

COURSE DESCRIPTIONS

Faculty	Technical College				
Department	Allied Medical Sciences	NQF level	6		
Course Title	Health Assessment	Code	60402162	Prerequisite	60403141
Credit Hours	2	Theory	1	Practical	1
Course Leader	Luma Alomari	email	l.alomari@jadara.edu.jo		
Lecturers	Munadel Alkhatib Bushra Alamoush	emails	M.Khatib@jadara.edu.jo b.alamoush@jadara.edu.jo		
Lecture time	Sun, Tue (12:30-13:30)	Classroom	Sunday (C307) Tuesday (F415)	Attendance	Fulltime
Semester	Second semester	Production	3/2026	Updated	3/2026
Type of Teaching	☒ Face to Face ☐ Blended ☐ Online				

Short Description

The basic concepts and principles of health assessment for individuals are presented, with a focus on interview skills, obtaining a health history, and evaluating the physical, psychological, and social aspects of a healthy individual. Communication and health assessment skills are developed as students gather health history, perform physical, psychological, and social evaluations, and formulate initial nursing care plans. Students apply communication techniques to elicit comprehensive health history and perform physical examinations as part of health assessment. Opportunities are provided to practice these skills in nursing laboratories and clinical settings.

Course Objectives

At the end of this course students will be able to:

1. Identify basic concepts of physical assessment for each system.
2. Utilize the nursing process in building an effective and holistic client care plan.
3. Exhibit competency and proficiency in clinical skills.
4. Demonstrate communication skills (gathering health history, conducting psychological and social evaluations, and applying therapeutic communication techniques) in nursing procedures safely.
5. Demonstrate assessment skills (performing physical examinations, integrating findings into initial nursing care plans, and documenting assessments accurately) in nursing procedures safely.
6. Collect and organize patient health information using interview and documentation skills.
7. Interpret assessment findings to recognize normal versus abnormal patient conditions.

Course Intended Learning Outcomes (CILOs)

A. Knowledge - Theoretical Understanding

- a1. Identify basic concepts of physical assessment for each system.

B. Knowledge - Practical Application	
a2. Utilize the nursing process in building an effective and holistic client care plan.	
C. Skills - Generic Problem Solving and Analytical Skills	
b1. Demonstrate assessment skills (performing physical examinations, integrating findings into initial nursing care plans, and documenting assessments accurately) in nursing procedures safely.	
b2. Interpret assessment findings to recognize normal versus abnormal patient conditions.	
D. Skills - Communication, ICT, and Numeracy	
b3. Demonstrate communication skills (gathering health history, conducting psychological and social evaluations, and applying therapeutic communication techniques) in nursing procedures safely.	
b4. Collect and organize patient health information using interview and documentation skills.	
E. Competence: Autonomy, Responsibility, and Context	
c1. Exhibit competency and proficiency in clinical skills.	
Teaching and Learning Methods	
☒ Face to Face Lectures ☐ Brainstorming ☐ Synchronous remote ☐ Asynchronous remote. ☒ Presentation ☒ Discussions ☐ Research Project ☐ Case Study ☐ Field visit ☐ Problem solving	
Assessment Methods	
☒ Formative Assessment ☒ Quiz ☐ Lab Exam ☐ Homework ☐ Project Assessment ☐ Oral Presentation ☒ Midterm ☒ Final Exam	

Course Contents					
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	1	a1, b3	- Complete health history - General Survey - Assessment techniques - Culture and genetics - Developmental competence	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
2.	1	a1, a2, b4	- Application of nursing process - Assessment - Planning - Diagnosis - Intervention - Evaluation	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
3.	1	a1, a2, b1, b2 b4, c1	- Assessment of Skin, Hair, Nails - Structure and function. - Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
4.	1	a1, a2, b1, b2 b4, c1	- Assessment of Eye, Ear - Structure and function. - Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
5.	2	a1, a2, b1, b2	Assessment of Head, Neck, Mouth, Nose & Throat	Face to Face Lectures, Discussions,	Midterm, Quiz, Final

		b4, c1	○ Structure and function. ○ Subjective data	Presentation	exam
6.	2	a1, a2, b1, b2 b4, c1	● Assessment of Cardiovascular system ○ Structure and function. ○ Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
Midterm exam					
7.	2	a1, a2, b1, b2 b4, c1	● Assessment of respiratory system ○ Structure and function. ○ Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
8.	1	a1, a2, b1, b2 b4, c1	● Assessment of Abdomen ○ Structure and function. ○ Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
9.	2	a1, a2, b1, b2 b4, c1	● Assessment of Neurological system ○ Structure and function. ○ Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
10.	1	a1, a2, b1, b2 b4, c1	● Assessment of Musculoskeletal system ○ Structure and function. ○ Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
11.	1	a1, a2, b1, b2 b4, c1	● Assessment of the urinary system ○ Structure and function. ○ Subjective data	Face to Face Lectures, Discussions, Presentation	Midterm, Quiz, Final exam
Final exam					

Infrastructure	
Textbook	Jarvis, C. (2020). Physical Examination & Health Assessment. (8th ed.) St. Louis: Saunders Elsevier.com.
References	1. Jarvis, C. (2020). Physical Examination & Health Assessment. (8th ed.) St. Louis: Saunders Elsevier.com. 2. Hogan-Quigley, B., & Palm, M. L. (2021). Bates' nursing guide to physical examination and history taking. Lippincott Williams & Wilkins. 3. Jensen, S. (2018). Nursing Health Assessment: A Best Practice Approach. Wolters Kluwer 4. Berman, A., Snyder, S. J., & Frandsen, G. (2022) Kozier and Erb's Fundamentals of Nursing: Concepts, Process and Practice (11th ed) Pearson Education
Required reading	All references are required for reading

Electronic materials	Electronic material will be provided weekly
Other	- Students are expected to attend all scheduled classes on time and actively participate in learning activities. - Attendance will be recorded at the beginning of each session. Late arrivals may be marked as tardy or absent according to course regulations. - Students are responsible for all material covered during missed classes, including announcements, assignments, and assessments. - All course-related communication should be conducted respectfully and professionally. - Students are encouraged to ask questions and seek clarification during class or office hours. - Official communication channels (e.g., university email or learning platform) must be used for all correspondence. - When sending messages, students should clearly state their name, course, and purpose of communication. - Instructors will respond to messages within a reasonable timeframe (typically 24–48 hours on working days).

Course Assessment Plan									
Assessment Method		Grade	CILOs						
			a1	a2	b1	b2	b3	b4	c1
First (Midterm)		30	5	5	5	5	3	2	5
Second (if applicable)		-	-	-	-	-	-	-	-
Final Exam		50	12	8	10	5	5	5	5
Coursework		20							
Coursework assessment methods	Assignments	-	-	-	-	-	-	-	-
	Case study	-	-	-	-	-	-	-	-
	Discussion and interaction	10	10	-	-	-	-	-	-
	Group work activities	-	-	-	-	-	-	-	-
	Lab tests and assignments	-	-	-	-	-	-	-	-
	Presentations	-	-	-	-	-	-	-	-
	Quizzes	10	-	5	-	3	-	2	-
Total		100	27	18	15	13	8	9	10

Plagiarism
Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code). Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.