

1. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024-2025/ first	1		theoretical	practical
		Health assessment	2	4

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

3. Teaching and Learning Strategies
<p>Three different teaching strategies are employed in this course, all these strategies are suitable for medical learning</p> <p>1- Behaviorism: This focuses on observing the measurable behaviors of the student after filling his memory with information and seeding his confidence by eliciting positive feedback and encouragement, rewarding him, or just recognizing him as intelligent.</p> <p>2- Constructivism: this type of education focuses on encouraging the students to participate in the work or discussions and to add their points of view to solve problems. This type of education is</p>

suitable for medical and practical sciences students, particularly in laboratory work, as students can aggregate into small groups, perform experiments, and exchange their experiences (or what they have learned). At the same time, the teacher observes the discussion between the students and intervenes only in case there is a wrong idea or misunderstood.

Humanism: This type of education relies on the idea that everyone has inherent capabilities that can be estimated by providing good environments for those capabilities to appear. The teacher's role in this type of education is to trigger the student's self-actualization.

4. Evaluation methods

- 1- Open discussion
- 2- Pre-test (direct questions at the beginning of the lectures)
- 3- Activities (brain storming)
- 4- Post -test (written)
- 5- Weekly quizzes
- 6-Monthly examinations

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First years	1	Health assessment	Basic		√				√				√		

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name:	
Health assessment	
2. Course Code:	

3. Semester / Year:	
first /2024-2025	
4. Description Preparation Date:	
26/1/2025	
5. Available Attendance Forms:	
lecture in the classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
6 hours per week in total 90 hours per course / 6 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Email:	
8. Course Objectives	
Course Objectives	Objectives of the subject:- At the end of this course the students will be able to: 1- Describe the components of the health history 2- Apply interviewing skills and techniques to conduct a successful interview.
9. Teaching and Learning Strategies	
Strategy	Delivering the lecture using PowerPoint Continuous discussion through asking questions and answers in the hall and motivating the student to think independently and thus learn independently. Using innovative educational methods such as the smart board and educational presentations that bring the material closer to the student's mind.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	Understand and apply lecture	Introductory Overview of Health Assessment : The Nursing process & communication Levels of preventive Healthcare Type of Assessment Nurses role in the health assessment Collecting subjective data	The lecture	Daily, quarterly annual test
second	2	Understand and apply lecture	Collecting Objective Data: Approaching the client Physical Assessment Technique Analyzing Collecting data and Critical Thinking Process Diagnostic Reasoning process Formulating Nursing Diagnosis	The lecture	Daily, quarterly annual test
third	2	Understand and apply lecture	Integumentary system (Skin , hair , Nail) Assessment Structure and function Collecting subjective data Collecting objective data (Normal and abnormal findings)	The lecture	Daily, quarterly annual test
Fourth	2	Understand and apply lecture	Primary lesion Secondary lesion Analysis of data Diagnostic Reasoning : A case study	The lecture	Daily, quarterly annual test

Fifth	2	Understand and apply lecture	First Exam	The lecture	Daily, quarterly annual test
Sixth	2	Understand and apply lecture	Head assessment : Anatomy of the Head Collecting subjective data Collecting objective data (Normal and abnormal findings)	The lecture	Daily, quarterly annual test
Seventh	2	Understand and apply lecture	Neck assessment : Anatomy of the Head Collecting subjective data Collecting objective data (Normal and abnormal findings)	The lecture	Daily, quarterly annual test
Eighth	2	Understand and apply lecture	Eye assessment : Anatomy of the neck Collecting subjective data Collecting objective data (Normal and abnormal findings)	The lecture	Daily, quarterly annual test
Ninth	2	Understand and apply lecture	Special eye test vision test: Extra _Ocular muscle function Nursing Diagnostic	The lecture	Daily, quarterly annual test
tenth	2	Understand and apply lecture	Second Exam	The lecture	Daily, quarterly annual test
eleven	2	Understand and apply lecture	Ear assessment : Anatomy of the eye Collecting subjective data Collecting objective data (Normal and abnormal findings)	The lecture	Daily, quarterly annual test
twelve	2	Understand and apply lecture	Special ear test Hearing and equilibrium tests	The lecture	Daily, quarterly annual test
thirteen	2	Understand and apply lecture	Mouth and throat assessment: Anatomy of the mouth Collecting subjective data	The lecture	Daily, quarterly annual test

			Collecting objective data (Normal and abnormal findings)		
Fourteen	2	Understand and apply lecture	Nose and sinus: Anatomy of the mouth Collecting subjective data Collecting objective data (Normal and abnormal findings)	The lecture	Daily, quarterly annual test
fifteen	2	Understand and apply lecture	Final exam	The lecture	Daily, quarterly annual test

11. Course Evaluation

20 marks (theoretical exam)+20marks(practical exam)+10 marks(daily activity and quizzes) +50 marks final examination (40 theoretical and 10 practical) the total is 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Health assessment
Electronic References, Websites	internet

