澳門理工大學
Universidade Politécnica de Macau
Macao Polytechnic University

PEKING UNIVERSITY HEALTH SCIENCE CENTER
- MACAO POLYTECHNIC UNIVERSITY NURSING ACADEMY (AE)
BACHELOR OF SCIENCE IN NURSING
LEARNING MODULE OUTLINE

Academic Year	2025/2026	Semester	1
Module Code	NCHA4101		
Learning Module	Comprehensive Health Assessment		
Pre-requisite(s)	Nil		
Medium of Instruction	Chinese / English		
Credits	3	Contact Hours	45 hrs
Instructor	Dr. PANG, Weng Ian Phoenix* Dr. LANG, Bin Dr. WANG, Yan Dr. HSU Mei Hua Kerry	Email	wipang@mpu.edu.mo blang@mpu.edu.mo ywang@mpu.edu.mo kerryhsu@mpu.edu.mo
Office	LG1/F, Block 3, Taipa Campus	Office Phone	88936951 (PANG) 88936952 (LANG) 88936943 (WANG) 88936940(HSU)

MODULE DESCRIPTION

This 45-hour subject aims to provide an understanding of comprehensive health problems in adult clients with diseases and their associated care. It covers essential knowledge and skills of comprehensive health assessment and disease management in nursing practice. The contents emphasise advanced health assessment on spirit, kidney problems hip fracture and abdomen; laboratory diagnosis, medical imaging, advanced ECG interpretation, and comprehensive assessment and management for clients with gastrointestinal bleeding and hypertension, myocardial infarction and diabetes, and critical care for Trauma. Students will develop and refine their examination skills. They will learn to view the patient from a holistic perspective of physical well-being and social, spiritual, emotional, and psychological health. Teaching strategies include lectures, case studies, discussions, audio-visuals, class exercises, and simulations.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Develop and implement an organised, systematic approach for clients with advanced health assessment.
M2.	Demonstrate the ability to execute priorities in the advanced health assessment.
M3.	Apply the means for collecting, synthesising, and analysing clinical data to provide rationales for nursing interventions with the support of evidence.
M4.	Recognise the abnormal signs and symptoms to provide appropriate explanations and health education for the clients.
M5.	Implement comprehensive simulation to enhance realism, emotional connection, and relationships with the client. Analyse the client's needs, disease conditions, communication, and resource management.

These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

The PILOs are aligned with the Dublin descriptors, including knowledge and understanding, acquisition, application, critical judgment, communication skills, and learning skills/ability.

PILOs	M1	M2	M3	M4	M5
P1. Demonstrate an **understanding** of the holistic nature of the clients' health status involving individual, family, and community aspects.	✓			✓	
P2. Demonstrate effective **communication skills** and the **ability** to establish and maintain a therapeutic relationship with clients.					✓
P3. Demonstrate **acquisition**, mastery, and **application** of **knowledge** and **skills** for nursing practice, including biological sciences, social sciences and humanities, by making appropriate clinical reasoning and performing safe and therapeutic practice.			✓		
P4. Demonstrate the **ability** to maintain legal and ethical standards of nursing practice.			✓		
P5. Demonstrate the **ability** to carry out relevant research and contribute to the community's health.			✓		
P6. Work effectively and efficiently alone or in teams.		✓			✓
P7. Demonstrate the **ability** to identify and evaluate health care issues.	✓		✓	✓	
P8. Demonstrate a **critical judgment** and **apply** the principles of evidence-based practice to deliver nursing care.			✓	✓	

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1-2	Introduction and characteristics of comprehensive health assessment	2
	Laboratory diagnosis and medical imaging	6
	Simulation of a fatal arrhythmia management algorithm 1	4
	Sim Man application	4
3-5	Simulation: Gastrointestinal bleeding and hypertension	4
	Simulation: Myocardial infarction and diabetes	4
	Simulation: Spinal cord injury and arrhythmia	4
	Simulation: Respiratory failure and heart failure	4
	Simulation: Cerebrovascular disease and stroke	4
	Simulation: Multiple organ dysfunction syndrome	4
6	Simulation review & mock test (group)	3
7	Comprehensive simulation examination (group)	2

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5
T1. Lectures	✓		✓		✓
T2. Simulation demonstrates and return demonstrate	✓	✓	✓	✓	✓
T3. Tutorial & discussions			✓		✓

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

ASSESSMENT

This learning module is graded on a 100-point scale, with 100 being the highest possible score and 50 being the passing score.

Any student from Faculty of Health Sciences and Sports (FCSD) scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed (M1,M2,M3,M4,M5,M6….)
A1. Learning attitude • Classroom performance • Full attendance of simulation class)	10	M1, M3, M5
A2. Comprehensive Simulation Skill Examination(5-7 students per group/ 4-5 groups) • Group simulation skill examination (50%) • Personal written paper (50%)	90	M1, M2, M3, M4, M5

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

MARKING SCHEME

Assessment Activities	Assessment Criteria	Mark Ranges				
		88-100 High	73-87 Signification	58-72 Moderate	50-57 Basic	<50 Fail
A1. Mid-term Test	Demonstrate the ability to identify and apply appropriate concepts, methods and techniques	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A2. Final Examination	Demonstrate the ability to identify and apply appropriate concepts, methods and techniques	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A3. Class learning performance	Demonstrate an understanding of the module covered in classes and show an active learning attitude.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A4. assignments (individual or group)	Demonstrate the ability to complete individual or group assignments, and answer questions on the topics covered in the module.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels

REQUIRED READINGS

	Book Title (* Reference Book)	Edition	Publisher	Author
1	Health Assessment in Nursing	7e / 2021 (International Student Edition)	Wolters Kluver	Janet R Weber, Jane H Kelley
2	* Advanced Health Assessment and Diagnostic Reasoning: Featuring Simulations Powered by Kognito	4e / 2020	Navigate	Jacqueline Rhoads
3	* Mosby's Drug Guide for Nursing Students	16e / 2024	Elsevier	Linda Skidmore-Roth
4	* Physical Examination and Health Assessment	9e / 2023	Elsevier Saunders	Carolyn Jarvis

REFERENCES

Alfaro-Lefevre, R. (2014). Applying Nursing Process: The Foundation for Clinical Reasoning, 8th edition. Lippincott Williams & Wilkins.

Carolyn, J. (2023). Physical Examination and Health Assessment (9th ed.). St. Louis: Elsevier Saunders.

Estes, M. E. Z. (2014).Health Assessment & Physical Examination (5th ed.). Cengage Learning, USA.

Janet, W. & Jane, K. (2021). Health Assessment in Nursing（International Student Edition) (7th ed.). Wolters Kluver, Lippincott Williams & Wilkins.

Jacqueline, R. (2020). Advanced Health Assessment and Diagnostic Reasoning: Featuring Simulations Powered by Kognito (4th ed.). Jones & Bartlett Learning.

Jessica Coviello (2015). ECG Interpretation Made Incredibly Easy (6th ed.). Lippincott Williams & Wilkins.

Lewis, S.(2014). Medical-Surgical Nursing: Assessment and Management of Clinical Problems, Single Volume (9 th ed.). St. Louis: Elsevier Saunders.

Linda, S. R. (2023). Mosby's Drug Guide for Nursing Students, (15th ed.). St. Louis: Elsevier Saunders.

Potter, P. A., Perry, A. G., Stockert, P. A. & Hall, A. (2015). Essentials for Nursing Practice, 8th edition. Elsevier.

Urden, L. D., Stacy, K. M., & Lough, M. E. (2005). Thelan's critical care nursing: diagnosis and management (5th ed.). St. Louis: Elsevier.

Weber, J.R., & Kelley J.K. (2014). Health Assessment in Nursing (5th ed.). Lippincott Williams & Wikins.

STUDENT FEEDBACK

At the end of each semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.

Time table 1 Year 4 class A

NO.	Content		Teachers
1	Introduction and characteristics of comprehensive health assessment	Class	Phoenix
2	Simulation of a fatal arrhythmia management algorithm 1	Class	Phoenix
3	Simulation of a fatal arrhythmia management algorithm 2	Class	Phoenix
4	Laboratory diagnosis	Class	Longbin
5	Medical imaging	Class	Longbin
6	Introduction SimMan	Lab	Wangyan
7	SimMan assessment process and knowledge application	Lab	Wangyan
8	Simulation 1- Gastrointestinal bleeding and hypertension	Lab	Wangyan
9	Simulation 1- Gastrointestinal bleeding and hypertension	Lab	Wangyan
10	Simulation 2- Spinal cord injury and arrhythmia	Lab	Phoenix
11	Simulation 2- Spinal cord injury and arrhythmia	Lab	Phoenix
12	Simulation 3- Myocardial infarction and diabetes	Lab	Wangyan
13	Simulation 3- Myocardial infarction and diabetes	Lab	Wangyan
14	Simulation 4- Cerebrovascular disease and stroke	Lab	Kerry
15	Simulation 4- Cerebrovascular disease and stroke	Lab	Kerry
16	Simulation 5- Respiratory failure and heart failure	Lab	Phoenix
17	Simulation 5- Respiratory failure and heart failure	Lab	Phoenix
18	Simulation6- Multiple organ dysfunction syndrome	Lab	Wangyan
19	Simulation6- Multiple organ dysfunction syndrome	Lab	Wangyan
20	Comprehensive simulation 1	Lab	Wangyan and Phoenix
21	Comprehensive simulation 2	Lab	Phoenix

Time table 2 Year 4 class B

NO.	Content		Teachers
1	Introduction and characteristics of comprehensive health assessment	Class	Phoenix
2	Laboratory diagnosis	Class	Longbin
3	Simulation of a fatal arrhythmia management algorithm 1	Class	Phoenix
4	Simulation of a fatal arrhythmia management algorithm 2	Class	Phoenix
5	Introduction SimMan	Lab	Wangyan
6	SimMan assessment process and knowledge application	Lab	Wangyan
7	Medical imaging	Class	Longbin
8	Simulation 1- Gastrointestinal bleeding and hypertension	Lab	Wangyan
9	Simulation 1- Gastrointestinal bleeding and hypertension	Lab	Wangyan
10	Simulation 2- Spinal cord injury and arrhythmia	Lab	Phoenix
11	Simulation 2- Spinal cord injury and arrhythmia	Lab	Phoenix
12	Simulation 3- Myocardial infarction and diabetes	Lab	Wangyan
13	Simulation 3- Myocardial infarction and diabetes	Lab	Wangyan
14	Simulation 4- Cerebrovascular disease and stroke	Lab	Kerry
15	Simulation 4- Cerebrovascular disease and stroke	Lab	Kerry
16	Simulation 5- Respiratory failure and heart failure	Lab	Phoenix
17	Simulation 5- Respiratory failure and heart failure	Lab	Phoenix
18	Simulation 6- Multiple organ dysfunction syndrome	Lab	Wangyan
19	Simulation 6- Multiple organ dysfunction syndrome	Lab	Wangyan8
20	Comprehensive simulation 1	Lab	Wangyan and Phoenix
21	Comprehensive simulation 2	Lab	Phoenix