) / Number of Units (Total)	
3 Credit [2 credit Theory (2 Hours) and 1 credit practical (2 Hours Laboratory)].	
• Course administrator's name (mention all, if more than one name)	
Name: Shady Shafeek Dowarah Email: shady.do@uowa.edu.iq	
• Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Identify the components of health assessment. Use communication skills efficiently during the interview. Recognize normal findings and abnormal in health assessment. Explain health assessment techniques for each body system. Apply assessment techniques (inspection, palpation, percussion, auscultation). Document health assessment findings accurately. Integrate anatomy and physiology knowledge into assessments. Adhere to safety and ethical standards during assessments. Demonstrate respect for patient privacy and dignity. Appreciate the role of accurate data collection in patient care.
• Teaching and Learning Strategies	
<ul style="list-style-type: none"> ✓ Theoretical lectures. ✓ Discussions. ✓ Reports. ✓ Lab training. ✓ Electronic via Moodle platform 	

• Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T+2L	<ul style="list-style-type: none"> Explain the purpose, components, and sequence of a comprehensive health assessment. Differentiate between subjective (symptoms) and objective (signs) data collection methods. 	Introduction to health assessment	-Lectures. -Seminars. -Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation.
2	2T+2L	<ul style="list-style-type: none"> Demonstrate proficiency in the four primary techniques: Inspection (e.g., skin integrity, symmetry). Palpation (e.g., pulses, tenderness). Percussion (e.g., organ size, fluid detection). Auscultation (e.g., heart/lung sounds, bowel sounds). 	Assessment Techniques	- Lectures. - Lab training.	Quizzes, students' participation in the lecture, & Practical evaluation.
3	2T+2L	<ul style="list-style-type: none"> Assess apical pulse, heart sounds (S1/S2, murmurs), and jugular venous pressure 	Assessment of Cardiovascular System	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
4	2T+2L	<ul style="list-style-type: none"> Identify normal/abnormal breath sounds (e.g., wheezes, crackles). 	Assessment of Respiratory System.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
5	First Mid-term exam.				
6	2T+2L	<ul style="list-style-type: none"> Perform cranial nerve tests and evaluate motor/sensory function, Demonstrate Glasgow Coma Scale for evaluating the level of consciousness. 	Assessment of Neurological System.	-Lectures. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
7	2T+2L	<ul style="list-style-type: none"> Identify the four quadrants and the organs in each quadrant. Document bowel sounds, palpate for masses. 	Assessment of Gastrointestinal System.	-Lectures. - Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.

		<ul style="list-style-type: none"> Recognize signs of peritoneal inflammation. 			
8	2T+2L	<ul style="list-style-type: none"> Identify the key landmarks of each joint. Obtain an accurate history of the musculoskeletal system, inspect and palpate the joints, bones, and muscles. Describe the range of motion of the major joints. Assess muscle strength using the muscle strength grading scale. 	Assessment of Musculoskeletal System.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
9	2T+2L	<ul style="list-style-type: none"> Obtain an accurate history of the integumentary system. Correctly perform an integumentary examination. Accurately describe primary, secondary, and vascular lesions. 	Assessment of Skin, Hair, and Nails.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
10	Second Mid-term exam.				
11	2T+2L	<ul style="list-style-type: none"> Describe the physical examination techniques performed to evaluate the renal system. Explain appropriate technique in inspecting and palpating external reproductive structures. 	Assessment Genitourinary System	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
12	2T+2L	<ul style="list-style-type: none"> Identify the structures and function of the head and neck and, the purpose of each. Perform the physical examination techniques to evaluate the head and neck. 	Assessment of Head and Neck.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.

13	2T+2L	<ul style="list-style-type: none"> Collect an accurate health history of the eye. Describe the physical examination techniques performed to evaluate the eye. Demonstrate how to use the ophthalmoscope. Perform a complete eye examination. 	Assessment of eyes.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
14	2T+2L	<ul style="list-style-type: none"> Perform the physical examination techniques to evaluate the ears. Demonstrate how to use the otoscope. 	Assessment of ears.	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.
15	2T+2L	<ul style="list-style-type: none"> Describe the physical examination techniques performed to evaluate the nose, mouth, and throat. Identify the measures for prevention or early detection of sinus and throat infections; hearing loss; change in balance; and maintenance of oral health. 	Assessment of nose, mouth, and throat	-Lectures. -Seminars. -Lab training	Quizzes, students' participation in the lecture, & Practical evaluation.

1. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc.

Formative		Summative		Score standard
Evaluation methods	Scores %	Evaluation methods	Scores %	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)
Quizzes, students' participation in the lecture, & Practical evaluation.	%10	First midterm theoretical exam	%10	
		Second midterm theoretical exam	%10	
		Midterm practical evaluation	%10	
		Final practical exam	%20	
		Final theoretical exam	%40	

2. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> Jensen, Sharon, 1955. Nursing health assessment: a best practice
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	<p>approach/Sharon Jensen, MN, RN, Assistant Professor, Chaminade University, Honolulu, Hawaii. Third edition. Philadelphia: Wolters Kluwer Health, [2019] LCCN 2018032854</p>
Main references (sources)	<ul style="list-style-type: none"> • Jarvis, C. (2020). Physical examination and health assessment, eighth edition ISBN: 978-0-323-51080-6 www.elsevier.com/permissions.
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Berman A., Snyder S., and Frandsen G., 2022, Kozier & Erb's Fundamentals of Nursing - Concepts, Process, and Practice, 11th Ed, Pearson Education, United Kingdom • Calleja, P., Theobald, K., & Harvey, T. 2024. Estes Health Assessment & Physical Examination. 4th Edition. National Library of Australia Cataloguing in-Publication Data ISBN: 9780170463140. • Berger N, et al. (2011). Health assessment made incredibly Easy. 2nd ed. Lippincott Williams & Wilkins. Philadelphia. • Quigley, B. Palm, M. Bickley, L. (2012). B A T E S ' Nursing Guide to Physical Examination and History Taking. Lippincott Williams & Wilkins. Philadelphia.
Electronic References, Websites	<ul style="list-style-type: none"> – MedlinePlus (NIH) – https://medlineplus.gov/ – Free patient-friendly guides on physical exams (e.g., heart/lung sounds, neurological tests). – UpToDate (subscription required) – https://www.uptodate.com/

	<ul style="list-style-type: none"> – Evidence-based protocols for advanced health assessments (e.g., abdominal palpation, pediatric screenings). – CDC Clinical Procedures – https://www.cdc.gov/ – Infection control guidelines for safe assessment practices (e.g., PPE use, hand hygiene).
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End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<p>Knowledge</p> <p>EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession</p> <p>EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.</p> <p>EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</p>	<ul style="list-style-type: none"> • Identify the components of health assessment. • Recognize normal findings and abnormal in health assessment. • Explain health assessment techniques for each body system. • Integrate anatomy and physiology knowledge into assessments. 	<p>These learning outcomes build the student's foundational knowledge and scientific vocabulary. A nurse cannot achieve the highest level of competence (the overall objective) without a deep understanding of fundamental concepts, anatomy and physiology of the body systems, and how each disease affects the individual health by producing specific clinical manifestations (signs and symptoms). This is the essence of "nursing science." Practical application is proof of that high level of understanding. This outcome demonstrates the practical application of the knowledge and understanding required to achieve the overall objective. The ability to obtain history and perform physical examination with interpreting the findings and make clinical design, form a right nursing diagnose with priority, effective planning and demonstrate interventions including explain complex</p>

<p>EPSLO-4</p> <p>Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.</p>		<p>information to patients in a safe and clear manner (patient education), and evaluate the goal achievement is conclusive evidence that the student has mastered the material at the highest level. It transforms theoretical knowledge into a crucial nursing skill.</p>
<p><u>Skills</u></p> <p>EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.</p> <p>EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.</p> <p>EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.</p> <p>EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely</p>	<ul style="list-style-type: none"> • Use communication skills efficiently during the interview. • Apply assessment techniques (inspection, palpation, percussion, auscultation). • Document health assessment findings accurately. 	<p>Safe and effective patient care cannot be achieved without the accurate and evidence-based application of health assessment knowledge. This includes ensuring the right technique used, the right sequence of physical examination techniques, the right patient position during the examination, and the interpretation of the findings. all of which require in-depth knowledge regarding health assessment and clinical examination. Applying evidence, technology, and scientific reasoning—such as collecting subjective and objective data from the patient during the interview with interpreting, analyzing, and synthesizing this information before judgment—is the essence of evidence-based practice. This requires the use of quantitative reasoning (for calculating some values such as BMI) and the application of scientific principles (to understand the structure physiological, and</p>

in accordance with established standards.		pathophysiological response to the disease).
<u>Values</u> EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	<ul style="list-style-type: none"> • Adhere to safety and ethical standards during assessments. • Demonstrate respect for patient privacy and dignity. • Appreciate the role of accurate data collection in patient care. 	The relationship between emotional and ethical learning outcomes is clear and strong, as it focuses on protecting and ensuring the patients' safety, and respecting their beliefs and feelings.



Course administrator

Head of department

Date: 27/9/2025