



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106111
<b>Course Title</b>	Pathophysiology (1)
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course focuses on the physiologic changes that occur due to internal and external environmental stressors, pathological processes and the responses that produce signs and symptoms. Underlying concepts and principles common to health deviations in all major physiological systems are presented. The content is based on common health problems, including the special health needs of children and the elderly. The student will explore a variety of concepts of path physiology, which will be utilized in clinical decision making and action related to nursing courses.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Understand the major alterations in normal body functions that are produced by diseases processes.
  - Cellular adaptation injury, death and wound healing.
  - Immunity and inflammation mechanisms of infectious disease.
  - Immunity and allergy.
  - Cell cycle abnormality, Neoplasm's.
2. Understand the etiology and pathogenesis of special diseases and the Pathology of these diseases according to body systems which includes, alteration of :
  - Alteration in homeostasis.
  - The red blood cell and alteration on oxygen transport.
  - Acquired immune deficiency syndrome.
  - Alteration in skin function and integrity.
  - Alteration of fluid and electrolytes
  - Alteration in acid - base balance.
  - Alteration in endocrine control of growth and metabolism.
  - Diabetes mellitus.
  - Alteration in Male reproductive disorders.
  - Alteration Female reproductive disorders.
  - Sexually transmitted disorders.



## Detailed Course Description:

Unit Number	Unit Name	Unit Content	Time Needed
1.	<b>Cellular Adaptation, Injury, and Death and Wound Healing</b>	<ul style="list-style-type: none"> <li>▪ Cellular Adaptation               <ul style="list-style-type: none"> <li>– Atrophy</li> <li>– Hypertrophy</li> <li>– Hyperplasia</li> <li>– Metaplasia</li> <li>– Dysplasia</li> </ul> </li> <li>▪ Cell Injury and Death</li> <li>▪ Causes of Cell Injury</li> <li>▪ Mechanisms of Cell Injury.</li> <li>▪ Reversible Cell Injury</li> <li>▪ Cell Death</li> <li>▪ Intracellular Accumulations</li> <li>▪ Tissue Repair and Wound Healing</li> <li>Regeneration</li> <li>▪ Connective Tissue Repair</li> <li>▪ Factors That Affect Wound Healing</li> </ul>	
2.	<b>Immunity and Inflammation Mechanisms of Infectious Disease</b>	<ul style="list-style-type: none"> <li>▪ Terminology</li> <li>▪ Agents of Infectious Disease               <ul style="list-style-type: none"> <li>– Viruses</li> <li>– Bacteria</li> <li>– Rickettsiae, Chlamydia.</li> <li>– Ehrlichiae, and Coxiella</li> <li>– Fungi</li> <li>– Parasites</li> </ul> </li> <li>▪ Mechanisms of Infection               <ul style="list-style-type: none"> <li>– Epidemiology of Infectious Diseases</li> <li>– Portal of Entry</li> <li>– Source</li> <li>– Symptomatology</li> <li>– Disease Course</li> <li>– Site of Infection</li> </ul> </li> </ul>	

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	<p><b>Alterations in the Immune Response</b></p>	<ul style="list-style-type: none"> <li>▪ Virulence Factors</li> <li>▪ Diagnosis of Infectious Diseases</li> <li>▪ The Inflammatory Response</li> <li>▪ Acute Inflammation</li> <li>▪ Inflammatory Exudates</li> <li>▪ Chronic Inflammation.</li> <li>▪ Immunodeficiency Disease             <ul style="list-style-type: none"> <li>– Humoral (B-Cell) Immunodeficiencies</li> <li>– Cellular (T-Cell) Immunodeficiencies</li> <li>– Combined T-Cell and B-Cell.</li> </ul> </li> <li>▪ Immunodeficiencies</li> <li>▪ Disorders of the Complement System Disorders of Phagocytes.</li> <li>▪ Allergic and Hypersensitivity Disorders.             <ul style="list-style-type: none"> <li>– Type I, IgE-Mediated Disorders.</li> <li>– Type II, Antibody-Mediated Disorders.</li> <li>– Type III, Immune Complex Allergic</li> </ul> </li> <li>▪ Autoimmune Disease             <ul style="list-style-type: none"> <li>– Normal Versus Disease-Associated</li> <li>– Autoimmunity Genetic Predisposition.</li> <li>– Self-Tolerance</li> </ul> </li> <li>▪ Mechanisms of Autoimmune Disease.</li> <li>▪ Diagnosis and Treatment of Autoimmune Disease.</li> </ul>	
3.	<p><b>Alteration in cell Differentiation Neoplasia</b></p>	<ul style="list-style-type: none"> <li>▪ Concepts of Cell             <ul style="list-style-type: none"> <li>– Growth The Cell Cycle</li> <li>– Cell Proliferation</li> <li>– Cell Differentiation</li> </ul> </li> </ul>	



		<ul style="list-style-type: none"> <li>▪ Characteristics of Benign and Malignant Neoplasms.</li> <li>▪ Benign Neoplasms</li> <li>▪ Malignant Neoplasms</li> <li>▪ Carcinogenesis and Causes of Cancer</li> <li>▪ Oncogenesis.</li> <li>▪ Immunologic Defects.</li> <li>▪ Diagnosis and Treatment Diagnostic Methods Cancer Treatment.</li> <li>▪ Childhood Cancers.</li> <li>▪ Diagnosis and Treatment</li> <li>▪ Adult Survivors of Childhood Cancer.</li> </ul>	
4.	<p><b>Alterations in Hemostasis</b></p> <p><b>The Red Blood Cell And Alterations In Oxygen Transport</b></p>	<ul style="list-style-type: none"> <li>▪ Mechanisms of Homeostasis                             <ul style="list-style-type: none"> <li>– Vessel Spasm</li> <li>– Formation of the Platelet Plug</li> <li>– Blood Coagulation</li> <li>– Clot Retraction</li> <li>– Clot Dissolution</li> </ul> </li> <li>▪ Hypercoagulability States                             <ul style="list-style-type: none"> <li>– Increased Platelet Function</li> <li>– Increased Clotting Activity</li> </ul> </li> <li>▪ Bleeding Disorders</li> <li>▪ Platelet Defects</li> <li>▪ Coagulation Defects</li> <li>▪ Vascular Disorders</li> <li>▪ Effects of Drugs on Homeostasis.</li> <li>▪ Anticoagulant Drugs.</li> <li>▪ Thrombolytic Drugs.</li> <li>▪ Anemia                             <ul style="list-style-type: none"> <li>– Manifestations</li> <li>– Blood Loss Anemia</li> <li>– Hemolytic Anemia</li> <li>– Anemia's of Deficient Red Cell Production.</li> <li>– Transfusion Therapy</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- ABO Blood Groups</li> <li>- Rh Types</li> <li>- Blood Transfusion Reactions</li> <li>- Polycythemia</li> <li>▪ Age-Related Changes in Red Blood Cells</li> <li>▪ Red Cell Changes in the Neonate</li> </ul>	
5.	<b>Acquired Immunodeficiency Syndrome</b>	<ul style="list-style-type: none"> <li>▪ The AIDS Epidemic and Transmission of HIV Infection</li> <li>▪ The AIDS Epidemic</li> <li>▪ Transmission of HIV Infection</li> <li>▪ Pathophysiology of AIDS</li> <li>▪ Diagnosis</li> <li>▪ Clinical Course of the Disease</li> <li>▪ Early Management</li> <li>▪ Treatment</li> <li>▪ Psychosocial Issues</li> <li>▪ Prevention of HIV Infection</li> <li>Preventive Strategies</li> <li>▪ Universal Precautions</li> <li>▪ HIV Infection in Infants and Children</li> </ul>	
6.	<b>Alterations in Skin Function and Integrity</b>	<ul style="list-style-type: none"> <li>▪ Manifestations of Skin Disorders <ul style="list-style-type: none"> <li>- Lesions and Rashes</li> <li>- Pruritus</li> </ul> </li> <li>▪ Primary Disorders of the Skin <ul style="list-style-type: none"> <li>- Infectious Processes</li> <li>- Acne and Rosacea</li> <li>- Eczematous Dermatoses</li> <li>- Urticaria</li> </ul> </li> <li>▪ Drug-Induced Skin. <ul style="list-style-type: none"> <li>- Eruptions.</li> <li>- Papulosquamous.</li> <li>- Dermatoses.</li> <li>- Arthropod Infestations</li> <li>- Nevi and Skin.</li> </ul> </li> </ul>	





		<ul style="list-style-type: none"> <li>▪ Metabolic Alkalosis.</li> <li>▪ Respiratory Acidosis.</li> <li>▪ Respiratory Alkalosis.</li> </ul>	
8.	<p><b>Alteration In Endocrine Control Of Growth And Metabolism</b></p> <p><b>Diabetes Mellitus</b></p>	<ul style="list-style-type: none"> <li>▪ Growth Disorders.</li> <li>▪ Growth Hormone.</li> <li>▪ Short Stature.</li> <li>▪ Tall Stature.</li> <li>▪ Thyroid Disorders.                             <ul style="list-style-type: none"> <li>– Control of Thyroid Function.</li> <li>– Hypothyroidism.</li> <li>– Hyperthyroidism.</li> <li>– Disorders of Adrenal.                                     <ul style="list-style-type: none"> <li>– Congenital Adrenal Hyperplasia.</li> <li>– Adrenal Insufficiency.</li> </ul> </li> </ul> </li> <li>▪ Glucocorticoid Hormone Excess</li> <li>▪ Diabetes Mellitus.                             <ul style="list-style-type: none"> <li>– Classification and Etiology.</li> <li>– Manifestations</li> <li>– Diagnosis and Management</li> <li>– Acute Complications</li> <li>– Somogyi Effect and Dawn Phenomenon.</li> <li>– Chronic Complications.</li> </ul> </li> </ul>	
9.	<p><b>Alteration In Structure And Function Of The Male Genitourinary System</b></p>	<ul style="list-style-type: none"> <li>▪ Infections</li> <li>▪ Disorders of the Penis.</li> <li>▪ Hypospadias and Epispadias</li> <li>Phimosis and Paraphimosis.</li> <li>▪ Priapism</li> <li>▪ Peyronie's Disease.</li> <li>▪ Balanitis and Balanoposthitis.</li> <li>▪ Cancer of the Penis.</li> <li>▪ Disorders of the Scrotum and Testes.                             <ul style="list-style-type: none"> <li>– Cryptorchidism.</li> <li>– Hydrocele.</li> </ul> </li> </ul>	

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	<p style="text-align: center;"><b>Alterations in Structure and Function of the Female Reproductive System</b></p>	<ul style="list-style-type: none"> <li>- Hematocele.</li> <li>- Spermatocele.</li> <li>- Varicocele.</li> <li>- Testicular Torsion</li> <li>- Epididymitis.</li> <li>- Orchitis.</li> <li>▪ Neoplasms.</li> <li>▪ Disorders of the prostate             <ul style="list-style-type: none"> <li>- Prostatitis.</li> <li>- Benign prostatic hyperplasia.</li> <li>- Prostatic cancer.</li> </ul> </li> <li>▪ Disorders of the External Genitalia and Vagina.             <ul style="list-style-type: none"> <li>- Disorders of the External Genitalia.</li> <li>- Disorders of the Vagina</li> <li>- Disorders of the Cervix and Uterus</li> <li>- Disorders of the Uterine Cervix.</li> <li>- Disorders of the Uterus</li> <li>- Disorders of the Fallopian Tubes and Ovaries</li> </ul> </li> <li>▪ Pelvic Inflammatory Disease</li> <li>▪ Ectopic Pregnancy</li> <li>▪ Cancer of the Fallopian Tube</li> <li>▪ Benign Ovarian Cysts and Tumors</li> <li>▪ Ovarian Cancer</li> <li>▪ Disorders of Pelvic Support and Uterine Position</li> <li>▪ Cystocele.</li> <li>▪ Rectocele and Enterocele.</li> <li>▪ Uterine Prolapse</li> <li>▪ Treatment of Pelvic Support.</li> <li>▪ Disorders Variations in Uterine.</li> <li>▪ Menstrual Disorders</li> <li>▪ Dysfunctional Menstrual Cycles.</li> </ul>	
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	<p><b>Sexually Transmitted Diseases</b></p>	<ul style="list-style-type: none"> <li>- Amenorrhea.</li> <li>- Dysmenorrhea</li> <li>- Premenstrual Syndrome</li> <li>▪ Disorders of the Breast.             <ul style="list-style-type: none"> <li>- Galactorrhea.</li> <li>- Mastitis.</li> </ul> </li> <li>▪ Ductal Disorders             <ul style="list-style-type: none"> <li>- Fibroadenoma and Fibrocystic Disease Breast Cancer</li> <li>- Infertility</li> <li>- Male Factors</li> <li>- Female Factors.</li> </ul> </li> <li>▪ New Technologies.</li> <li>▪ Infections of the External Genitalia Human Papillomavirus (Condylomata Acuminata).             <ul style="list-style-type: none"> <li>- Genital Herpes Molluscum Contagiosum Chancroid.</li> <li>- Granuloma Inguinale Lymphogranuloma Venereum</li> <li>- Vaginal Infections</li> <li>- Candidacies</li> <li>- Trichomoniasis.</li> <li>- Bacterial Vaginosis (Nonspecific Vaginitis).</li> <li>- Vaginal-Urogenital-Systemic. Infections.</li> <li>- Chlamydial Infections.</li> <li>- Gonorrhoea.</li> <li>- Nonspecific Urogenital Infection.</li> <li>- Syphilis.</li> </ul> </li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Total		100%	



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**Teaching Methodology:**

- ❖ Lectures Learning strategies Interactive lectures, Handouts, Audiovisual aids.

**Text Books & References:**

**References:**

1. Essentials of Pathophysiology, Author: Carol Mattson Porth, Rn , Publication Date: March 2006, Publisher: Lippincott Williams & Wilkins.
2. Pathophysiology (3rd edition), Authors: LEE-ELLEN C. COPSTEAD-KIRHORN, Ph.D., Jacquelyn L. Banasik, Publication Date: February 2005, Publisher: W B Saunders.
3. Pathophysiology: Concepts of Altered Health States, Authors: Carol Mattson Porth, Rn , Carol Porth, Publication Date: July 2004, Publisher: Lippincott Williams & Wilkins
4. Understanding Pathophysiology (3rd edition), Authors: Sue E. Huether, Kathryn L. McCance, Sue Huether, Publication Date: October 2003, Publisher: Mosby Inc
5. Mosb'y Pathophysiology Memory Notecards: Visual, Mnemonic, And Memory Aids For Nurses By Joann Zerwekh, Jo Carol Cloborn, And Tom Gaglione (Spiral – Bound – Jul 14 2006





## Para-Medical Program

Specialization	Midwifery
Course Number	21106251
Course Title	Principles Forensic Medicine
Credit Hours	(2)
Theoretical Hours	(2)
Practical Hours	(0)



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**Brief Course Description:**

- ❖ This course is designed to give the student adequate knowledge about the principles of forensic medicine, its link with law and the role of medicine in justice also it Discuss the laws which control the medicine & the Danger of Drugs.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. A working knowledge of the principles of medical, scientific and technical evidence – gathering and the presentation of such evidence in the courts of law.
2. Appreciate both the scope and the limitations of medical and scientific investigation in assisting the courts.
3. Give a clear account of the procedures used in death investigation, the role of the Attorney general and the rules governing fatal accident inquiries.
4. Construct, from basic scientific and other factual information supplied concerning a scene of death, a logically argued reconstruction of the events leading up to death, indicating what further investigations would be required for a full inquiry of this type.
5. Show a basic knowledge of the professional and ethical considerations governing everyday medical practice.



**Detailed Course Description:**

Unit Number	Unit Name	Unit Content	Time Needed
1.	<b>Sudden Natural Death</b>	<ul style="list-style-type: none"> <li>▪ Body systems implicated in sudden natural death and the proportions of death attributable to disorders of each system.</li> <li>▪ Major forms of disease which cause sudden natural death and the mechanisms by which they do so</li> </ul>	
2.	<b>Asphyxia</b>	<ul style="list-style-type: none"> <li>▪ Concept of asphyxia both to lawyers and to medical practitioners, together with its legal signification.</li> <li>▪ General change associated with asphyxia and the mechanisms by which they operate.</li> <li>▪ Main categories of asphyxia and related death and the circumstances which bring them about.</li> </ul>	
3.	<b>Drowning and Immersion</b>	<ul style="list-style-type: none"> <li>▪ Mechanisms of death which may have been involved when a body is recovered from immersion.</li> <li>▪ Changes in the human body which occur in immersion.</li> <li>▪ Major tests which may be applied to supports a diagnosis of drowning.</li> </ul>	
4.	<b>Thermal injuries &amp; fire Death</b>	<ul style="list-style-type: none"> <li>▪ Classification of thermal injuries.</li> <li>▪ Factors which influence survival and disability following thermal injuries.</li> <li>▪ Mechanisms of death in fires and the common causes of house fires.</li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Tests applied to thermal death.</li> <li>▪ Common heat artifacts seen in victims of fatal fires.</li> </ul>	
5.	<b>Investigation of Crime Scene</b>	<ul style="list-style-type: none"> <li>▪ Investigation of a scene of death is approached.</li> <li>▪ Evidence and how it should be preserved.</li> <li>▪ Importance and nature of documentation of evidence.</li> <li>▪ Roles of the different specialist investigators at a scene of death.</li> <li>▪ Cross – contamination of samples and the steps taken to avoid it.</li> </ul>	
6.	<b>Therapeutic, Criminal Abortion &amp; Infanticide</b>	<ul style="list-style-type: none"> <li>▪ Define in simple terms fetus viability, abortion, stillbirth and infanticide.</li> <li>▪ Major methods of illegal abortion and their likely complications.</li> <li>▪ Main medical signs of live birth and stillbirth.</li> </ul>	
7.	<b>Post mortem Changes</b>	<ul style="list-style-type: none"> <li>▪ Methods by which the postmortem interval can be estimated and their limitations.</li> <li>▪ Way in which the body cools after death, I rate of doing so and factors which influence this.</li> <li>▪ Nature and significance of hypostasis cadaveric spasm, rigor mortis, putrefaction. Mummification and adipoceros change and the rates at which these phenomena occur.</li> <li>▪ Nature and significance of postmortem injury.</li> </ul>	
8.	<b>Common Injuries</b>	<ul style="list-style-type: none"> <li>▪ Way in which wounds are regarded in law and in medical practice.</li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Definition, mechanism and diagnostic significance of bruises, abrasions, lacerations, incised wounds, stab wounds and fractures and the factors which may modify them.</li> <li>▪ Distinction between bite marks and oral suction marks.</li> <li>▪ Legal significance and medical methods of determining the degree of force used in inflicting an injury.</li> </ul>	
9.	<b>Firearms and Firearm Wounds</b>	<ul style="list-style-type: none"> <li>▪ Basic principles on which modern firearms work and the major substances emitted by a gun when it fires.</li> <li>▪ Basic principles of determination of the range of fire in rifled and smoothbore firearms.</li> <li>▪ Basic distinguishing features of entry and exit firearm wounds.</li> <li>▪ Basic principles on which determination of accidental, suicidal and homicidal firearm wounding is made.</li> </ul>	
10.	<b>Sudden Infant Death Syndrome (SIDS)</b>	<ul style="list-style-type: none"> <li>▪ Incidence and distribution of SIDS and recent trends in its occurrence.</li> <li>▪ Causes of sudden unexpected death in infancy.</li> <li>▪ Risk factors for SIDS.</li> <li>▪ Main autopsy finding in SIDS.</li> <li>▪ Main current theories and hypothesis for the cause of SIDS.</li> </ul>	
11.	<b>Child abuse &amp; Family Violence</b>	<ul style="list-style-type: none"> <li>▪ Physical.</li> <li>▪ Define child abuse.</li> <li>▪ Historical recognition of child abuse.</li> <li>▪ Clinical, radiological and</li> </ul>	

		<p>pathological signs, physical child abuse.</p> <ul style="list-style-type: none"> <li>▪ Major natural conditions which may mimic child abuse.</li> <li>▪ General strategy for dealing with child abuse.</li> <li>▪ Sexual.</li> <li>▪ Define child sexual abuse.</li> <li>▪ Major clinical signs of clinical signs of child sexual abuse.</li> <li>▪ Investigation of a case of suspected child sexual abuse, including the medical examination and laboratory tests.</li> </ul>	
12.	<b>Medical Confidentiality</b>	<ul style="list-style-type: none"> <li>▪ Concept of medical confidentiality, ethical and legal principles which underlie it.</li> <li>▪ Major circumstances in which patient confidentiality can be breached in the public interest or on the order of a court.</li> </ul>	
13.	<b>Torture &amp; Death in Custody</b>	<ul style="list-style-type: none"> <li>▪ Important and the concern about such incidences by the public, media and families &amp; the balanced ways of interacting of all parties concerned.</li> <li>▪ Methodical documentation of injuries.</li> <li>▪ Scene investigation.</li> <li>▪ Police recodes including all statements of persons who witnessed on event.</li> </ul>	
14.	<b>Medical Malpractice</b>	<ul style="list-style-type: none"> <li>▪ Significance of medical registration.</li> <li>▪ Main categories of professional misconduct.</li> <li>▪ Different authorities which investigate the individual's complaints.</li> <li>▪ Incidents and deaths which are apparently associated with lack of medical care.</li> <li>▪ Changing concepts of death.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Total		100%	

**Teaching Methodology:**

- ❖ Laboratory

**Text Books & References:**

**References:**

1- قانون العقوبات الأردني، رقم (33) سنة 2002.

1. Forensic pathology – principles & practice; Dolinak D. Matshes E, Lew E. Elsevier, 2006.
2. Simpson's Forensic Medicine by Bernard Knight 13 th edition (2005).
3. Colour Atlas of Forensic Pathology, J. Dix (2000).
4. Suspicious Death Scene Investigation, P.Vanezis & A. Busuttill (1996) Arnold Publishers.



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## Para-Medical Program

Specialization	Midwifery
Course Number	21106213
Course Title	Pathophysiology (2)
Credit Hours	(3)
Theoretical Hours	(3)
Practical Hours	(0)



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### Brief Course Description:

- ❖ This course focuses on the physiologic changes that occur due to internal and external environmental stressors, pathological processes and the responses that produce signs and symptoms. Underlying concepts and principles common to health deviations in all major physiological systems are presented. The content is based on common health problems, including the special health needs of children and the elderly. The student will explore a variety of concepts of path physiology, which will be utilized in clinical decision making and action related to nursing courses.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Understand the major alterations in normal body functions that are produced by diseases processes
2. Understand the etiology and pathogenesis of special diseases and the Pathology of these diseases according to body systems which includes, alteration of :
  - Disorders of White Blood Cells and Lymphoid Tissues
  - Alterations in Blood Flow in the Systemic\ Circulation
  - Alterations in Blood Pressure: Hypertension and Orthostatic Hypotension
  - Alterations in Cardiac Function Heart Failure And Circulatory Shock
  - Alterations in Respiratory Function: Respiratory Tract Infections, Neoplasms, and Disorders
  - Alterations in Respiration: Alterations in Ventilation and Gas Exchange
  - Alterations in Renal Function
  - Renal Failure
  - Alteration in Urine Elimination
  - Alterations in Function of the Hepatobiliary System and Exocrine Pancreas
  - Disorders of Brain Function
  - Alterations in Motor Function
  - Alterations In Special Senses Alteration In Vision
  - Alterations in Hearing and Vestibular Function
  - Alterations in Skeletal Function: Trauma and Infection
  - Alterations in Skeletal Function: Congenital Disorders, Metabolic Bone Disease, and Neoplasms
  - Alterations in Skeletal Function: Rheumatic Disorders.

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**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Disorders of White Blood Cells and Lymphoid Tissues</b>	<ul style="list-style-type: none"> <li>▪ Disorders of the white blood cells. <ul style="list-style-type: none"> <li>– Disorders of White Blood Cell Deficiency</li> <li>– Neutrogena</li> <li>– Infectious Mononucleosis pathogenesis manifestations.</li> <li>– Diagnosis and Treatment.</li> </ul> </li> <li>▪ Neoplastic Disorders of: <ul style="list-style-type: none"> <li>– Hematopoietic and Lymphoid Origin.</li> <li>– Classification.</li> <li>– Causes.</li> <li>– Clinical Manifestations.</li> <li>– Acute Leukemias.</li> <li>– Chronic Leukemias.</li> </ul> </li> <li>▪ Malignant Lymphomas Hodgkin's Disease.</li> <li>▪ Non-Hodgkin's Lymphoma</li> <li>▪ Multiple Myeloma.</li> </ul>	
2.	<b>Alterations in Blood Flow in the Systemic\ Circulation</b>	<ul style="list-style-type: none"> <li>▪ Disorders of the Arterial Circulation.</li> <li>▪ Cholesterol and Hyperlipidemia.</li> <li>▪ Atherosclerosis</li> <li>▪ Vasculitis</li> <li>▪ Arterial Disease of the Extremities Aneurysms.</li> <li>▪ Disorders of the Venous Circulation.</li> <li>▪ Venous Circulation of the Lower Extremities.</li> <li>▪ Varicose Veins.</li> <li>▪ Chronic Venous Insufficiency.</li> <li>▪ Venous Thrombosis.</li> <li>▪ Disorders of Blood Flow Due to Extravascular Forces.</li> <li>▪ Compartment Syndrome</li> <li>▪ Pressure Ulcers.</li> </ul>	

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<p>3.</p>	<p><b>Alterations in Blood Pressure: Hypertension and Orthostatic Hypotension</b></p> <p><b>Alterations in Cardiac Function</b></p>	<ul style="list-style-type: none"> <li>▪ Arterial Blood Pressure             <ul style="list-style-type: none"> <li>– Determinants of Blood Pressure.</li> <li>– Blood Pressure Measurement.</li> </ul> </li> <li>▪ Hypertension             <ul style="list-style-type: none"> <li>– Essential Hypertension</li> <li>– Secondary Hypertension</li> <li>– Malignant Hypertension</li> <li>– High Blood Pressure in Pregnancy</li> <li>– High Blood Pressure in Children</li> <li>– High Blood Pressure in the Elderly</li> </ul> </li> <li>▪ Orthostatic Hypotension             <ul style="list-style-type: none"> <li>– Mechanisms.</li> <li>– Classification.</li> <li>– Causes.</li> <li>– Diagnosis and Treatment.</li> </ul> </li> <li>▪ Disorders of the Pericardium.</li> <li>▪ Types of Pericardial Disorders.</li> <li>▪ Diagnosis and Treatment.</li> <li>▪ Coronary Heart Disease.</li> <li>▪ Coronary Circulation.</li> <li>▪ Ischemic Heart Disease.             <ul style="list-style-type: none"> <li>– Myocardial Infarction.</li> <li>– Myocardial Disease.</li> <li>– Myocarditis.</li> <li>– Cardiomyopathies.</li> </ul> </li> <li>▪ Infectious and Immunologic Disorders.             <ul style="list-style-type: none"> <li>– Infective Endocarditis</li> </ul> </li> <li>▪ Rheumatic Heart Disease</li> <li>▪ Kawasaki's Disease</li> <li>▪ Valvular Heart Disease</li> </ul>	
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	<p><b>Heart Failure And Circulatory Shock</b></p>	<ul style="list-style-type: none"> <li>- Hemodynamic Derangements.</li> <li>- Mitral Valve Disorders</li> <li>▪ Aortic Valve Disorders <ul style="list-style-type: none"> <li>- Diagnosis and Treatment Disease in Infants and Children</li> </ul> </li> <li>▪ Embryonic Development of the Heart</li> <li>▪ Fetal and Perinatal Circulation</li> <li>▪ Congenital Heart Defects</li> <li>▪ Heart Failure <ul style="list-style-type: none"> <li>- Physiology of Heart Failure.</li> <li>- Congestive Heart Failure.</li> <li>- Acute Pulmonary Edema.</li> <li>- Cardiogenic Shock.</li> </ul> </li> <li>▪ Circulatory Failure (Shock). <ul style="list-style-type: none"> <li>- Physiology of Shock.</li> <li>- Circulatory Shock.</li> <li>- Complications of Shock</li> </ul> </li> <li>▪ Circulatory Failure in Children and the Elderly.</li> </ul>	
4.	<p><b>Alterations in Respiratory Function: Respiratory Tract Infections, Neoplasms, and Disorders</b></p> <p><b>Alterations in Respiration: Alterations in</b></p>	<ul style="list-style-type: none"> <li>▪ Respiratory Tract Infections. <ul style="list-style-type: none"> <li>- The Common Cold.</li> <li>- Rhinitis and Sinusitis.</li> <li>- Influenza.</li> </ul> </li> <li>▪ Pneumonias.</li> <li>▪ Tuberculosis.</li> <li>▪ Cancer of the Lung.</li> <li>▪ Types of Cancers.</li> <li>▪ Manifestations.</li> <li>▪ Diagnosis and Treatment.</li> <li>▪ Signs of Impending Respiratory Failure.</li> <li>▪ Disorders of Lung Inflation. <ul style="list-style-type: none"> <li>- Disorders of the Pleura.</li> </ul> </li> </ul>	





	<b>Ventilation and Gas Exchange</b>	<ul style="list-style-type: none"> <li>- Atelectasis</li> <li>▪ Obstructive Airway Disorders.</li> <li>▪ Physiology of Airway Disease.</li> <li>▪ Bronchial Asthma.</li> <li>▪ Chronic Obstructive Pulmonary Disease.</li> <li>▪ Interstitial Lung Diseases Manifestations.</li> <li>▪ Diagnosis and Treatment. <ul style="list-style-type: none"> <li>- Occupational Lung Diseases.</li> <li>- Sarcoidosis</li> </ul> </li> <li>▪ Pulmonary Vascular Disorders <ul style="list-style-type: none"> <li>- Pulmonary Embolism.</li> <li>- Pulmonary Hypertension.</li> <li>- Cor Pulmonale.</li> </ul> </li> <li>▪ Impaired Gas Exchange and Respiratory.</li> <li>▪ Failure Impaired Gas Exchange <ul style="list-style-type: none"> <li>- Hypoxia.</li> <li>- Hypercapnia.</li> <li>- Respiratory Failure.</li> <li>- Adult Respiratory Distress Syndrome.</li> <li>- Breathing Disorders.</li> <li>- Sleep Apnea.</li> <li>- Hyperventilation Syndrome.</li> </ul> </li> </ul>	
5.	<b>Alterations in Renal Function</b>	<ul style="list-style-type: none"> <li>▪ Congenital Disorders of the Kidneys. <ul style="list-style-type: none"> <li>- Agenesis and Hypoplasia</li> </ul> </li> <li>▪ Urinary Tract Infections</li> <li>▪ Etiologic Factors</li> <li>▪ Infections in Special Populations <ul style="list-style-type: none"> <li>- Manifestations</li> </ul> </li> <li>▪ Diagnosis and Treatment</li> <li>▪ Disorders of Glomerular Function. <ul style="list-style-type: none"> <li>- Mechanisms of Glomerular</li> </ul> </li> </ul>	



	<p><b>Renal Failure</b></p> <p><b>Alteration in Urine Elimination</b></p>	<p>Injury.</p> <ul style="list-style-type: none"> <li>- Nephrotic Syndrome.</li> <li>▪ Nephritic Syndrome.             <ul style="list-style-type: none"> <li>- Renal Tubular Acidosis.</li> <li>- Pyelonephritis.</li> <li>- Drug-Related Nephropathies.</li> </ul> </li> <li>▪ Neoplasms</li> <li>▪ Wilms' Tumor.</li> <li>▪ Adult Kidney Cancer.</li> <li>▪ Acute Renal Failure</li> <li>▪ Types of Acute Renal Failure</li> <li>▪ Diagnosis and Treatment</li> <li>▪ Chronic Renal Failure</li> <li>▪ Stages of Progression</li> <li>▪ Clinical Manifestations</li> <li>▪ Treatment .</li> <li>▪ Control of Urine Elimination.</li> <li>▪ Bladder Structure.</li> <li>▪ Neural Control of Bladder Function.</li> <li>▪ Micturition.             <ul style="list-style-type: none"> <li>- Diagnostic Methods of Evaluating Bladder Function</li> <li>- Alterations in Bladder Function</li> <li>- Urine Retention</li> <li>- Neurogenic Bladder Disorders</li> <li>- Urinary Incontinence</li> <li>- Cancer of the Bladder</li> </ul> </li> <li>▪ Diagnosis and Treatment</li> </ul>	
<p>6.</p>	<p><b>Alterations In Gastrointestinal Function</b></p>	<ul style="list-style-type: none"> <li>▪ Disorders of the Esophagus.             <ul style="list-style-type: none"> <li>- Dysphagia</li> <li>- Esophageal Diverticulum</li> <li>- Gastroesophageal Reflux</li> <li>- Cancer of the Esophagus</li> </ul> </li> <li>▪ Disorders of the Stomach</li> </ul>	

		<ul style="list-style-type: none"> <li>- Gastritis</li> <li>- Peptic Ulcer Disease</li> <li>- Zollinger-Ellison Syndrome</li> <li>- Stress Ulcer</li> <li>- Cancer of the Stomach</li> <li>▪ Disorders of the Small and Large Intestines <ul style="list-style-type: none"> <li>- Irritable Bowel Syndrome</li> <li>- Inflammatory Bowel Disease</li> <li>- Infectious Colitis</li> <li>- Appendicitis</li> <li>- Colorectal Cancer</li> </ul> </li> <li>▪ Alterations in Intestinal Motility <ul style="list-style-type: none"> <li>- Alterations in Intestinal Absorption</li> </ul> </li> <li>▪ Disorders of the Peritoneum. <ul style="list-style-type: none"> <li>- Peritonitis</li> <li>- Treatment</li> </ul> </li> </ul>	
7.	<b>Alterations in Function of the Hepatobiliary System and Exocrine Pancreas</b>	<ul style="list-style-type: none"> <li>▪ The Liver and Hepatobiliary System <ul style="list-style-type: none"> <li>- Functions of the Liver</li> </ul> </li> <li>▪ Alterations in Hepatic and Biliary Function. <ul style="list-style-type: none"> <li>- Acute Viral Hepatitis</li> <li>- Chronic Hepatitis</li> <li>- Cirrhosis</li> <li>- Cancer of the Liver</li> <li>- Gallbladder Disease</li> <li>- Cholecystitis and Cholelithiasis</li> <li>- Cancer of the Gallbladder</li> </ul> </li> <li>▪ Disorders of the Exocrine Pancreas Acute.</li> <li>▪ Hemorrhagic Pancreatitis</li> <li>▪ Chronic Pancreatitis</li> <li>▪ Cancer of the Pancreas</li> </ul>	

	<p><b>Disorders of Brain Function</b></p> <p><b>Alterations in Motor Function</b></p> <p><b>Somatosensory Function and Pain</b></p>	<ul style="list-style-type: none"> <li>▪ Trauma, Infections, and Neoplasm's Head Injury.             <ul style="list-style-type: none"> <li>– Infections.</li> <li>– Brain Tumors.</li> <li>– Seizure Disorders.</li> <li>– Etiology</li> </ul> </li> <li>▪ Provoked and Unprovoked Seizures.             <ul style="list-style-type: none"> <li>– Classification.</li> <li>– Generalized Convulsive Status.</li> <li>– Epilepticus.</li> </ul> </li> <li>▪ Skeletal Muscle and Peripheral Nerve Disorders             <ul style="list-style-type: none"> <li>– Skeletal Muscle Disorders</li> </ul> </li> <li>▪ Disorders of the Neuromuscular Junction.             <ul style="list-style-type: none"> <li>– Peripheral Nerve Disorders.</li> </ul> </li> <li>▪ Pain             <ul style="list-style-type: none"> <li>– Pain Theories</li> <li>– Pain Mechanisms and Responses</li> <li>– Types of Pain</li> <li>– Management of Pain</li> </ul> </li> <li>▪ Headache             <ul style="list-style-type: none"> <li>– Types of Headache</li> <li>– Diagnosis and Treatment</li> </ul> </li> </ul>	
	<p><b>Alterations In Special Senses</b></p> <p><b>Alteration In Vision</b></p>	<ul style="list-style-type: none"> <li>▪ Disorders of the Orbit and Surrounding Structures.             <ul style="list-style-type: none"> <li>– Disorders of the Eyelid</li> <li>– Disorders of the Lacrimal Apparatus</li> </ul> </li> <li>▪ Disorders of the Conjunctiva, Cornea, and Uveal Tract.             <ul style="list-style-type: none"> <li>– Conjunctivitis</li> <li>– Disorders of the Cornea</li> </ul> </li> <li>▪ Uveitis Glaucoma             <ul style="list-style-type: none"> <li>– Control of Intraocular Pressure</li> <li>– Types of Glaucoma</li> </ul> </li> </ul>	

	<p><b>Alterations in Hearing and Vestibular Function</b></p>	<ul style="list-style-type: none"> <li>▪ Cataracts             <ul style="list-style-type: none"> <li>– Causes and Types of Cataracts</li> <li>– Manifestations</li> <li>– Diagnosis and Treatment</li> </ul> </li> <li>▪ Disorders of the Vitreous and Retina</li> <li>▪ Disorders of the Vitreous</li> <li>▪ Disorders of the Retina.</li> <li>▪ Disorders of Eye Movement             <ul style="list-style-type: none"> <li>– Strabismus</li> <li>– Amblyopia</li> </ul> </li> <li>▪ Alterations in Auditory Function</li> <li>▪ Disorders of the External Ear</li> <li>▪ Disorders of the Middle Ear</li> <li>▪ Disorders of the Inner Ear</li> <li>▪ Hearing Loss</li> <li>▪ Disorders of Vestibular Function             <ul style="list-style-type: none"> <li>– Vestibular Function</li> </ul> </li> <li>▪ Disorders of Peripheral Vestibular Function.</li> <li>▪ Disorders of Central Vestibular Function Diagnostic Tests of Vestibular Function             <ul style="list-style-type: none"> <li>– Treatment of Vestibular Disorders.</li> </ul> </li> </ul>	
	<p><b>Alterations in Skeletal Function: Trauma and Infection</b></p> <p><b>Alterations in Skeletal Function: Congenital Disorders, Metabolic</b></p>	<ul style="list-style-type: none"> <li>▪ Strains and Sprains</li> <li>▪ Dislocations</li> <li>▪ Chondromalacia</li> <li>▪ Loose Bodies</li> <li>▪ Fractures</li> <li>▪ Bone Infections             <ul style="list-style-type: none"> <li>– Iatrogenic Bone Infections</li> <li>– Osteomyelitis</li> <li>– Tuberculosis of the Bone or Joint</li> </ul> </li> <li>▪ Osteonecrosis</li> <li>▪ Alterations in Skeletal Growth and</li> </ul>	

	<p><b>Bone Disease, and Neoplasms</b></p> <p><b>Alterations in Skeletal Function: Rheumatic Disorders</b></p>	<p>Development.</p> <ul style="list-style-type: none"> <li>▪ Bone Growth and Remodeling.</li> <li>▪ Alterations During Normal Growth Periods.</li> <li>▪ Hereditary and Congenital Deformities.</li> <li>▪ Juvenile Osteochondroses.</li> <li>▪ Slipped Capital Femoral Epiphysis.</li> <li>▪ Scoliosis.</li> <li>▪ Metabolic Bone Disease.</li> <li>▪ Osteopenia.</li> <li>▪ Osteoporosis.</li> <li>▪ Osteomalacia and Rickets.</li> <li>▪ Paget's disease.</li> <li>▪ Arthritis Associated With Spondylitis.</li> <li>▪ Ankylosing Spondylitis</li> <li>▪ Reactive Arthritis.</li> <li>▪ Enteropathic Arthritis.</li> <li>▪ Psoriatic Arthritis.</li> <li>▪ Osteoarthritis Syndromes</li> <li>▪ Pathogenesis.</li> <li>▪ Clinical Manifestations.</li> <li>▪ Diagnosis and Treatment.</li> <li>▪ Metabolic Diseases Associated With Rheumatic States.</li> <li>▪ Crystal-Induced Arthropathies.</li> <li>▪ Gout.</li> <li>▪ Rheumatic Diseases in Elderly.</li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Teaching Methodology:**

- ❖ Lecture. Lecture Discussion.

**Text Books & References:**

**References:**

1. Essentials of Pathophysiology, Author: Carol Mattson Porth, Rn , Publication Date: March 2006, Publisher: Lippincott Williams & Wilkins.
2. Pathophysiology (3rd edition), Authors: LEE-ELLEN C. COPSTEAD-KIRHORN, Ph.D., Jacquelyn L. Banasik, Publication Date: February 2005, Publisher: W B Saunders.
3. Pathophysiology: Concepts of Altered Health States, Authors: Carol Mattson Porth, Rn , Carol Porth, Publication Date: July 2004, Publisher: Lippincott Williams & Wilkins
4. Understanding Pathophysiology (3rd edition), Authors: Sue E. Huether, Kathryn L. McCance, Sue Huether, Publication Date: October 2003, Publisher: Mosby Inc
5. Mosb'y Pathophysiology Memory Notecards: Visual, Mnemonic, And Memory Aids For Nurses By Joann Zerwekh, Jo Carol Cloborn, And Tom Gaglione (Spiral – Bound – Jul 14 2006



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## Para-Medical Program

<b>Specialization</b>	<b>Common</b>
<b>Course Number</b>	<b>21104121</b>
<b>Course Title</b>	<b>Microbiology</b>
<b>Credit Hours</b>	<b>(3)</b>
<b>Theoretical Hours</b>	<b>(2)</b>
<b>Practical Hours</b>	<b>(3)</b>



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





### Brief Course Description:

- ❖ The course introduces the students into the whatness of microbiology with an emphases put on the general classifications of microbiology, bacteriology and the control of microbial growth. It also deals, with host parasite relationship, virology mycology principles of disease and epidemiology. Moreover, it deals with the mechanism of pathogenicity (Pathogenic Bacteria, Antimicrobial drugs, nosocomial infections), and the management of the collection, transportation, preservation and disposal of samples finally, it shows how the results are reported and recorded

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Principles of disease and epidemiology.
2. Mechanism of Pathogenicity
3. How to do the collection, Preservation and Transportation of Samples.
4. Know Antimicrobial drugs
5. To differentiate Pathogenic Bacteria
6. Preparation and Staining
7. The types of infections
8. Types of Viral Infections



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	Microbiology	<ul style="list-style-type: none"> <li>▪ Microbiology               <ul style="list-style-type: none"> <li>– Definition.</li> <li>– History.</li> <li>– Micro– organisms and human body.</li> </ul> </li> <li>▪ General Classifications of Microbiology.               <ul style="list-style-type: none"> <li>– Bacteriology.</li> <li>– Virology.</li> <li>– Mycology.</li> <li>– Phraseology.</li> </ul> </li> </ul>	
2.	Bacteriology	<ul style="list-style-type: none"> <li>▪ Bacteriology:               <ul style="list-style-type: none"> <li>– Size and Shape.</li> <li>– Structure</li> <li>– Bacterial species</li> <li>– Bacterial toxins.</li> <li>– Reproduction / curve.</li> <li>– Bacterial growth</li> <li>– Bacterial culture media:                   <ul style="list-style-type: none"> <li>– Definition</li> <li>– Types.</li> </ul> </li> </ul> </li> <li>▪ Control of Bacterial growth               <ul style="list-style-type: none"> <li>– Temperature.</li> <li>– Kind of bacteria.</li> <li>– Environment</li> <li>– Physical state of bacteria.</li> <li>– Physical methods of bacterial control.</li> <li>– Chemical methods of bacterial control.</li> </ul> </li> <li>▪ Host parasite relationship:               <ul style="list-style-type: none"> <li>– Symbiotic relationships.</li> <li>– Normal microbial flora of human body.</li> </ul> </li> <li>▪ Bacterial Pathogenicity and virulence.</li> </ul>	

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3.	<b>Virology</b>	<ul style="list-style-type: none"> <li>▪ Size and shapes.</li> <li>▪ Structure.</li> <li>▪ Multiplication and cultivation.</li> <li>▪ Virus – host cell interaction.</li> <li>▪ Interferon.</li> <li>▪ Oncoviruses.</li> <li>▪ Bacteriophages.</li> </ul>	
4.	<b>Mycology</b>	<ul style="list-style-type: none"> <li>▪ Structure of Fungus.</li> <li>▪ Habitat.</li> <li>▪ Reproduction.</li> <li>▪ Fungal infections (mycosis).</li> <li>▪ Superficial.</li> <li>▪ Cutaneous.</li> <li>▪ Deep.</li> </ul>	
5.	<b>Parasitology</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Classification. <ul style="list-style-type: none"> <li>– Protista/shape, structure, life cycle, mode of transmission &amp; source of infection.</li> <li>– Helminthes / shape, structure, life cycle mode of transmission, source of infection.</li> </ul> </li> <li>▪ Medical Parasites: <ul style="list-style-type: none"> <li>– Protozoa: Shapes, structure, life cycle, Diagnosis, control.</li> <li>– Human Protozoan</li> <li>– Entamaeba.</li> <li>– Giardia</li> <li>– Leishmania.</li> <li>– Toxoplasma.</li> <li>– Leishmania.</li> <li>– Trichomana.</li> <li>– Plasmodium.</li> <li>– Helminthes: Shapes,</li> </ul> </li> </ul>	

		<p>structures, life cycle, Diagnosis, control.</p> <ul style="list-style-type: none"> <li>- Nematodes.</li> <li>- Ascaris.</li> <li>- Enterabous.</li> <li>- Trichuris.</li> <li>- Trichuris.</li> <li>- Cestodes:</li> <li>- Teanias.</li> <li>- Echinococcy.</li> <li>- Hymenolepis</li> <li>- Trematodes:</li> <li>- Schistosoma.</li> </ul>	
6.	<b>Infection</b>	<ul style="list-style-type: none"> <li>▪ Source of infection.</li> <li>▪ Mode of transmission.</li> <li>▪ Prevention and control.</li> </ul>	
7.	<b>Immunity</b>	<ul style="list-style-type: none"> <li>▪ Non specific defences of the host. <ul style="list-style-type: none"> <li>- Skin and mucous membrane.</li> <li>- Phagocytosis.</li> <li>- Inflammation</li> <li>- Fever.</li> <li>- Antimicrobial substances "Interferon, complement and properdine.</li> </ul> </li> <li>▪ Specific defences of the host. <ul style="list-style-type: none"> <li>- kinds of immunity</li> <li>- Antigens and antibodies.</li> <li>- Mechanism of antibody formation.</li> <li>- celluler immunity.</li> </ul> </li> <li>▪ Hyper sensivity</li> <li>▪ Vaccines <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types</li> <li>- EPI.</li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Lectures. Group discussion. Videos. Live patterns & samples. Practical applications. Field Visits (Industries).

**Text Books & References:**

**References:**

1. Medical Surgical Nursing Care Critical Thinking in Client Care 2nd Edition. Karen Burke, Priscilla LeMone, Mohn Brown, 2006.
2. Medical Surgical Nursing: An Integrated Approach and Gena Duncan, 2001.
3. Craven, R.F. & Hirnle, C .J. (2000). Fundamentals of nursing: Human health and function (3<sup>rd</sup> Ed.). New York: J.B. Lippicott Co.
4. Kozier, B. Erb. G., & Berman, A. (2000) Fundamentals of Nursing. \_Concepts, Process, and Practice. (6h Ed.) Redwood City. CA. Addison Wesley.
5. Epstein, O., Perkins, G., Bono, D. & Cookson, J. (1997) Clinical Examination (2<sup>nd</sup> Ed.). London: Mosby.



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## Para-Medical Program

<b>Specialization</b>	<b>Common</b>
<b>Course Number</b>	21102141
<b>Course Title</b>	<b>Foundations of Nursing</b>
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course serves as a base for the other nursing courses it is designed to provide the first year midwife student with the basic nursing concepts and principles needed for the practice of nursing. The course emphasizes the student's understanding of the nature of the client needs and the intervention required utilizing the functional health patterns such as activity/ exercise, nutrition and elimination.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Value primary health care practices as a part of the Associate Degree nursing role
2. Discuss concepts related to functional health patterns and their utilization in providing nursing care for client.
3. Understand the nursing process as a framework for providing nursing care for a client with selected alterations in function health patterns.
4. Describe the principles underlying effective recording and reporting/ documenting of nursing interventions.
5. Recognize the principles underlying all nursing intervention produces related to providing care to client in different care settings.
6. Apply the principles of infection prevention in any clinical setting.
7. Develop an awareness concerning the importance of health promotion for the individual, the family and the community.
8. Understand the continuum of nursing care from assessment of vital signs to more complex physical assessment procedures.





## Detailed Course Description:

Time Needed	Unit Content	Unit Number	Time Needed
1.	<b>Introduction to course syllabus.</b> <b>Nursing process.</b>	<ul style="list-style-type: none"> <li>▪ Over view of the nursing process.</li> <li>▪ Characteristics of nursing process.</li> <li>▪ Assessment.               <ul style="list-style-type: none"> <li>- Collection of data.</li> <li>- Types of data.</li> <li>- Source of data.</li> <li>- Data collection methods.</li> <li>- Organizing data.</li> <li>- Validating data.</li> <li>- Documenting data.</li> </ul> </li> <li>▪ Diagnosis               <ul style="list-style-type: none"> <li>- Definition.</li> <li>- Types of nursing diagnosis.</li> <li>- Components.</li> <li>- Formulating diagnostic statements.</li> </ul> </li> <li>▪ Planning.               <ul style="list-style-type: none"> <li>- Types of planning.</li> <li>- Developing nursing care plan.</li> <li>- Guidelines of writing N.C.P.</li> <li>- Planning process.</li> <li>- Establishing client goals / desired outcomes.</li> <li>- Writing nursing order.</li> </ul> </li> <li>▪ Implementing action               <ul style="list-style-type: none"> <li>- Process of implementing.</li> <li>- Evaluation.</li> <li>- Process of evaluating client responses.</li> </ul> </li> <li>▪ Documenting and Reporting.               <ul style="list-style-type: none"> <li>- Purposes of client record.</li> <li>- Documentation system.</li> <li>- Admission nursing assessment.</li> <li>- Nursing discharge and referral.</li> <li>- Guideline for recording.</li> <li>- Reporting.</li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





2.	Health assessment	<ul style="list-style-type: none"> <li>▪ A. Vital signs.           <ul style="list-style-type: none"> <li>– Time to assess vital signs.</li> <li>– Variations in normal vital signs by age.</li> <li>– Body temperature.               <ul style="list-style-type: none"> <li>• Factors affecting body temperature.</li> <li>• Alterations in body temperature.</li> <li>• Advantages and disadvantages of four, sites for body temperature measurement.</li> <li>• Types of thermometers.</li> <li>• Temperature scales (Celsius and Fahrenheit)</li> </ul> </li> </ul> </li> <li>▪ Pulse.           <ul style="list-style-type: none"> <li>– Factors affecting pulse rate.</li> <li>– Pulse sites.</li> <li>– Reasons for using specific pulse site.</li> <li>– Apical – radial pulse.</li> </ul> </li> <li>▪ Respiration.           <ul style="list-style-type: none"> <li>– Review the mechanics and regulation of breathing.</li> <li>– Assessing respiration.</li> <li>– Factors affecting respiratory rate.</li> <li>– Altered breathing patterns and sounds.</li> </ul> </li> <li>▪ Blood pressure.           <ul style="list-style-type: none"> <li>– Factors affecting blood pressure.</li> <li>– Assessing blood pressure (equipment, sites methods).</li> <li>– Common errors in assessing blood pressure</li> </ul> </li> <li>▪ B. Health Assessment.           <ul style="list-style-type: none"> <li>– Preparing the client, environment.</li> <li>– Methods of examining.</li> <li>– General survey.</li> <li>– Head and necks.</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>- Upper extremities.</li> <li>- Chest and back.</li> <li>- Abdomen.</li> <li>- Genitals.</li> <li>- Anus and Rectum.</li> <li>- Lower extremities.</li> </ul>	
3.	<b>Safety and protection.</b>	<ul style="list-style-type: none"> <li>▪ Factors affecting safety</li> <li>▪ Safety hazards throughout the life span.</li> <li>▪ Preventing specific hazards.</li> <li>- Scales and burn.</li> <li>- Fires.</li> <li>- Falls.</li> <li>- Poisoning.</li> <li>- Suffocation or choking.</li> <li>- Electrical hazards.</li> <li>▪ Restraining client.</li> <li>- Kinds of restraints.</li> </ul>	
4.	<b>Asepsis.</b>	<ul style="list-style-type: none"> <li>▪ Review method of transmission of microorganisms.</li> <li>▪ Preventing Nosocomial infection.</li> <li>▪ Factors increasing susceptibility to infection.</li> <li>▪ Preventing infections in the home.</li> <li>▪ Cleaning, disinfecting and sterilization.</li> <li>▪ Isolation precautions.</li> <li>▪ Isolation practices.</li> <li>▪ Sterile techniques.</li> <li>▪ Sterile field.</li> <li>▪ Infection control for health care workers</li> <li>▪ Role of infection control nurse.</li> </ul>	
5.	<b>Hygiene</b>	<ul style="list-style-type: none"> <li>▪ Factors influencing personal hygiene</li> <li>▪ Agents commonly used on the skin.</li> <li>▪ Purpose of bathing, oral hygiene, skin, feet, nails, hair, eyes ears and nose</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<p>care.</p> <ul style="list-style-type: none"> <li>- Hygienic environment.</li> <li>- Hospital beds.</li> <li>- Mattresses.</li> <li>- Side rails.</li> <li>- Foot board.</li> <li>- Bed cradles.</li> <li>▪ Making beds.</li> <li>- Occupied, unoccupied, post operative beds.</li> </ul>	
6.	<b>Skin integrity and wound care</b>	<ul style="list-style-type: none"> <li>▪ Factors affecting skin integrity.</li> <li>▪ Pressure ulcer.</li> <li>- Etiology.</li> <li>- Risk factors.</li> <li>- Common pressure site.</li> <li>- Treating pressure ulcer.</li> <li>▪ Wound healing.</li> <li>- Factors affecting wound healing.</li> <li>▪ Dressing wound.</li> <li>- Types of dressing.</li> <li>▪ Heat and cold application.</li> <li>- Physiologic effects of heat and cold.</li> <li>- Variables affecting physiologic tolerance to heat and cold.</li> <li>- Guide lines when applying heat and cold.</li> <li>- Supporting and immobilizing wounds. Bandages, roller Bandages, figure – eight turn, binders,...etc</li> </ul>	
	<b>Medication.</b>	<ul style="list-style-type: none"> <li>▪ Selected terms,(Medication, drugs pharmacology).</li> <li>▪ Types of drug preparation</li> <li>▪ Legal aspects of drug administration.</li> <li>▪ Effect of drug.</li> <li>▪ Factors affecting medication action.</li> <li>▪ Routes of administration.</li> <li>▪ Medication orders (types)</li> </ul>	



		<ul style="list-style-type: none"> <li>▪ Essential parts of a drug order.</li> <li>▪ Parts of a prescription.</li> <li>▪ Calculating dosage.</li> <li>▪ Administering medication safety.</li> <li>▪ Five "rights" of drug administration.               <ul style="list-style-type: none"> <li>– Topical medications.</li> <li>– Ophthalmic instillations.</li> <li>– Optic instillation.</li> <li>– Vaginal instillations.</li> <li>– Rectal instillation.</li> </ul> </li> <li>▪ Respiratory inhalation.</li> <li>▪ Oral medication.</li> <li>▪ Parenteral medication(ID, SC, I.V and I.M).</li> </ul>	
7.	<b>Pre- operative nursing</b>	<ul style="list-style-type: none"> <li>▪ Phases of the pre operative period.</li> <li>▪ Routine pre operative screening tests.</li> <li>▪ Pre operative teaching.</li> <li>▪ Nurse role in pre operative phase.</li> <li>▪ Nurse role in intra operative phase.</li> <li>▪ Nurse role in post operative phase.</li> <li>▪ Post operative problems.</li> </ul>	
8.	<b>Activity and Exercise</b>	<ul style="list-style-type: none"> <li>▪ Basic – elements of normal movement</li> <li>▪ Factors affecting body alignment and activity.</li> <li>▪ Joint movement.</li> <li>▪ Types of exercise (Isotonic, isometric, isokinetic, aerobic, anaerobic exercise).</li> <li>– Benefits of exercise.</li> <li>– Effect of immobility.</li> <li>– Using body mechanics.</li> <li>– Positioning clients (fowlers, recumbent, dorsal recumbent, prone, lateral, Sims' ).</li> <li>– Moving and turning clients in bed.</li> <li>– Transferring clients.</li> <li>– Providing range of motion exercise.</li> </ul>	



9.	<b>Rest And Sleep.</b>	<ul style="list-style-type: none"> <li>▪ Revision the physiology of sleep.</li> <li>▪ Stages of sleep.</li> <li>▪ Sleep cycle.</li> <li>▪ Function of sleep.</li> <li>▪ Normal sleep patterns and requirements</li> <li>▪ Factors affecting sleep.</li> <li>▪ Common sleep disorders.</li> </ul>	
10.	<b>Pain Management.</b>	<ul style="list-style-type: none"> <li>▪ Revision the nature of pain.</li> <li>▪ Types of pain.</li> <li>▪ Factors affecting the pain experience.</li> <li>▪ Pain assessment.</li> <li>▪ Barriers to pain management.</li> <li>▪ Key factors in pain management.</li> </ul>	
11.	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>▪ Essential nutrients</li> <li>▪ Energy balance.</li> <li>▪ Body weight and body mass standards.</li> <li>▪ Factors affecting nutrition.</li> <li>▪ Nutritional variation throughout the life cycle.</li> <li>▪ Nutrition for older adult</li> </ul>	
12.	<b>Fecal Defecation</b>	<ul style="list-style-type: none"> <li>▪ Revision of physiology of defecation.</li> <li>▪ Factors that affect defecation.</li> <li>▪ Common fecal elimination problems.</li> </ul>	
13.	<b>Urinary Elimination</b>	<ul style="list-style-type: none"> <li>▪ Revision of physiology of urinary elimination.</li> <li>▪ Factors affecting voiding.</li> <li>▪ Altered urine production.</li> <li>▪ Altered urine elimination.</li> <li>▪ Characteristics of normal and abnormal urine.</li> <li>▪ Guidelines that maintain normal voiding habits               <ul style="list-style-type: none"> <li>– Preventing urinary tract infection.</li> <li>– Urinary catheterization.</li> </ul> </li> </ul>	

14.	<b>Oxygenation</b>	<ul style="list-style-type: none"> <li>▪ Revision of the respiratory system.</li> <li>▪ Factors affecting respiratory and cardiovascular function.</li> <li>▪ Alteration in respiratory function.</li> </ul>	
15.	<b>Fluid electrolyte and acid – base balance</b>	<ul style="list-style-type: none"> <li>▪ Body fluids and electrolytes (Distribution and composition)</li> <li>▪ Regulating body fluid. <ul style="list-style-type: none"> <li>– Fluid intake.</li> <li>– Fluid output</li> </ul> </li> <li>▪ Regulation and function of electrolytes.</li> <li>▪ Factors affecting body fluid, electrolytes and acid – base balance.</li> <li>▪ Fluid imbalance.</li> <li>▪ Electrolyte imbalance</li> <li>▪ Acid base imbalance.</li> <li>▪ Normal electrolyte values for adult</li> </ul>	
16.	<b>Sexuality</b>	<ul style="list-style-type: none"> <li>▪ Sexual health.</li> <li>▪ Development of sexuality.</li> <li>▪ Factors influencing sexuality.</li> <li>▪ Breast self examination</li> </ul>	
17.	<b>Loss, Grieving, and Death .</b>	<ul style="list-style-type: none"> <li>▪ Loss and grief. <ul style="list-style-type: none"> <li>– Types.</li> <li>– Stages.</li> </ul> </li> <li>▪ Factors influencing the loss and grief response.</li> <li>▪ Dying and death.</li> <li>▪ Signs of death.</li> <li>▪ Helping clients die with dignity.</li> <li>▪ Post mortem care.</li> </ul>	



**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Lecture.Discussion.Simulation.Assignments.Lab application.

**Text Books & References:**

**References:**

1. Foundation of Nursing by Lois White and Susan, 2005.
2. Procedures Checklist to accompany foundations, Lois White (2004).
3. Fundamentals of nursing: Human health and function. Craven, R.F. & Hirnle, C.J. (2000). (3rd Ed.). New Yorks: J.B. Lippincott Co.
4. Fundamentals of Nursing: Concepts, process, practice. Koziar, B., Erb. G, & Berman, A. (2000) (6th Ed.). Redwood City, CA: Addison Wesley.
5. Clinical Examination. Epstein, O., Perkins, G., Bono, D., & Cookson, J. (2nd Ed.). (1997) London: Mosby.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	<b>Common</b>
<b>Course Number</b>	21102142
<b>Course Title</b>	<b>Foundation of Nursing / Clinical</b>
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	(6)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



### Brief Course Description:

- ❖ This course is designed to provide the midwife student with laboratory guided experiences related to the integrated understanding of the basic nursing concepts and its practical applications to enable nursing students in performing nursing activities safely. Critical thinking and problem based learning will be emphasized.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Apply a systematic approach of analyzing the patients problems to carry out a plan of action using nursing process as a framework to provide nursing care for clients with selected alterations in functional health.
2. Assess client health status utilizing a systematic approach.
3. Perform basic nursing skills related to various client conditions and the rational using principles of critical thinking.
4. Provide a safe and therapeutic environment for client care.
5. Utilize principles of medial/surgical asepsis and universal precautions in client care.
6. Utilize principles of body mechanics in positioning, transferring and ambulating the clients.
7. Prepare and administer medications safely.
8. Demonstrate the use of principles accurately in reporting and recording nursing actions and intervention and client's response



## Detailed Course Description:

Time Needed	Unit Content	Unit Name	Unit Number
1.	Application of nursing process	<ul style="list-style-type: none"> <li>▪ Admission and discharge – reporting and recording – referral.</li> </ul>	
2.	Health assessment	<ul style="list-style-type: none"> <li>▪ Assessing temperature (oral, Rectal, Axillary , tympanic).</li> <li>▪ Assessing pulse according to pulse site.</li> <li>▪ Assessing peripheral pulses.</li> <li>▪ Assessing Apical- Radial pulse.</li> <li>▪ Assessing breathing.</li> <li>▪ Assessing blood pressure.</li> <li>▪ Documentation.</li> <li>▪ Physical examination.</li> <li>▪ Apply physical examination.</li> <li>▪ Measuring height an weight.</li> </ul>	
3.	Safety and protection	<ul style="list-style-type: none"> <li>▪ Positioning of patient.</li> <li>▪ Using side rails.</li> <li>▪ Restrain.</li> </ul>	
4.	Asepsis	<ul style="list-style-type: none"> <li>▪ Hand washing.</li> <li>▪ Isolation practices.               <ul style="list-style-type: none"> <li>– Personal protective equipment.</li> <li>– Gloves.</li> <li>– Gowns.</li> <li>– Face mask.</li> <li>– Disposal of soiled equipment and supplies.</li> </ul> </li> <li>▪ Sterile technique.               <ul style="list-style-type: none"> <li>– Establishing and maintaining sterile field ( open and close sterile package).</li> <li>– Donning and removing sterile equipments.                   <ul style="list-style-type: none"> <li>• Gloves.</li> <li>• Gowns.</li> </ul> </li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



5.	<b>Hygiene</b>	<ul style="list-style-type: none"> <li>▪ Bathing an adult.</li> <li>▪ Perineal – Genital care .</li> <li>▪ Foot care.</li> <li>▪ Brushing and flossing the teeth.</li> <li>▪ Cleaning artificial dentures.</li> <li>▪ Special oral care.</li> <li>▪ Shampooing the hair of a client contined to bed.</li> <li>▪ Eye care for the comatose client.</li> <li>▪ Making beds.               <ul style="list-style-type: none"> <li>– Unoccupied beds.</li> <li>– Occupied beds.</li> <li>– Post operative beds.</li> </ul> </li> <li>▪ Applying heat and cold application.]</li> </ul>	
6.	<b>Skin integrity and wound care</b>	<ul style="list-style-type: none"> <li>▪ Obtaining a specimen of wound drainage.</li> <li>▪ Wound dressing.</li> <li>▪ Securing dressing.</li> <li>▪ Cleaning wound.</li> <li>▪ Wound irrigation.</li> <li>▪ Immobilizing wounds.               <ul style="list-style-type: none"> <li>– Bandages.</li> <li>– Figure – eight.</li> <li>– Binder ...etc.</li> </ul> </li> </ul>	
7.	<b>Medication</b>	<ul style="list-style-type: none"> <li>▪ Administering oral medications.</li> <li>▪ Parenteral medications.               <ul style="list-style-type: none"> <li>– Intradermal.</li> <li>– Subcutaneous.</li> <li>– Intramuscular.</li> <li>– Intravenous.</li> </ul> </li> <li>▪ Preparing from ampoules.</li> <li>▪ Preparing from vials.</li> <li>▪ Mixing medication in one syringe.</li> <li>▪ Topical medication (skin application)</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



		<ul style="list-style-type: none"> <li>▪ Ophthalmic instillation.</li> <li>▪ Otic.</li> <li>▪ Vaginal.</li> <li>▪ Rectal instillations.</li> <li>▪ Respiratory inhalation.</li> </ul>	
8.	<b>Pre operative nursing</b>	<ul style="list-style-type: none"> <li>▪ Pre operative teaching.</li> <li>– Moving.</li> <li>– Leg exercises.</li> <li>– Deep breathing and coughing exercises.</li> <li>▪ Apply embolic stocking.</li> <li>▪ Gastrointestinal suction.</li> <li>▪ Cleaning a sutured wound and applying sterile dressing.</li> <li>▪ Shortening a drain.</li> <li>▪ Removing surgical clips</li> </ul>	
9.	<b>Activity and exercise</b>	<ul style="list-style-type: none"> <li>▪ Using body mechanics.</li> <li>– Lifting.</li> <li>– Pulling and pushing.</li> <li>– Pivoting.</li> <li>– Positioning of client.</li> <li>– Moving a client up in bed.</li> <li>– Turning a client to lateral or prone position in bed</li> <li>– Moving a client to a sitting position.</li> <li>– Transferring a client between a bed and a chair.</li> <li>– Transferring a client between a bed and a stretcher.</li> <li>– Providing a ROM exercises.</li> <li>– Assisting a client to walk.</li> <li>– Using mechanical aids for walking.</li> </ul>	
10.	<b>Rest and Sleep</b>	<ul style="list-style-type: none"> <li>▪ Back massage.</li> </ul>	
11.	<b>Pain management</b>	<ul style="list-style-type: none"> <li>▪ Pharmacological and non pharmacological pain management.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

12.	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>▪ Assisting clients with meals.</li> <li>▪ Inserting nasogastric tube.</li> <li>▪ Removing nasogastric tube.</li> <li>▪ Administering tube feeding.</li> </ul>	
13.	<b>Fecal Elimination</b>	<ul style="list-style-type: none"> <li>▪ Giving and removing bed pan.</li> <li>▪ Administering an enema.</li> <li>▪ Administering a rectal tube.</li> </ul>	
14.	<b>Urinary Elimination</b>	<ul style="list-style-type: none"> <li>▪ Measuring urinary output</li> <li>▪ Measuring residual urine.</li> <li>▪ Collecting urine specimens.</li> <li>– Clean voided specimen.</li> <li>– Clean – catch or mid stream specimen</li> <li>– Urinary catheterization and care.</li> </ul>	
15.	<b>Oxygenation</b>	<ul style="list-style-type: none"> <li>▪ Using a pulse oximeter.</li> <li>▪ Sputum specimens.</li> <li>▪ ECG.</li> <li>▪ Deep breathing and coughing.</li> <li>▪ Postural drainage.</li> <li>▪ Oxygen therapy.</li> <li>▪ O2 by canula, face mask.</li> <li>▪ Suctioning.</li> <li>▪ Chest tubes and drainage system care</li> <li>▪ Cardiopulmonary resuscitation.</li> </ul>	
16.	<b>Fluid and electrolyte, and acid-base balance</b>	<ul style="list-style-type: none"> <li>▪ Intravenous infusion.</li> <li>▪ Monitoring I.V infusion.</li> <li>▪ Blood transfusion.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



**Teaching Methodology:**

- ❖ Laboratory

**Text Books & References:**

**References:**

1. Foundation of Nursing, by Lois White and Susan, 2005.
2. Procedures Checklist to accompany foundations Lois White (2004).
3. Fundamentals of nursing: Human health and function. Craven, R.F. & Hirnle, C.J. (2000). (3rd Ed.). New Yorks: J.B. Lippincott Co.
4. Fundamentals of Nursing: Concepts, process, practice. Kozier, B., Erb. G, & Berman, A. (2000) (6th Ed.). Redwood City, CA: Addison Wesley.
5. Clinical Examination. Epstein, O., Perkins, G., Bono, D., & Cookson, J. (1997) (2nd Ed.). London: Mosby.





## Para-Medical Program

Specialization	Common
Course Number	21102241
Course Title	Socialization into Nursing
Credit Hours	(2)
Theoretical Hours	(2)
Practical Hours	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course aims at introducing beginning midwife students to nursing profession and enhancing the development of positive attitudes about nursing, clients and the student as a member of a profession .Key nursing and health related concepts would be emphasized. Concepts related to communication, interpersonal relations, critical thinking, research process, decision – making and ethical/legal issues needed to help students work, as effective members of the health team will be addressed. The student will be introduced to the research process steps.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Discuss the historical developmental of the nursing profession, emphasizing the most important developmental issues related to nursing education, practice and research.
2. Appreciate the role of both the professional and the AD nurse in prevention maintenance, promotion and restoration of health throughout the life span of the individual, family and community client.
3. Understand the Jordanian health care delivery system and the relationship of the role of the AD nurse to the roles of other health care professionals.
4. Understand the process and principles of communication.
5. Understand the decision – making and critical thinking processes and their application to nursing.
6. Discuss innovations, trends and issues affecting nursing practice and the provision of quality health care.
7. Realize the legal and ethical responsibility of nurses as related to the improvement and maintenance of health in the community.
8. Explain the basic managerial concepts used in the provision of nursing care in various health care facilities.
9. Understand the major steps of conducting nursing research with emphasis on data collection process.
10. Understand the concept of quality improvement and its implication in practice.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction to nursing</b>	<ul style="list-style-type: none"> <li>▪ Definition of nursing, client, environment and other related concepts.</li> <li>▪ Historical overview of nursing.</li> <li>▪ The health-illness continuum</li> <li>▪ Variables influencing health.</li> <li>▪ Professionalism.</li> <li>▪ Nursing organizations (ICN and Jordanian council for Nurses and Midwives).</li> </ul>	
2.	<b>Recipients of nursing care</b>	<ul style="list-style-type: none"> <li>▪ Definition of terms: individual, family and community.</li> <li>▪ Overview of the principles and stages of growth and development (Stages of life).</li> </ul>	
3.	<b>Health care delivery system</b>	<ul style="list-style-type: none"> <li>▪ Governmental bodies responsible for national health.</li> <li>▪ Health care institutions.</li> <li>▪ Health care teams.</li> <li>▪ Methods of assigning nursing activities.</li> <li>▪ Nurse's roles in institutions and in the community.</li> </ul>	
4.	<b>Communication in Nursing</b>	<ul style="list-style-type: none"> <li>▪ Definitions.</li> <li>▪ The communication with clients.</li> <li>▪ Communicating with clients.</li> <li>▪ Communicating with health team members.</li> <li>▪ Communicating with immediate leader or supervisor.</li> </ul>	
5.	<b>Critical thinking and decision - making</b>	<ul style="list-style-type: none"> <li>▪ Definitions and principles of critical thinking and decision – making processes.</li> <li>▪ Differences and similarities between critical thinking and decision making.</li> </ul>	
6.	<b>Issues and trends influencing the role of the nurse</b>	<ul style="list-style-type: none"> <li>▪ Health legislation's</li> <li>▪ Laws, rules and regulations related to health</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



		<ul style="list-style-type: none"> <li>▪ Licensure and certification.</li> <li>▪ Standards of nursing practice.</li> <li>▪ Professional code of ethics.</li> <li>▪ Legal and ethical responsibilities of the Associate Degree nurse toward clients.</li> <li>▪ Patient's rights.</li> <li>▪ Nurses' rights.</li> </ul>	
7.	<b>Introduction to management in nursing</b>	<ul style="list-style-type: none"> <li>▪ Definitions.</li> <li>▪ Management process and concepts.</li> <li>▪ Differences between management and leadership.</li> </ul>	
8.	<b>Introduction to Research in nursing</b>	<ul style="list-style-type: none"> <li>▪ Definition process and importance.</li> <li>▪ The research process.</li> <li>▪ Utilization of research results in clinical area.</li> </ul>	
9.	<b>Quality improvement.</b>	<ul style="list-style-type: none"> <li>▪ Definition of concepts, quality, performance Appraisal, indicators of success team building.</li> <li>▪ Quality improvement cycle/ continuous performance improvement review (PIR) process.</li> <li>▪ Relationship between standards of care, quality improvement process, and performance indicators.</li> <li>▪ Measurement of quality improvement.</li> <li>▪ Importance and use of team in improving quality of services at unit, health center, hospital.</li> <li>▪ Role of associate nurse in quality nursing implications.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

❖ Lecture.Discussion.Simulation.Assignments.Lab application.

**Text Books & References:****References:**

1. Effective Leadership and Management in nursing (6<sup>th</sup> edition), By Elanor J. Sullivan, 2006.
2. Rubenfield, M. & Schaffer, B. (1999). Critical thinking in nursing: An interactive approach. (2<sup>nd</sup> ed). J.B. Lippincott Co.
3. Payne. J (1999). Researching health needs: A community – Based Approach. Sage publications.
4. Lindbergh, J., Hunter, M. & Kruszewski, A. (1998). Introduction to nursing: Concepts, issues and opportunities. (3<sup>rd</sup> Ed.). J.B. Lippincott Co.
5. Blair, L. ( 1998 ) Passport to practical and vocational nursing. Mosby Co.
6. Smith – Stoner, M. (1998). Critical thinking activities for nursing. J .B. Lippincott Co.
7. Hills, Howlett H, (1997), Success in practical nursing: Personal and vocational issues. (3rd Ed.). W.B. Saunders Co.
8. Kurzen, C. (1996 ) Contemporary practical/Vocational nursing ,(3<sup>rd</sup> ed). J.B. Lippincott Co.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Common
<b>Course Number</b>	21102143
<b>Course Title</b>	Adult Health Nursing /Theory
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course serves as a base for the other nursing courses it is designed to provide the first year midwife student with the basic nursing concepts and principles needed for the practice of nursing. The course emphasizes the student's understanding of the nature of the client needs and the interventions required utilizing the functional health patterns such as activity/ exercise, nutrition and elimination

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Value primary health care practices as a part of the Associate Degree nursing role
2. Discuss concepts related to functional health patterns and their utilization in providing nursing care for client.
3. Understand the nursing process as a framework for providing nursing care for a client with selected alterations in function health patterns.
4. Describe the principles underlying effective recording and reporting/ documenting of nursing interventions.
5. Recognize the principles underlying all nursing intervention produces related to providing care to client in different care settings.
6. Apply the principles of infection prevention in any clinical setting.
7. Develop an awareness concerning the importance of health promotion for the individual, the family and the community.
8. Understand the continuum of nursing care from assessment of vital signs to more complex physical assessment procedures.



## Detailed Course Description:

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Management and Nursing care of pt with alternations in oxygenation and breathing pattern.</b>	<ul style="list-style-type: none"> <li>▪ Assessment of respiratory system and diagnostic procedures.</li> <li>▪ Nursing intervention of patient with upper respiratory tract infection. Include ENT (tonalities otitise media etc)</li> <li>▪ Nursing intervention of patient with lower respiratory T. Infect. 9 Bronchitise, Bronchiactasise, pneumonia Atelactasise and T.B</li> <li>▪ Nursing intervention of patient with CO PD chronic obstructive pulmonary disease.</li> <li>▪ Nursing care of lung cancer.</li> <li>▪ Nursing care of chest trauma.</li> </ul>	
2.	<b>Management and Nursing care of patient with circulatory and tissue perfusion alterations</b>	<ul style="list-style-type: none"> <li>▪ Assessment of cardiac function and Diagnostic studies of cardio vascular system.</li> <li>▪ Nursing management of hypertension</li> <li>▪ Nursing management of coronary artery disease. (Angina pectoris, athero sclerosis Myocardial infarction.</li> <li>▪ Nursing management of C.H.F</li> <li>▪ Nursing management of Arrhythmia.</li> <li>▪ Nursing management of pul. Oedema.</li> <li>▪ Nursing management of inflammatory and valvular heart disease .</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



		<ul style="list-style-type: none"> <li>▪ Nursing management of vascular disorders.</li> <li>▪ Pre and Post op. care of pt under going C.V surgery.</li> </ul>	
3.	<p><b>Nursing care of patient with alteration in ingestion and elimination:</b></p>	<ul style="list-style-type: none"> <li>▪ Assessment of digestion process, absorption of food, and elimination of waste product. and diagnostic studies of GI system.</li> <li>▪ Nursing management of nutritional problems               <ul style="list-style-type: none"> <li>- Normal nutrition</li> <li>- Eating disorders.</li> </ul> </li> <li>▪ Types of supplemental nutrition and nursing management               <ul style="list-style-type: none"> <li>- Oral feeding</li> <li>- Enteral feeding (tube feeding).</li> <li>- Total parenteral nutrition.</li> </ul> </li> <li>▪ Nursing management of upper gastrointestinal problems:               <ul style="list-style-type: none"> <li>- Nursing management of nausea and vomiting</li> <li>- Nursing management of hiatus hernia.</li> <li>- Nursing management of hernia.</li> <li>- Nursing management of esophageal disorders (esophagitis)... etc</li> <li>- Nursing management of gastritis and peptic ulcers.</li> <li>- Nursing management of stomach cancer.</li> </ul> </li> <li>▪ Nursing management of lower gastro-intestinal problems :-               <ul style="list-style-type: none"> <li>- Nursing care of patient with appendicitis.</li> <li>- Nursing care of patient with inflammatory bowel disease</li> </ul> </li> </ul>	



		<p>diverticulitis, and mal absorption syndrome.</p> <ul style="list-style-type: none"> <li>▪ Pre and post care of patient undergoing surgery of stomach and intestine.</li> <li>▪ Factors affecting fecal diversion and nursing care of patient with colostomy and ileostomy.</li> </ul>	
4.	<b>Nursing care and management of patient with alteration liver, biliary tract, and pancreas problems.</b>	<ul style="list-style-type: none"> <li>▪ Assessment of liver, gallbladder, and pancreas and diagnostic procedure.</li> <li>▪ factors contributing to liver disease and pancreas nursing management: <ul style="list-style-type: none"> <li>– Jaundice.</li> <li>– Viral hepatitis</li> <li>– Liver cirrhosis.</li> <li>– Pancreatitis.</li> </ul> </li> <li>▪ factors contributing to biliary tract and nursing care: <ul style="list-style-type: none"> <li>– Cholecystitis.</li> <li>– Cholelithiasis.</li> </ul> </li> <li>▪ Nursing management of patient with DIM.</li> </ul>	
5.	<b>Nursing care and management of patient with alteration of renal and urinary elimination.</b>	<ul style="list-style-type: none"> <li>▪ Assessment diagnostic studies used to</li> <li>▪ Determine kidney and urinary function.</li> <li>▪ Nursing management of renal and urologic problems.</li> <li>▪ Infections and inflammatory disorders of urinary system urinary tract infection. <ul style="list-style-type: none"> <li>– UTI and cystitis.</li> <li>– Pyelonephritis and glomerulonephritis and (Nephretic syndrome).</li> </ul> </li> </ul>	



		<ul style="list-style-type: none"> <li>- Urinary tract calculi.</li> <li>▪ Nursing management of urinary diversion.</li> <li>▪ Nursing care of acute and chronic renal failure</li> <li>▪ Pre and postoperative management of pt undergoing surgical interventions of kidney and urinary system.</li> </ul>	
6.	<b>Nursing management of patient with endocrine functions.</b>	<ul style="list-style-type: none"> <li>▪ Diagnostic studies and assessment of endocrine system.</li> <li>▪ Disorders of anterior pituitary gland.</li> <li>▪ Disorder of posterior pituitary gland.</li> <li>▪ Disorders of thyroid gland.</li> <li>▪ Disorders of parathyroid.</li> <li>▪ Disorders of adrenal gland (Cushing's and Addison's syndrome).</li> <li>▪ Corticosteroid therapy.</li> </ul>	
7.	<b>Nursing management related to movement and coordination.</b>	<ul style="list-style-type: none"> <li>▪ Nursing assessment and diagnostic studies of nervous system</li> <li>▪ Nursing management of intracranial problems.</li> <li>▪ Unconsciousness care</li> <li>▪ Nursing management of patient with a stroke (cerebra vascular accident)</li> <li>▪ Nursing management of chronic neurologic problems.</li> <li>▪ Headache</li> <li>▪ Seizures</li> <li>▪ MLS (Multiple sclerosis).</li> <li>▪ Parkinson's disease.</li> <li>▪ Myasthenia gravis.</li> <li>▪ Alzheimer's disease.</li> </ul>	

8.	<b>Nursing management of peripheral nerve and spinal cord problems.</b>	<ul style="list-style-type: none"> <li>▪ Diagnostic studies of peripheral and spinal Cord.</li> <li>▪ Poly neuritis</li> <li>▪ Guillain-Barre syndrome</li> <li>▪ Tetanus</li> <li>▪ Spinal cord injury</li> </ul>	
9.	<b>Nursing management of musckelo skeletal system.</b>	<ul style="list-style-type: none"> <li>▪ Assessment and diagnostic studies of musckelo skeletal system.</li> <li>▪ Nursing management of sprain and strain, and muscle spasm.</li> <li>– Nursing management of fractures.</li> <li>– Nursing management of osteomyelitis.</li> <li>– Nursing management of metabolic bone disorders (osteoporosis, paget's disease).</li> <li>▪ Nursing management of arthritis and a connective tissue disease: <ul style="list-style-type: none"> <li>– Osteoarthritis.</li> <li>– Rheumatoid arthritis</li> <li>– Gout</li> <li>– S.L.E Systemic lupus erythmatisise.</li> </ul> </li> <li>▪ Nursing care of common joint surgical procedures: <ul style="list-style-type: none"> <li>– Joint replacement surgery (Hip and knee replacement).</li> </ul> </li> </ul>	
10.	<b>Nursing assessment of integumentary system. (Dermatology).</b>	<ul style="list-style-type: none"> <li>▪ Assessment and diagnostic procedures of integument system (skin).</li> <li>▪ Nursing management of patient with burns.</li> </ul>	





**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

**Text Books & References:**

**References:**

1. Medical Surgical Nursing Care Critical Thinking In Client Care 2nd Edition. Karen Burke, Priscilla LeMone, Mohn Brown, 2006.
2. Medical Surgical Nursing: An Integrated Approach and Gena Duncan, 2001.
3. Fundamentals of nursing: Human health and function (3rd Ed.). Craven, R.F. & Hirnle, C .J. (2000). New York: J.B. Lippicott Co.
4. Fundamentals of Nursing. Concepts, Process, and Practice. Kozier, B. Erb. G., & Berman, A. (2000) (6th Ed.) Redwood City. CA. Addison Wesley.
5. Clinical Examination Epstein, O., Perkins, G., Bono, D. & Cookson, J. (2nd Ed.). (1997) London: Mosby.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

Specialization	Common
Course Number	21102144
Course Title	Adult Health Nursing (Clinical)
Credit Hours	(2)
Theoretical Hours	(0)
Practical Hours	(6)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Brief Course Description:**

- ❖ The purpose of this course is to provide the student with opportunities to utilize the knowledge, skills and attitudes achieved during the Adult Nursing (Theory) course to provide nursing care to adults and the elderly. Practicum experiences will be arranged at various health care settings.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. Utilize the nursing process to a various health problems:-
2. Participate in dose calculation and administration of medication
3. Participate in implementing a nursing care plan of the patient with alterations of ventilation and gas exchange.
4. Participate in caring for the patient with circulatory and tissue perfusion alterations.
5. Participate in providing nursing care to a patient with alterations in endocrine and Metabolic functions.
6. Participate in the care of a patient with alterations of the blood cells and bleeding tendencies..
7. Participate in caring for a patient with alteration in motor and sensory functions.
8. Assist in the implementation of a nursing care plan for a patient with burns.
9. Participate in managing and caring of a patient with infectious disease.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	Utilize the nursing process	<ul style="list-style-type: none"> <li>▪ Assess the current health status of the individual.</li> <li>▪ Collect basic data related to the individual health problem.</li> <li>▪ Use established nursing diagnosis to assist in implementing an individual plan of care.</li> </ul>	
2.	Participate in dose calculation and administration of medication	<ul style="list-style-type: none"> <li>▪ Oral, Intravenous, Intradermal, subcutaneous rectal... etc.</li> </ul>	
3.	Participate in implementing a nursing care plan of the patient with alterations of ventilation and gas exchange.	<ul style="list-style-type: none"> <li>▪ Oxygen therapy administration.</li> <li>▪ Airway clearance.</li> <li>▪ Care of a patient with underwater seal drainage.</li> <li>▪ Preparation of a patient for diagnostic procedure.</li> <li>▪ Pre – post operative care of a patient undergoing thoracic surgical interventions.</li> <li>▪ Care of a patient with a tracheotomy.</li> </ul>	
4.	Participate in caring for the patient with circulatory and tissue perfusion alterations.	<ul style="list-style-type: none"> <li>▪ Peripheral vascular assessment.</li> <li>▪ Hemodynamic monitoring.</li> <li>▪ Pre – post operative care of a patient undergoing peripheral vascular surgery.</li> <li>▪ Preparation and care of a patient undergoing invasive diagnostic procedure.</li> <li>▪ Cardio-pulmonary resuscitation.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

5.	<b>Participate in providing nursing care of patient with alteration in ingestion and elimination.</b>	<ul style="list-style-type: none"> <li>▪ Assist in providing oral feeding.</li> <li>▪ Provide care for patient with nasogastric tube feeding.</li> <li>▪ Care of patient with : <ul style="list-style-type: none"> <li>- Nausea and vomiting.</li> <li>- Hernias.</li> <li>- Pepticulcer.</li> <li>- Stomach cancer.</li> <li>- Appendicitis.</li> <li>- Inflammatory bowel syndrome.</li> <li>- Mal absorption syndrome.</li> <li>- Focal diversion.</li> </ul> </li> </ul>	
	<b>Participation in the care of patient with alteration of renal and urinary elimination.</b>	<ul style="list-style-type: none"> <li>▪ Preparation of patient undergoing surgical intervention of kidney and urinary system.</li> <li>▪ Participation in urinary catheterization.</li> </ul>	
6.	<b>Participate in providing nursing care to a patient with alterations in endocrine and metabolic functions.</b>	<ul style="list-style-type: none"> <li>▪ Assist in the therapeutic regimen of a diabetic patient.</li> <li>▪ Assist in the implementation of educational program to prevent complication of diabetes mellitus.</li> <li>▪ Care of a patient with a diabetic foot.</li> <li>▪ Assist in caring for a patient with thyroid gland disorders.</li> <li>▪ Pre-post operative care of a patient undergoing thyroidectomy.</li> </ul>	
7.	<b>Participate in caring for a patient with alterations in motor and sensory functions.</b>	<ul style="list-style-type: none"> <li>▪ Assist in the assessment of the neurological function.</li> <li>▪ Assist in the care provision for the unconscious patient.</li> <li>▪ Assist in caring for a patient with spinal injury.</li> <li>▪ Pre-post operative care of the patient undergoing surgical intervention of the neurological system.</li> </ul>	



		<ul style="list-style-type: none"> <li>▪ Care of a patient with vision disorders.</li> <li>▪ Care of a patient with ENT disorders.</li> </ul>	
8.	<b>Participate in the care of a patient with alterations of the blood cells and bleeding tendencies.</b>	<ul style="list-style-type: none"> <li>▪ Preparation of a patient undergoing assessment of the blood function.</li> <li>▪ Assist in managing and using measures to prevent bleeding.</li> <li>▪ Care of a patient receiving blood and blood components.</li> <li>▪ Uses reversed isolation techniques to prevent cross infection to the immune compromised patient.</li> </ul>	
9.	<b>Assist in the implementation of a nursing care plan for a patient with burns.</b>	<ul style="list-style-type: none"> <li>▪ Wound cleansing and dressing change</li> <li>▪ Care of a burn graft.</li> <li>▪ Wound debridement.</li> <li>▪ Topical antibacterial application</li> </ul>	
10.	<b>Participate in managing and caring of a patient with an infectious disease.</b>	<ul style="list-style-type: none"> <li>▪ Implement the universal precautions and infection control measures.</li> <li>▪ Implement behaviours that prevent and control nosocomial infections.</li> </ul>	

### Evaluation Strategies:

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





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**Teaching Methodology:**

- ❖ Lectures training on the lab study a prepared dosage form and analyse it, visit a pharmaceutical industry exams.

**Text Books & References:**

**References:**

1. Medical Surgical Nursing Care Critical Thinking in Client Care 2nd Edition. Karen Burke, Priscilla LeMone, Mohn Brown, 2006.
2. Medical Surgical Nursing: An Integrated Approach and Gena Duncan, 2001.
3. Fundamentals of nursing: Human health and function (3<sup>rd</sup> Ed.). Craven, R.F. & Hirnle, C .J. (2000). New York: J.B. Lippicott Co.
4. Fundamentals of Nursing. Concepts, Process, and Practice. Kozier, B. Erb. G., & Berman, A. (2000) (6th Ed.) Redwood City. CA. Addison Wesley.
5. Clinical Examination Epstein, O., Perkins, G., Bono, D. & Cookson, J. (2<sup>nd</sup> Ed.). (1997) London: Mosby.



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❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106233
<b>Course Title</b>	Nursing Care Of Children (Midwifery)
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course is designed to assist the midwifery student to acquire the knowledge and attitudes needed for providing comprehensive nursing care to infants, children and adolescents. During this course the student will learn about the principles of disease prevention, maintenance and restoration related to children at the different age groups within the framework of the nursing process.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Understand concepts and related principles related to child health nursing that reflect care of children from a wellness to an illness perspective and from birth to adolescence.
2. Delineate the role of the child health nurse in providing care for children and their families at the primary, secondary and tertiary levels of care for the different age groups.
3. Describe different nursing approaches to assessment and provision of care for children and their families related to health promotion, disease prevention and health restoration within the framework of the nursing process.
4. Outline a plan of nursing care for the newborn infant, child and adolescent with a common health problem.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction</b>	<ul style="list-style-type: none"> <li>▪ Introduction of the course.</li> <li>▪ Hospitalization: <ul style="list-style-type: none"> <li>– Impact of hospitalization for children and families.</li> <li>– Podiatric hospital setting.</li> <li>– Demission &amp; discharge planning.</li> <li>– Family contented care.</li> <li>– Role of the pediatric nurse.</li> <li>– Health promotion and maintenance.</li> <li>– Genetic counseling.</li> <li>– Nutrition.</li> <li>– Immunization.</li> </ul> </li> <li>▪ Play (role of play) types of play.</li> </ul>	
2.	<b>Problems of respiratory system</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Nasopharyngitis (common cold).</li> <li>▪ Tonsillitis.</li> <li>▪ Acute laryngitis.</li> <li>▪ Acute Epiglottitis.</li> <li>▪ Bronchiolitis.</li> <li>▪ Foreign body aspiration.</li> <li>▪ Pneumonia.</li> <li>▪ Cystic fibrosis.</li> <li>▪ Bronchial asthma.</li> <li>▪ Otitis media.</li> </ul>	
3.	<b>Gastrointestinal Problems</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Abdominal pain.</li> <li>▪ Gastroesophageal reflux.</li> <li>▪ Pyloric stenosis.</li> <li>▪ Celiac disease.</li> <li>▪ Failure to thrive (FTT).</li> <li>▪ Peptic ulcer.</li> <li>▪ Appendicitis.</li> <li>▪ Intussusceptions.</li> <li>▪ Hernias.</li> <li>▪ Gastroenteritis and dehydration.</li> <li>▪ Constipation.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<ul style="list-style-type: none"> <li>▪ Hepatitis.</li> <li>▪ Body ingestion foreign.</li> </ul>	
4.	<b>Circulatory Cardiovascular System</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Heart failure.</li> <li>▪ Rheumatic fever.</li> </ul>	
5.	<b>Haematological Problems</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Anemias. <ul style="list-style-type: none"> <li>– Iron def. anemia.</li> <li>– Thalassemia.</li> <li>– Sickle cell anemia.</li> <li>– G6PD – Deficiency.</li> </ul> </li> <li>▪ Leukemia</li> <li>▪ Idiopathic Thrombocytopenic purpura</li> <li>▪ Hemophilia.</li> </ul>	
6.	<b>Urinary Tract Problems</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Urinary tract infection (UIT) + vasicourethral reflux.</li> <li>▪ Acute glomerulonephritis.</li> <li>▪ Nephritic syndrome.</li> <li>▪ Renal failure.</li> </ul>	
7.	<b>Central Nervous Problems</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Meningitis.</li> <li>▪ Encephalitis.</li> <li>▪ Cerebral palsy (CP).</li> <li>▪ Seizures and epilepsy.</li> </ul>	
8.	<b>Metabolic &amp; Endocrine Problems</b>	<ul style="list-style-type: none"> <li>▪ Hypothyroidism.</li> <li>▪ Diabetes mellitus (juvenile).</li> <li>▪ Phenylketonurea.</li> </ul>	
9.	<b>Chromosomal Abnormalities</b>	<ul style="list-style-type: none"> <li>▪ Downs Syndrome.</li> </ul>	
10.	<b>Musculoskeletal Problem</b>	<ul style="list-style-type: none"> <li>▪ Juvenile Rheumatoid arthritis.</li> <li>▪ Vasulitis, kawazaki diseases.</li> <li>▪ Guilian barre syndrome.</li> <li>▪ Muscular Dystrophy (Duchene).</li> <li>▪ Wording Hoffman disease.</li> <li>▪ Osteomyelitis.</li> <li>▪ Septic arathritis.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



		<ul style="list-style-type: none"> <li>▪ Club foot.</li> <li>▪ CDH (DDH).</li> </ul>	
11.	<b>Infectious diseases</b>	<ul style="list-style-type: none"> <li>▪ Mumps.</li> <li>▪ Polio.</li> <li>▪ Chicken Pox.</li> <li>▪ Measles.</li> <li>▪ Diphtheria.</li> <li>▪ Tetanus.</li> <li>▪ German measles</li> <li>▪ Pertusis.</li> <li>▪ HIV.</li> </ul>	
12.	<b>Child Hood Cancer</b>	<ul style="list-style-type: none"> <li>▪ Leukemia.</li> <li>▪ Lymphoma.</li> <li>▪ Neuroblastoma.</li> <li>▪ Williams Tumor.</li> </ul>	
13.	<b>Skin Disorder</b>	<ul style="list-style-type: none"> <li>▪ Allergic contact Dermatitis.</li> <li>▪ A topic Dermatitis.</li> <li>– Seborrhic Dermatitis.</li> <li>– Diaper Dermatitis.</li> <li>– Scabies.</li> <li>– Candidacies.</li> </ul>	
14.	<b>Approach To Children with Special Needs</b>	<ul style="list-style-type: none"> <li>▪ Child abuse.</li> <li>– Introduction.</li> <li>– Types.</li> <li>– Intervention.</li> <li>▪ Poisoning.</li> <li>▪ Introduction.</li> <li>▪ Precautions &amp; prevention.</li> <li>– Drugs Poisoning.</li> <li>– Salislate.</li> <li>– Iron.</li> <li>– Tricyclic anti depressant.</li> <li>– Chemical Poisoning.</li> <li>– House hold.</li> <li>– Detergents.</li> <li>– Kerosene.</li> <li>▪ Organ phosphoric poisoning.</li> <li>– Plant poisoning.</li> <li>– Lead poisoning</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Laboratory

**Text Books & References:**

**References:**

1. Nursing Care of Children principles and practice, by Susan James, Jean Ashwill, 2007.
2. Maternal and Child health nursing care of child bearing & childrearing family, Adele Pillitteri: 4<sup>th</sup> edition, 2002.
3. Essentials of paediatric nursing. Wong, D and Hockenbery - Eaton, M. (2001). 6<sup>th</sup> ed. St. Louis: The Mosby Co.
4. Nursing Care of Infant and Children, Whaley & Wong's, 5<sup>th</sup> edition (1995).



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106234
<b>Course Title</b>	Nursing care of children (Midwifery)/ clinical
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	(6)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



### Brief Course Description:

- ❖ Course This provides the student with opportunities to implement theoretical knowledge and attitudes related to the nursing care of the infants, children and adolescent in a variety of clinical settings.  
The nursing process will be utilized as a framework for planning, implementing and evaluating nursing care related to promotion of health, prevention of illness and restoration of health in a variety of clinical settings including hospitals and health centers.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Record the normal assessment finding of the newborn, minor and major variations utilizing the appropriate assessment format.
2. Participate in planning nursing care for infant, child and adolescent according to their health needs.
3. Participate in implementing nursing care provided for infant, child and adolescent according to their health needs.
4. Participate in evaluating nursing care for infant, child and adolescent according to their health needs.
5. Participate with other health professionals in providing follow up and nursing care for children with chronic diseases.
6. Assist other health team members in conducting special procedures (i.e. dispensing medication, L.P., Bone marrow, liver biopsy...etc.)



## Detailed Course Description:

Time Needed	Unit Name	Unit cont	Time Needed
.1	<b>Introduction</b>	<ul style="list-style-type: none"> <li>▪ Participate In admission procedure for children.</li> <li>▪ Participate In play therapy.</li> </ul>	
.2	<b>Problems of respiratory system</b>	<ul style="list-style-type: none"> <li>▪ Provide nursing care for children with respiratory problem.</li> <li>▪ Participate with pre &amp; post operation procedure for child with respiratory problem.               <ul style="list-style-type: none"> <li>- Nasopharyngitis (common cold).</li> <li>- Tonsillitis.</li> <li>- Acute laryngitis.</li> <li>- Acute Epiglottitis.</li> <li>- Bronchiolitis.</li> <li>- Foreign body aspiration.</li> <li>- Pneumonia.</li> <li>- Cystic fibrosis.</li> <li>- Bronchial asthma.</li> </ul> </li> </ul>	
.3	<b>Gastrointestinal Problems</b>	<ul style="list-style-type: none"> <li>▪ Provide nursing care for child with gastrointestinal problems.</li> <li>▪ Participate with pre &amp; post operative for child with gastrointestinal problem               <ul style="list-style-type: none"> <li>- Abdominal pain.</li> <li>- Gastroesophageal reflux.</li> <li>- Pyloric stenosis.</li> <li>- Celiac disease.</li> <li>- Failure to thrive (FTT).</li> <li>- Peptic ulcer.</li> <li>- Appendicitis.</li> <li>- Intussusceptions.</li> <li>- Hernias.</li> <li>- Gastroenteritis and dehydration.</li> <li>- Constipation.</li> <li>- Hepatitis.</li> </ul> </li> </ul>	

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		– Body ingestion foreign.	
.4	<b>Circulatory Cardiovascular System</b>	<ul style="list-style-type: none"> <li>▪ Provide nursing care for children with circulatory and cardiovascular problem.</li> <li>▪ Heart failure.</li> <li>▪ Rheumatic fever.</li> </ul>	
.5	<b>Haematological Problems</b>	<ul style="list-style-type: none"> <li>▪ Provide nursing care for children with               <ul style="list-style-type: none"> <li>– Anemias.</li> <li>– Iron def. anemia.</li> <li>– Thalassemia.</li> <li>– Sickle cell anemia.</li> <li>– G6PD – Deficiency.</li> <li>– Leukemia</li> <li>– Idiopathic Thrombocytopenic purpura</li> <li>– Hemophilia.</li> </ul> </li> </ul>	
.6	<b>Urinary Tract Problems</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with Urinary tract problem.               <ul style="list-style-type: none"> <li>– Urinary tract infection (UIT) + vasicourethral reflux.</li> <li>– Acute glomerulonephritis.</li> <li>– Nephritic syndrome.</li> <li>– Renal failure.</li> </ul> </li> </ul>	
.7	<b>Central Nervous Problems</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with central nervous problems Meningitis.               <ul style="list-style-type: none"> <li>– Encephalitis.</li> <li>– Cerebral palsy (CP).</li> <li>– Seizures and epilepsy.</li> </ul> </li> </ul>	
.8	<b>Metabolic &amp; Endocrine Problems</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with metabolic &amp; Endocrine &amp; problems.               <ul style="list-style-type: none"> <li>– Hypothyroidism.</li> <li>– Diabetes mellitus (juvenile).</li> <li>– Phenylketonurea.</li> </ul> </li> </ul>	
.9	<b>Chromosomal Abnormalities</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with               <ul style="list-style-type: none"> <li>– Downs Syndrome.</li> </ul> </li> </ul>	

.10	<b>Musculoskeletal Problem</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with musculoskeletal problems:           <ul style="list-style-type: none"> <li>– Juvenile Rheumatoid arthritis.</li> <li>– Vasulitis, kawazaki diseases.</li> <li>– Guilian barre syndrome.</li> <li>– Muscular Dystrophy (Duchene).</li> <li>– Wording Hoffman disease.</li> <li>– Osteomyelitis.</li> <li>– Septic arathritis.</li> <li>– Club foot.</li> <li>– CDH (DDH).</li> </ul> </li> </ul>	
.11	<b>Infectious diseases</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with infectious diseases:           <ul style="list-style-type: none"> <li>– Mumps.</li> <li>– Polio.</li> <li>– Chicken Pox.</li> <li>– Measles.</li> <li>– Diphtheria.</li> <li>– Tetanus.</li> <li>– German measles</li> <li>– Pertusis.</li> <li>– HIV.</li> </ul> </li> </ul>	
.12	<b>Child Hood Cancer</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with child hood cancer:           <ul style="list-style-type: none"> <li>– Leukemia.</li> <li>– Lymphoma.</li> <li>– Neuroblastoma.</li> <li>– Williams Tumor.</li> </ul> </li> </ul>	
.13	<b>Skin Disorder</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with skin disorder:           <ul style="list-style-type: none"> <li>– Allergic contact Dermatitis.</li> <li>– A topic Dermatitis.</li> <li>– Seborrhic Dermatitis.</li> <li>– Diaper Dermatitis.</li> <li>– Scabies.</li> <li>– Candidacies.</li> </ul> </li> </ul>	



.14	<b>Approach To Children with Special Needs</b>	<ul style="list-style-type: none"> <li>▪ Provide Nursing care with approach to children with special needs:             <ul style="list-style-type: none"> <li>- Child abuse.</li> <li>- Introduction.</li> <li>- Types.</li> <li>- Intervention.</li> <li>- Poisoning.</li> <li>- Introduction.</li> <li>- Precautions &amp; prevention.</li> <li>- Drugs Poisoning.</li> <li>- Salislate.</li> <li>- Iron.</li> <li>- Tricyclic anti depressant.</li> <li>- Chemical Poisoning.</li> <li>- House hold.</li> <li>- Detergents.</li> <li>- Kerosene.</li> <li>- Organ phosphoric poisoning.</li> <li>- Plant poisoning.</li> <li>- Lead poisoning</li> </ul> </li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture			
Presentations			

**Teaching Methodology:**

- ❖ Demonstration and Redemonstration Case presentation. Clinical Tutoring. Role Modeling. Individualized learning. Simulation. Conferences.

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**Text Books & References:**

**References:**

1. Nursing Care of Children principles and practice, by Susan James, Jean Ashwill, 2007.
2. Maternal and Child health nursing care of child bearing & childrearing family, Adele Pillitteri: 4<sup>th</sup> edition, 2002.
3. Essentials of paediatric nursing. Wong, D and Hockenberyy - Eaton, M. (2001). 6<sup>th</sup> ed. St. Louis: The Mosby Co.
4. Nursing Care of Infant and Children, Whaley & Wong's, 5<sup>th</sup> edition (1995).





## Para-Medical Program

<b>Specialization</b>	<b>Common</b>
<b>Course Number</b>	21106335
<b>Course Title</b>	<b>Community Health Care Nursing</b>
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(2)
<b>Practical Hours</b>	(3)



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### Brief Course Description:

- ❖ This course introduces the students into the functions and responsibilities of the nurse towards the individual and the family within the community. It deals with the concepts of primary health care nursing role, component inherent in community health for health promotion and disease prevention. Moreover, the student will understand family structure and diseases that affect the family and community with emphasis on the three levels of prevention. The student will examine, through exploring the curriculum, health nursing roles in different social aspects that affect the individual, family and community.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Define common terminologies and concepts related to positive health, community health and health illness continuum.
2. Discuss the personal and environmental factors contributing to healthy living.
3. Discuss the concepts, principles and elements of primary health care.
4. Discuss the three levels of prevention.
5. Recognize the health needs of the individual, the family the whole community by applying the approach of the nursing process.
6. Integrate the nursing process in assisting individuals and families to obtain their optimum level of wellness.
7. Apply health education principle for solving the client, family and community problems in teaching/learning situation.
8. Discuss major chronic and communicable diseases in Jordan and interpret their relationship with determinants of health and control measures.
9. Discuss major social issues that affect the community health in Jordan such as addiction, accidents, and family violence.
10. Identify nursing roles and responsibilities in school health programs & school dropout.
11. Identify family types, family assessment, structure, and different roles of family members.
12. Identify nursing roles and responsibilities adolescent health program.
13. Identify nursing roles and responsibilities in crisis intervention.





**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction to community health nursing</b>	<ul style="list-style-type: none"> <li>▪ Discuss the term community, components of community, and concepts of community.</li> <li>▪ Define: Concepts of health, illness – continuum, community health, community health nursing</li> <li>▪ Level of prevention.</li> <li>▪ American national standards of community health nursing.</li> <li>▪ Primary Health Care (PHC).               <ul style="list-style-type: none"> <li>– Principles of P.H.C.</li> <li>– Aims of PHC.</li> <li>– Levels of care.</li> <li>– Alma-Ata deceleration.</li> </ul> </li> <li>– Discuss the term community, components of community, and concepts of community.</li> <li>– Define: Concepts of health, illness- continuum, community health, community health nursing.</li> <li>– Level of prevention.</li> <li>– American national standards of community health nursing.</li> </ul>	
2.	<b>Community health nursing past and present</b>	<ul style="list-style-type: none"> <li>▪ History of community health nursing.</li> <li>▪ Progress in community health nursing.</li> <li>▪ Roles of A.D nurse clinical role, educational role, advocate role, manager role, collaborator role, leader role, researcher role.</li> <li>▪ Settings of community health nursing practice.               <ul style="list-style-type: none"> <li>– Homes.</li> <li>– Primary health care centers.</li> </ul> </li> </ul>	

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3.	<b>The community as a client</b>	<ul style="list-style-type: none"> <li>- Schools.</li> <li>- Occupational health settings.</li> <li>▪ Dimensions of the community as a client             <ul style="list-style-type: none"> <li>- Location.</li> <li>- Population.</li> <li>- Social system.</li> </ul> </li> <li>▪ Types of community needs assessment             <ul style="list-style-type: none"> <li>- Comprehensive assessment.</li> <li>- Familiarization.</li> <li>- Problem oriented.</li> <li>- Community subsystem assessments.</li> </ul> </li> <li>▪ Community assessment methods :             <ul style="list-style-type: none"> <li>- Surveys.</li> <li>- Descriptive epidemiological studies.</li> <li>- Sources for community assessment data.</li> <li>- Characteristics of a healthy community.</li> </ul> </li> <li>▪ Data about Jordanian community.</li> </ul>	
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4.	<b>Family health assessment</b>	<ul style="list-style-type: none"> <li>▪ Definition of family.</li> <li>▪ Characteristics of family health: <ul style="list-style-type: none"> <li>– Guideline that effect health interaction among members.</li> <li>– Guideline that effect structuring of relationships.</li> <li>– Guideline that effect health environment and lifestyle.</li> <li>– Guideline that effect links with broader community.</li> </ul> </li> <li>▪ Family health assessment :- <ul style="list-style-type: none"> <li>– Data collection categories.</li> <li>– Assessment methods.</li> </ul> </li> <li>▪ Guidelines for family health assessment: <ul style="list-style-type: none"> <li>– Focus on family.</li> <li>– Goal directed.</li> <li>– Adequate time.</li> <li>– Combine quantitative and qualitative data</li> <li>– Exercise professional judgment.</li> <li>– Family functions.</li> </ul> </li> </ul>	
5.	<b>Educational interventions to promote community health</b>	<ul style="list-style-type: none"> <li>▪ Definition of teaching, learning.</li> <li>▪ Characteristics of learning.</li> <li>▪ Conditions to facilitate learning.</li> <li>▪ The nature of learning.</li> <li>▪ The domains of learning: <ul style="list-style-type: none"> <li>– Cognitive.</li> <li>– Affective</li> <li>– Psychomotor.</li> </ul> </li> <li>▪ Teaching at three levels of prevention.</li> <li>▪ Effective teaching. <ul style="list-style-type: none"> <li>– Teaching learning principles.</li> <li>– Teaching process.</li> <li>– Teaching methods and materials.</li> </ul> </li> </ul>	
6.	<b>Environmental health and social issues</b>	<ul style="list-style-type: none"> <li>▪ Environmental health areas of concern: <ul style="list-style-type: none"> <li>– Air pollution.</li> <li>– Water pollution.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- Unhealthy food.</li> <li>- Water disposal.</li> <li>- Insect and rodent control.</li> <li>- Radiation.</li> <li>▪ Social Issues:- <ul style="list-style-type: none"> <li>- Addiction.</li> <li>- Road traffic accidents.</li> <li>- Family violence.</li> <li>- Community health nurse role.</li> <li>- Nursing process and environmental health.</li> </ul> </li> </ul>	
7.	<b>School Health</b>	<ul style="list-style-type: none"> <li>▪ Definition of school health.</li> <li>▪ School health program.</li> <li>▪ Assessment of school health environment.</li> <li>▪ School health services.</li> <li>▪ Community health nurse role in school health.</li> </ul>	
8.	<b>Promoting and protecting the health of the home care population</b>	<ul style="list-style-type: none"> <li>▪ Definition of home care</li> <li>▪ Objectives in home health care.</li> <li>▪ Practice functions of the home health care.</li> <li>▪ Nursing role.</li> <li>▪ Interdisciplinary approach to home health care.</li> <li>▪ Characteristics of home health care nurse.</li> <li>▪ Example of home care agency in Jordan.</li> </ul>	
9.	<b>communicable diseases</b>	<ul style="list-style-type: none"> <li>▪ The host, agent, environment model.</li> <li>▪ Chain of causation.</li> <li>▪ Protecting community health through control of communicable diseases. <ul style="list-style-type: none"> <li>- Food and water borne</li> </ul> </li> </ul>	

		<p>disease.</p> <ul style="list-style-type: none"> <li>- Vector born disease.</li> <li>- STDs.</li> <li>- HIV and AIDS.</li> <li>- Tuberculosis.</li> </ul> <p>▪ Prevention approaches :</p> <ul style="list-style-type: none"> <li>- Immunity.</li> <li>- Community education.</li> <li>- Screening.</li> <li>- Health care provider's precautions.</li> <li>- Importance of knowledge about communicable disease for the community health nurse.</li> <li>- Responsibilities of C.H .N.</li> </ul>	
10.	<b>Promoting And Protecting The Health Of Maternal, Prenatal And Infant Population in MCH services</b>	<ul style="list-style-type: none"> <li>▪ Health programs for maternal and children population.</li> <li>▪ Types of maternal children health services in Jordan.</li> <li>▪ Roles of the community health nurse in maternal children health services.</li> <li>▪ Statistics about maternal and child health in Jordan.</li> <li>▪ Health services for children in Jordan :- <ul style="list-style-type: none"> <li>- Primary levels of prevention.</li> <li>- Secondary levels of prevention.</li> <li>- Tertiary levels of prevention.</li> </ul> </li> <li>▪ Women's and children's rights</li> </ul>	
11.	<b>Immunization</b>	<ul style="list-style-type: none"> <li>▪ Immunization program.</li> <li>▪ Contra indication.</li> <li>▪ Immunizing sick children.</li> <li>▪ Side effects of vaccine.</li> <li>▪ Side effects of measles.</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Looking after vaccine: The cold chain.</li> <li>▪ Looking after vaccines: Loading and using the refrigerator</li> </ul>	
12.	<b>Promoting and protecting the health of elderly population</b>	<ul style="list-style-type: none"> <li>▪ Characteristics of healthy elderly.</li> <li>▪ Health needs of elderly.</li> <li>▪ Factors influencing nutrition in elderly persons.</li> <li>▪ Psychosocial aspects of aging.</li> <li>▪ Major health problems.</li> <li>▪ Level of prevention.</li> <li>▪ C.H.N role.</li> </ul>	
13.	<b>Home Visit</b>	<ul style="list-style-type: none"> <li>▪ Purposes.</li> <li>▪ Process: <ul style="list-style-type: none"> <li>– Initiation phase.</li> <li>– Pre visit phase and activities included.</li> <li>– In-home phase and activities included.</li> <li>– Termination phase and activities included.</li> <li>– Post visit phase and activities included.</li> </ul> </li> <li>▪ Advantages and disadvantages of home visit.</li> <li>▪ Content of the home visit bag.</li> <li>▪ Contracting :- <ul style="list-style-type: none"> <li>– Purpose.</li> <li>– Process. <ul style="list-style-type: none"> <li>• Beginning phase.</li> <li>• Working phase.</li> <li>• Termination phase</li> </ul> </li> </ul> </li> <li>▪ Advantages and disadvantages of contracting.</li> </ul>	

### Evaluation Strategies:

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	
Discussions and lecture Presentations			

### Teaching Methodology:

- ❖ Laboratory

### Text Books & References:

#### References:

1. الدليل الإرشادي للمطاعم 2003 وزارة الصحة الأردنية
2. Community Health Nursing, Mary jo jo Clark. Blackwell publishing (2007).
3. Community Health Nursing, 3rd Ed David Sines, Frances Appleby, Blackwell publishing (2005).
4. Stanhope & Lancaster, J. (2000) Community health nursing: promotion of aggregates families, individuals (4<sup>th</sup> Ed) Boston mosby.
5. Community Health Nursing, Spradley W. Barbara & All ender, A.J (1996), (4<sup>th</sup> Ed) Philadelphia; Lippincott.
6. Community health nursing process practice for promoting health, Stanhope. Marica & Lancaster, Jeanette (1988), (2<sup>nd</sup> Ed) Mosby Company.



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## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106336
<b>Course Title</b>	Community Health Care Nursing (Clinical)
<b>Credit Hours</b>	(1)
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	(3)



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### Brief Course Description:

- ❖ The course provides clinical practical opportunities essential to the assessment, planning, implementation and evaluation of the clients across the lifespan in the community itself. Emphasis is on the application of nursing role related to health promotion, and disease prevention based on the concepts of primary health care. Clinical practice is designed to provide the students with the opportunity to observe, participate and apply nursing skills and techniques related to different nursing roles to health promotion, disease prevention, health maintenance and health restoration among the target aggregates in primary health care settings.

Students are directed toward implementation of the nursing process through applying primary, secondary, and tertiary prevention of disease for clients in community setting.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Apply the nursing process approach in meeting the health needs of the individual, family, and the whole community.
2. Demonstrate effective relationships with all members of the health team.
3. Utilize communication skills for groups of clients to maintain the optimal health status.
4. Explore maternal child health services in Jordan.
5. Identify cases needing referrals and follow up care.
6. Participate effectively in the immunization program in the maternal child health services and schools.
7. Analyze nutritional pattern of one family, which requires additional referral services.
8. Provide comprehensive care to clients of all ages in health care institutions as well as in the community.
9. Conduct one teaching learning project from the following clinical sites; schools, maternal/child clinic, client's home.
10. Observe the role and function of health team member in primary health care settings.
11. Conduct one comprehensive family assessment.
12. Value the importance of primary health care services provided in Jordanian community.



**Detailed Course Description:**

Time Needed	Unit Name	Unit Number	Time Needed
.1	<b>Community Assessment</b>	<ul style="list-style-type: none"> <li>▪ Participate in Community assessment methods :               <ul style="list-style-type: none"> <li>– Surveys.</li> <li>– Descriptive epidemiological studies.</li> <li>– Sources for community assessment data.</li> </ul> </li> <li>▪ Analyzed data of community.</li> </ul>	
.2	<b>Family health assessment</b>	<ul style="list-style-type: none"> <li>▪ Family health assessment :-               <ul style="list-style-type: none"> <li>– Data collection categories.</li> <li>– Assessment methods.</li> </ul> </li> </ul>	
.3	<b>Educational interventions to promote community health</b>	<ul style="list-style-type: none"> <li>▪ Conduct health teaching session according to needs.</li> </ul>	
.4	<b>Environmental health and social issues</b>	<ul style="list-style-type: none"> <li>▪ Assist in increasing community awareness to ward environment health problem</li> </ul>	
.5	<b>School Health</b>	<ul style="list-style-type: none"> <li>▪ Participate Assessment of school health environment.</li> <li>▪ School health services.</li> </ul>	
.6	<b>Promoting and protecting the health of the home care population</b>	<ul style="list-style-type: none"> <li>▪ Practice functions of the home health care.</li> </ul>	



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.7	<b>Promoting And Protecting The Health Of Maternal, Prenatal And Infant Population in MCH services</b>	<ul style="list-style-type: none"> <li>▪ Practice role of the community health nurse in maternal children health services.</li> <li>- Antenatal care.</li> <li>- Post natal care.</li> <li>- Child Growth monitoring.</li> <li>- Adult care with chronic illness.</li> <li>▪ Participate in providing Health services for children in clinical setting: <ul style="list-style-type: none"> <li>- Primary levels of prevention.</li> <li>- Secondary levels of prevention.</li> <li>- Tertiary levels of prevention.</li> </ul> </li> </ul>	
.8	<b>Immunization</b>	<ul style="list-style-type: none"> <li>▪ Administering immunization according to national immunization program.</li> </ul>	
.9	<b>Promoting and protecting the health of elderly population</b>	<ul style="list-style-type: none"> <li>▪ Assess elderly people.</li> <li>▪ Provide care during the elderly.</li> <li>▪ Home visit.</li> </ul>	
.10	<b>Home Visit</b>	<ul style="list-style-type: none"> <li>▪ Conduct home visit.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

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**Teaching Methodology:**

- ❖ Lectures

**Text Books & References:**

**Text Books:**

1. الدليل الإرشادي للمطاعم 2003 وزارة الصحة الأردنية
2. Community Health Nursing, Mary jo jo Clark. Blackwell publishing (2007).
3. Community Health Nursing, 3rd Ed David Sines, Frances Appleby, Blackwell publishing (2005).
4. Stanhope & Lancaster, J. (2000) Community health nursing: promotion of aggregates families, individuals (4<sup>th</sup> Ed) Boston mosby.
5. Community Health Nursing, Spradley W. Barbara & All ender, A.J (1996), (4<sup>th</sup> Ed) Philadelphia; Lippincott.
6. Community health nursing process practice for promoting health, Stanhope. Marica & Lancaster, Jeanette (1988), (2<sup>nd</sup> Ed) Mosby Company.



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## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106237
<b>Course Title</b>	Mental Health Nursing (Midwifery)
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(2)
<b>Practical Hours</b>	(3)



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### Brief Course Description:

- ❖ This course is designed to provide the nursing student with basic knowledge about mental health and a clear understanding of the problems experienced by mentally ill people. The course emphasizes the value of humanistic and holistic approach in providing care for individual group and family a long the wellness illness continuum by introducing the nursing process as a framework to maintain and retain optimal level of wellness. The student will be introduced to principles of therapeutic communication, helping, trust and collaborative nurse – client relationship within the scope of ethical and legal issues

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Discuss the concepts of mental health – mental illness continuum.
2. Describe different therapeutic modalities used with psychiatric patients in terms of their indication and nursing implication.
3. Understanding the importance of therapeutic communication as a tool to changing client behavior.
4. Explain the use of the nursing process as a framework in providing humanistic care of client in various psychiatric illnesses.
5. Value the ethical and legal issues related to mental health nursing.
6. Discuss the role of nursing related to working with client in the mental health field.



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## Detailed Course Description:

Time Needed	Units	Unit Number	Time Needed
1.	<b>Introduction to psychiatric nursing</b>	<ul style="list-style-type: none"> <li>▪ History of psychiatric nursing.</li> <li>▪ Factors which influence mental health illness continuum.</li> <li>▪ Role of the psychiatric nurse.</li> </ul>	
2.	<b>Mental health and mental illness.</b>	<ul style="list-style-type: none"> <li>▪ Definition of mental health.</li> <li>▪ Criteria of mental health.</li> <li>▪ Common psychiatric concept.</li> <li>▪ Characteristics of a mentally ill person.</li> <li>▪ Cause of mental illness.</li> <li>▪ Dynamic of mental illness</li> </ul>	
3.	<b>Legal and ethical aspects of psychiatric care.</b>	<ul style="list-style-type: none"> <li>▪ Types of admission to psychiatric hospital.</li> <li>▪ Ethical consideration.</li> <li>▪ Discharge planning.</li> <li>▪ Patient right.</li> <li>▪ Nurse's rights and responsibilities.</li> <li>▪ Role of the psychiatric nurse.</li> </ul>	
4.	<b>Theories of personality development (Psychology)</b>	<ul style="list-style-type: none"> <li>▪ Psychoanalytical theory.</li> <li>▪ Inter personal theory.</li> <li>▪ Theory of psychosocial development</li> <li>▪ Mental defence mechanisms.</li> </ul>	



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



5.	<b>Mental State Examination</b>	<ul style="list-style-type: none"> <li>▪ General appearance.</li> <li>▪ Activity and behavior.</li> <li>▪ Speech.</li> <li>▪ Perception.</li> <li>▪ Mood.</li> <li>▪ Cognitive functions               <ul style="list-style-type: none"> <li>– Memory, Attention and consciousness.</li> <li>– Intelligence</li> <li>– Judgment.</li> <li>– Insight.</li> <li>– Abstract thinking.</li> <li>– Orientation.</li> </ul> </li> </ul>	
6.	<b>Therapeutic nurse-patient relationship</b>	<ul style="list-style-type: none"> <li>▪ Goals of therapeutic.</li> <li>▪ Basic ingredient of therapeutic relationship.</li> <li>▪ Obstacles of therapeutic relationship.</li> <li>▪ Stage of therapeutic relationship</li> </ul>	
7.	<b>Personality disorder</b>	<ul style="list-style-type: none"> <li>▪ Definition of personality</li> <li>▪ Schizoid personality disorder</li> <li>▪ Schizotypal personality disorder</li> <li>▪ Histrionic personality disorder.</li> <li>▪ Narcissistic personality disorder.</li> <li>▪ Passive – aggressive.</li> <li>▪ Antisocial.</li> <li>▪ Borderline.</li> <li>▪ Avoidant.</li> <li>▪ Dependant.</li> </ul>	
8.	<b>Nursing process in case of organic disorders</b>	<ul style="list-style-type: none"> <li>▪ Delirium.</li> <li>▪ Dementia.</li> <li>▪ Amnestic disorders.</li> </ul>	



9.	Nursing process in case of psychotic disorders.	<ul style="list-style-type: none"> <li>▪ Delusional disorder.</li> <li>▪ Shared psychotic disorder.</li> <li>▪ schizophrenia</li> <li>▪ Schizoaffective disorder.</li> </ul>	
10.	Nursing process in case of mood disorders.	<ul style="list-style-type: none"> <li>▪ Depressive disorders.</li> <li>▪ Bipolar disorder.</li> </ul>	
11.	Nursing process in case of anxiety disorder.	<ul style="list-style-type: none"> <li>▪ Phobias.</li> <li>▪ Obsessive – compulsive disorder.</li> <li>▪ Generalized anxiety disorder.</li> <li>▪ Post traumatic stress disorder.</li> <li>– Conversion disorder .</li> <li>– Hypochondriasis.</li> <li>– Depersonalization.</li> <li>– Panic disorder.</li> </ul>	
12.	Nursing process in case of eating disorder.	<ul style="list-style-type: none"> <li>▪ Anorexia nervosa.</li> <li>▪ Bulimia.</li> </ul>	
13.	Nursing process in case of substance related disorder.	<ul style="list-style-type: none"> <li>▪ Dependence.</li> <li>▪ Abuse.</li> <li>▪ Tolerance.</li> <li>▪ Alcohol abuse and dependence and withdrawal.</li> <li>▪ Opioid abuse and dependence.</li> <li>▪ Vand dependence.</li> </ul>	
14.	Therapeutic modalities	<ul style="list-style-type: none"> <li>▪ Pharmacotherapy (Drugs), volatile substance.</li> <li>– Electro – convulsive therapy.</li> <li>▪ Psychotherapies.</li> <li>– Psychosurgery.</li> </ul>	
15.	Child psychiatry	<ul style="list-style-type: none"> <li>▪ Child abuse.</li> <li>▪ Mental retardation.</li> <li>▪ Infantile autism.</li> <li>▪ Learning disorder.</li> <li>▪ Elimination disorder</li> </ul>	

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### Evaluation Strategies:

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	
Discussions and lecture Presentations			

### Teaching Methodology:

Laboratory

### Text Books & References:

#### References:

1. Psychiatric and Mental Health Nursing: The Craft of caring .2003.
2. Psychiatric Mental Health Nursing: Concepts of Care, Townsend C. Mary (3<sup>rd</sup> Ed) F.A. (2000) .Davis Company, Philadelphia.
3. Principles and practice of psychiatric nursing (5<sup>th</sup> Ed) Stuart, G & Sundeen, S. (1995) Mobsy. St. Louis.
4. Essentials of Psychiatric Nursing, Taylor, C. (1994), (14<sup>th</sup>ed). Mosby. St. Louis.
5. Foundations of Psychiatric Mental Health Nursing. Varcarolis M.E. (1994) (2<sup>nd</sup> Ed) W.B. Saunders company.



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## Para-Medical Program

<b>Specialization</b>	<b>Common</b>
<b>Course Number</b>	21102131
<b>Course Title</b>	<b>Pharmacology</b>
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



**Brief Course Description:**

- ❖ This course is designed to provide nursing students with general information and description of important drugs, which are related to a particular system of human body of to an aspect of medical care.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. To study the general principles of pharmacology that will enable the student to use drugs properly and safely in nursing practice.
2. To be familiar with the therapeutic indications, toxic reactions, and contraindications of drugs commonly used in clinical practice.
3. Drug classes will be discussed with some emphasis on important representative examples of the most widely used drugs from each class.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

## Detailed Course Description:

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>General principle of pharmacology</b>	<ul style="list-style-type: none"> <li>▪ The role of the nurse in drug administration.</li> <li>▪ Pharmacokinetics.</li> <li>▪ Drug formulation and does.</li> <li>▪ Routes of drug administration.</li> <li>▪ Pharmacodynamics.</li> </ul>	
2.	<b>Pharmacology of the autonomic nervous system</b>	<ul style="list-style-type: none"> <li>▪ Cholinergic and cholinomimetic agents.</li> <li>▪ Antimuscarinic drugs.</li> <li>▪ Sympathomimetics.</li> <li>▪ Adrenergic blockers.</li> <li>▪ Neuromuscular junction blockers.</li> </ul>	
3.	<b>Pharmacology of the central nervous system</b>	<ul style="list-style-type: none"> <li>▪ Sedative – Hypnotics.</li> <li>▪ Opioid agonists and antagonists.</li> <li>▪ Anticonvulsants.</li> <li>▪ Drugs used in the management of Parkinson's disease.</li> <li>▪ Antipsychotic drugs (Antipsychotic and Antidepressants).</li> <li>▪ General anesthetic.</li> <li>▪ Local anesthetics.</li> <li>▪ CNS stimulants and drug abuse.</li> <li>▪ Alcohols.</li> </ul>	
4.	<b>Pharmacology of the cardiovascular and renal systems</b>	<ul style="list-style-type: none"> <li>▪ Cardiac glycosides.</li> <li>▪ Ant arrhythmic drugs.</li> <li>▪ Antihypertensive drugs.</li> <li>▪ Drug used management of angina pectoris.</li> <li>▪ Drug therapy of hyperlipoproteinemias.</li> <li>▪ Diuretics.</li> </ul>	

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5.	<b>Pharmacology of the endocrine system</b>	<ul style="list-style-type: none"> <li>▪ Pituitary hormones.</li> <li>▪ Drugs used in the management thyroid diseases.</li> <li>▪ Glucocorticoids.</li> <li>▪ Sex steroids and oral contraceptive.</li> <li>▪ Insulin and oral hypoglycemic.</li> </ul>	
6.	<b>Chemotherapy</b>	<ul style="list-style-type: none"> <li>▪ Antibacterial agents.</li> <li>▪ Antineoplastic agents.</li> <li>▪ Antiviral and antifungal agents.</li> <li>▪ Anthelmintics.</li> <li>▪ Non steroidal.</li> </ul>	
7.	<b>Nonsteroidal antiinflammatory drugs</b>	<ul style="list-style-type: none"> <li>▪ Salicylic acid derivatives.</li> <li>▪ Acetaminophen and other agents.</li> <li>▪ Drug therapy of gout.</li> <li>▪</li> </ul>	
8.	<b>Respiratory pharmacology</b>	<ul style="list-style-type: none"> <li>▪ Cough remedies.</li> <li>▪ Drugs used in the treatment of bronchial asthma.</li> </ul>	
9.	<b>Pharmacology of the gastrointestinal tract</b>	<ul style="list-style-type: none"> <li>▪ Drugs therapy of peptic ulcer.</li> <li>▪ Purgatives.</li> <li>▪ Drugs used in the treatment of constipation.</li> </ul>	
10.	<b>Miscellaneous classes</b>	<ul style="list-style-type: none"> <li>▪ Anticoagulants.</li> <li>▪ Antianemic drugs.</li> <li>▪ Vitamins.</li> <li>▪ Histamine and antihistamines.</li> </ul>	
11.	<b>Toxicology</b>	<ul style="list-style-type: none"> <li>▪ Concept of toxicology</li> <li>▪ Types of toxins. <ul style="list-style-type: none"> <li>– Plan foxiness (toxic plants): highly toxic plant, bacterial, fungous.</li> <li>– Animaltoxins: toxins of snakes, spiders, scorpious, ...etc</li> <li>– Mineral toxiens: toxins of heavy minerals suctaz zinc, pb, mercur ..etc.</li> <li>– Mediations.</li> <li>– Particular solutions such as alcohols and chloroforms.</li> <li>– Pesticides.</li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<ul style="list-style-type: none"><li>• Insecticides.</li><li>• Rodenticides.</li><li>• Miticides.</li><li>• Herbicides.</li><li>• Fungicides.</li></ul> <ul style="list-style-type: none"><li>▪ Routes of toxins entrance to human body.<ul style="list-style-type: none"><li>– The skin: non – injured (healthy) skin injured.</li><li>– The respiratory system: the nose and the lungs.</li><li>– The digestive tract.</li><li>– The eyes.</li></ul></li><li>▪ Toxin transformations inside the human body.</li><li>▪ Absorption of toxins and the conditions that must be available in the toxin to be absorbed through one of the following parts of the body: the healthy skin, the injured skin, mucus membranes and the respiratory system.<ul style="list-style-type: none"><li>– Distribution of toxins inside the body.</li><li>– Storage of toxins in human body.</li><li>– Metabolism of toxins in human body.</li><li>– Excretion of toxins outside human body.</li></ul></li><li>▪ Side effects of toxins:<ul style="list-style-type: none"><li>– Acute toxicity.</li><li>– Chronic toxicity.</li></ul></li><li>▪ Symptoms :<ul style="list-style-type: none"><li>– Teratogenicity.</li><li>– Carcinogenicity.</li></ul></li><li>▪ Common cases of toxicosis with regard to cause, symptoms and treatment:<ul style="list-style-type: none"><li>– Clostridium bolulinum (food poisoning).</li><li>– Toxicosis resulting from incomplete evaporation of CO<sub>2</sub>.</li></ul></li></ul>	
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### Evaluation Strategies:

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	
Discussions and lecture Presentations			

### Teaching Methodology:

- ❖ Lectures, quizzes, discussions, reports

### Text Books & References:

#### Text Books:

#### References:

1. Drug information handbook for nurses, 2007.
2. Clinical pharmacology for nurses, John Trounce, Fourteenth edition. 1993, ELBS, churchil Livingstone.
3. Nursing pharmacology: A comprehensive approach to drug therapy warded et al, Wadsworth Health Sciences (1985).
4. Lippincot Nursing Drug Guide, 2006, lippincot company



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





## Para-Medical Program

<b>Specialization</b>	<b>Common</b>
<b>Course Number</b>	21102221
<b>Course Title</b>	<b>Basic and Applied Nutrition</b>
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(2)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course is designed to provide the student with knowledge about the applied and basic nutrition, characteristics and function of nutrients. Individual nutritional characteristics through the life span, therapeutic diet system, effect of cultural, economical and social habits in order to utilize it in her/his work responsibilities.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Be oriented to the historical development of nutrition and food and the related terms.
2. Understand the importance of food the individual in the life spans.
3. Determine the basic food elements and the diseases caused by decrease or increase of its intake.
4. Describe the basic nutritional systems in the hospital determine the creative food description and participate in food health education of the patient acceding to this health condition.
5. Explain the nutritional habits and the factors affecting the food planning.
6. Help the patient in eating the nutritional meal.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction to nutrition</b>	<ul style="list-style-type: none"> <li>▪ Development of dietetics.</li> <li>▪ Basic terms and nutrition: Food and nutrition, nutritional status, nutritional assessment, meal, diet, dietetic, balanced diet, metabolism of food, mal-nutrition, food regime-Nutrients, essential nutrient, coal cal RDA's + DRI</li> </ul>	
2.	<b>Energy yielding materials</b>	<ul style="list-style-type: none"> <li>▪ Energy sources. <ul style="list-style-type: none"> <li>- Carbohydrates.</li> <li>- Proteins.</li> <li>- Lipids.</li> </ul> </li> <li>▪ Definitions.</li> <li>▪ Structure.</li> <li>▪ Types.</li> <li>▪ Function.</li> <li>▪ Sources.</li> </ul>	
3.	<b>Non Energy yielding material</b>	<ul style="list-style-type: none"> <li>▪ Vitamins. <ul style="list-style-type: none"> <li>- Fat soluble vitamins (A, D, k, H).</li> <li>- Water soluble vitamins (thiamine B1, riboflavin B2, cyanocobalamin b).</li> <li>- Characteristic.</li> <li>- Functions.</li> <li>- Toxicity.</li> <li>- Preventive &amp; curative measures.</li> </ul> </li> <li>▪ Minerals: Calcium, Sodium, Phosphorus, ferns, magnesium, chloride. <ul style="list-style-type: none"> <li>- Function.</li> <li>- Sources.</li> <li>- Effects of altered minerals intake.</li> <li>- Prevention and curative measures.</li> </ul> </li> <li>▪ Water: <ul style="list-style-type: none"> <li>- Function.</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>- Water recommendation &amp; Sources.</li> <li>- Effect of dependency.</li> <li>▪ Prevention and curative.</li> </ul>	
4.	<b>Food &amp; Health</b>	<ul style="list-style-type: none"> <li>▪ Define health.</li> <li>▪ The relation ship between nutrition &amp; health.</li> <li>▪ Food functions.</li> <li>▪ The four food group (Milk, meat, vegetables &amp; fruits, bread and grains)</li> <li>▪ Food pyramid guides.</li> </ul>	
5.	<b>The Effect Of social And Psychological Factors On Food &amp; Nutrition</b>	<ul style="list-style-type: none"> <li>▪ Psychological factors.</li> <li>▪ Social status (Cultures &amp; habits traditions, religious beliefs, economical status)</li> </ul>	
6.	<b>Organizations relevant to nutrition</b>	<ul style="list-style-type: none"> <li>▪ National organization relevant to nutrition.</li> <li>▪ International organization relevant to nutrition.</li> </ul>	
7.	<b>Nutritional planning</b>	<ul style="list-style-type: none"> <li>▪ Methods of Assessing of nutritional status. <ul style="list-style-type: none"> <li>- Clinical evaluation.</li> <li>- Biochemical studies.</li> <li>- Anthropometrical measurements.</li> <li>- Dietary history.</li> </ul> </li> <li>▪ Exchange lists. <ul style="list-style-type: none"> <li>- Dietary requirements.</li> <li>- Use of the recommended nutrient in the table.</li> <li>- Use the food exchange lists.</li> <li>- Practical application.</li> </ul> </li> <li>▪ Factors Affecting meal planning <ul style="list-style-type: none"> <li>- Age</li> <li>- Sex.</li> <li>- Activity.</li> <li>- Economical status.</li> <li>- Food reliability.</li> <li>- Likes &amp; Dislikes.</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>- Habits and believes and culture.</li> <li>▪ Dietary planning</li> </ul>	
8.	<b>Nutrition in Health Cares Throughout The life Cycle</b>	<ul style="list-style-type: none"> <li>▪ Food intake and growth.</li> <li>▪ Nutrition during pregnancy.                             <ul style="list-style-type: none"> <li>- Factors planing pregnant Q at nut. Risk.</li> <li>- Weight gain.</li> <li>- Handling nut, problems during pregnancy.</li> </ul> </li> <li>▪ Nutrition during lactation.</li> <li>▪ Nutrition for infancy.</li> <li>▪ Breast feeding versus artificial feeding.</li> <li>▪ Child nutrition during different age group                             <ul style="list-style-type: none"> <li>- From (1-3) years.</li> <li>- From (4-6) years.</li> <li>- From (7-11) years.</li> </ul> </li> <li>▪ Adult nutrition.</li> <li>▪ Elderly nutrition.</li> </ul>	
9.	<b>Nutrition in clinical care</b>	<ul style="list-style-type: none"> <li>▪ Nutrition for patients with special conditions                             <ul style="list-style-type: none"> <li>- Infection.</li> <li>- Allergy.</li> <li>- Constipation.</li> <li>- Peptic ulcer.</li> <li>- Irritable bowel syndromes.</li> <li>- Liver cirrhosis.</li> <li>- Cancer.</li> <li>- Accidents and injuries.</li> <li>- Diarrhoea.</li> <li>- Haemorrhoids and bile's.</li> <li>- Hepatitis.</li> <li>- Cholecystitis.</li> <li>- Disorder of adolescents (anorexia nervosa).</li> </ul> </li> <li>▪ Diet in Disorders of the cardiovascular system abnormality thermostasis                             <ul style="list-style-type: none"> <li>- Heart failure.</li> <li>- Ischemic heart disease hypertension.</li> </ul> </li> <li>▪ Diet in disorders of the kidneys.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



		<ul style="list-style-type: none"> <li>- Urinary tract infection.</li> <li>- Nephritic syndrome.</li> <li>- Renal calculi.</li> <li>- Renal failure.</li> <li>▪ Diet in glands disorders and metabolism.             <ul style="list-style-type: none"> <li>- Phenylketonuria.</li> <li>- Galactosemia.</li> <li>- Diabetes mellitus.</li> <li>- Hyperlipidemias.</li> <li>- Obesity.</li> </ul> </li> </ul>	
10.	<b>Nutrition in hospitals</b>	<ul style="list-style-type: none"> <li>▪ Integration of roles in patient nutrition.             <ul style="list-style-type: none"> <li>- The role of dietician.</li> <li>- Doctor's role.</li> <li>- Nursing role.</li> </ul> </li> <li>▪ Nutritional department.             <ul style="list-style-type: none"> <li>- Organization.</li> <li>- Function.</li> <li>- The relationship between nutritional department and nursing department.</li> </ul> </li> <li>▪ Common diets and its indications             <ul style="list-style-type: none"> <li>- Balanced diet.</li> <li>- Low caloric diet.</li> <li>- High protein diet.</li> <li>- Low protein diet.</li> <li>- Low salt and salt free diet.</li> <li>- Soft diet.</li> <li>- Low fiber diet.</li> <li>- Low fat die.</li> <li>- Gluten – free high fiber dit.</li> </ul> </li> <li>▪ Methods of patients feeding and role.             <ul style="list-style-type: none"> <li>- Oral.</li> <li>- Intravenous.</li> <li>- Other methods.</li> <li>- Nasogastric tube.</li> <li>- Gastric tube.</li> </ul> </li> <li>▪ Nutrition problems in hospital             <ul style="list-style-type: none"> <li>- Problems and barriers.</li> <li>- Suggested solutions.</li> </ul> </li> </ul>	



**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Lecture. Discussion, Small and large group, Assignment, Case study.

**Text Books & References:**

1. Nutrition & Diet Therapy, Cataldo, DeBruyne & Whitney Sixth edition. 2003.
2. Nutrition & Dietetics for Health Care. Helen M. Baker. 10<sup>th</sup> Edition. 2002.
3. Nutrition in clinical Care, Darwin D, Amazon, 3rd edition. 2000,



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## Para-Medical Program

<b>Specialization</b>	<b>Midwifery</b>
<b>Course Number</b>	<b>21106125</b>
<b>Course Title</b>	<b>Health Education in Nursing</b>
<b>Credit Hours</b>	<b>(2)</b>
<b>Theoretical Hours</b>	<b>(2)</b>
<b>Practical Hours</b>	<b>(0)</b>



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





### Brief Course Description:

- ❖ This course is designed to introduce the students to the basic concepts and theories of the process of teaching and learning and the theoretical consideration in the design and development of learning programs. Emphasis is on planning, implementing and evaluating health education programs applied to the individual, family and community.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Understand the concepts of health, education and health education.
2. Determine the role and functions of the nurse as a health educator.
3. Recognize the different theories of learning that can be used in a health education program.
4. Understand the principles of learning and teaching in improving health education.
5. Write clearly stated behavioral objectives related to a health education program.
6. Understand the principles of the health belief model and its application in behavior modification and self – care.
7. Assess, plan, implement and evaluate a health education program.
8. Determine the appropriate content to be taught according to the educational needs of the individual patient, family or community.
9. Utilize learning – teaching strategies that facilitate student's attainment of education objectives.





## Detailed Course Description:

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction To Health Education</b>	<ul style="list-style-type: none"> <li>▪ Definition of: Health, education, health education.</li> <li>▪ Health promotion and disease prevention.</li> <li>▪ How to achieve effective community and individual participation.</li> <li>▪ Major objectives of education.</li> <li>▪ Sub objectives of education.</li> <li>▪ Factors that affect provision of health education and promotion.</li> </ul>	
2.	<b>The Role Of Health Educators</b>	<ul style="list-style-type: none"> <li>▪ Who is a health educator?</li> <li>▪ Roles and functions.</li> <li>▪ How to maintain positive attitude toward health education.</li> <li>▪ Mile stones for successful health education.</li> </ul>	
3.	<b>Health Models</b>	<ul style="list-style-type: none"> <li>▪ The health believe model.</li> <li>▪ The health promotion model.</li> </ul>	
4.	<b>The Concept Of Change</b>	<ul style="list-style-type: none"> <li>▪ Change in behavior.</li> <li>▪ Methods of behavior change.</li> <li>▪ Types of behavior change.</li> <li>▪ Factors influencing behavior change.</li> <li>▪ Helping clients through the stages of change.</li> </ul>	
5.	<b>Health Education Of Self-Care (Counselling)</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Purpose of self-care education.</li> <li>▪ Roles for self-care counseling.</li> </ul>	

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6.	<b>Theories of learning</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Behavioral theory.</li> <li>▪ Gestalt psychology (cognitive field) theory.</li> <li>▪ Humanistic psychology theory.</li> <li>▪ Information processing theory.</li> <li>▪ Humanistic psychology theory.</li> <li>▪ Information processing theory.</li> </ul>	
7.	<b>Principles of learning</b>	<ul style="list-style-type: none"> <li>▪ Principles of learning</li> </ul>	
8.	<b>Characteristics Of Learning And Teaching / The Learning System</b>	<ul style="list-style-type: none"> <li>▪ Introduction.</li> <li>▪ Domains of learning.</li> <li>▪ Thinking.               <ul style="list-style-type: none"> <li>– Thinking and general system theory.</li> <li>– Thinking skills.</li> <li>– Types of thinking.</li> </ul> </li> </ul>	
9.	<b>Teaching Of Client</b>	<ul style="list-style-type: none"> <li>▪ Purpose of client teaching.</li> <li>▪ Legal and ethical issues in client education.</li> <li>▪ Client bill of rights.</li> </ul>	
10.	<b>The instructional design process</b>	<ul style="list-style-type: none"> <li>▪ Assessment of learning needs of client, family and community.               <ul style="list-style-type: none"> <li>– Kinds of needs.</li> <li>– Identifying health education needs.</li> <li>– Health information sources.</li> <li>– Assessing health education needs.</li> </ul> </li> </ul>	
11.	<b>The instructional design process</b>	<ul style="list-style-type: none"> <li>▪ Setting health education priorities.               <ul style="list-style-type: none"> <li>– Analysing the reasons for health education priorities.</li> <li>– Areas of consideration in setting priorities.</li> <li>– Constraints in client education and suggested solutions.</li> </ul> </li> </ul>	



12.	<b>The instructional design process.</b>	<ul style="list-style-type: none"> <li>▪ objective setting:-           <ul style="list-style-type: none"> <li>- Advantage of developing objectives.</li> <li>- Taxonomy (classifications) of learning objectives :-               <ul style="list-style-type: none"> <li>• Cognitive domain.</li> <li>• Affective domain.</li> <li>• Psychomotor domain.</li> </ul> </li> </ul> </li> <li>▪ Factor to consider when establishing objectives.</li> </ul>	
13.	<b>The Situational design process</b>	<ul style="list-style-type: none"> <li>▪ content selection and task analysis:           <ul style="list-style-type: none"> <li>- Preparation of content.</li> <li>- Organization of content according to the cognitive / affective and psychomotor domains of learning:-               <ul style="list-style-type: none"> <li>• Delivery of content.</li> <li>• Task analysis "Definition and stages "</li> <li>• Advantages of using task analysis technique.</li> </ul> </li> </ul> </li> </ul>	
14.	<b>The situational design process</b>	<ul style="list-style-type: none"> <li>▪ Teaching and learning strategies and teaching materials:-           <ul style="list-style-type: none"> <li>- Types of teaching.</li> <li>- Teaching –learning strategies.</li> <li>- Guide lines for effective team teaching.</li> <li>- Selecting the right strategy.</li> <li>- Selecting teaching materials.</li> </ul> </li> </ul>	
15.	<b>The instructional design process</b>	<ul style="list-style-type: none"> <li>▪ Supportive services           <ul style="list-style-type: none"> <li>- Supportive services :-               <ul style="list-style-type: none"> <li>• Opinion leaders.</li> <li>• Local organizations.</li> <li>• Community health committee</li> <li>• Advisory and planning boards.</li> <li>• Intersectional coordination</li> <li>• Health campaigns.</li> <li>• Special community events.</li> </ul> </li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>Mobilizing community resources for a project.</li> </ul>	
16.	<b>Evaluation of the teaching module</b>	<ul style="list-style-type: none"> <li>The instructional design process.</li> <li>Definition.</li> <li>Purpose of evaluation.</li> <li>Measurement (methods of evaluation).</li> <li>Sources of error.</li> <li>Measurement of techniques and tools.</li> <li>Test construction.</li> <li>Examples of tests.</li> <li>Choosing appropriate measurement techniques.</li> </ul>	
17.	<b>Communication process</b>	<ul style="list-style-type: none"> <li>Definition.</li> <li>Function of communication.</li> <li>Communication process components.</li> <li>Types of communication.</li> <li>Essential factors for effective communication.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Lectures, discussions, tests, reports, visits for hospitals training course, video films projects

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**Text Books & References:**

**Text Books:**

**References:**

1. Essentials of Patient Education. Susan B. Bastable 2006.
2. The Process of Patient Education /Sixth Edition: Barbara Klug Redman. The C.V. mosby Company, 1988.
3. Health Promotion Through the life span: Carole Edelman. Carol Lynn manudle, The C.V. Mosby Company, 1986
4. Teaching For Better Learning F.R.Abbatt, WHO Geneva 1980.
5. Promoting life style changes: Susan Chu Lai and Maritin N Cohen (AJN) April 1999 vol. 99 no 4.
6. Client Eduction-Theory and Practice Dorothy E. Babcock and Mary A. Miller, 1994.
7. Educational Handbook for Health Personnel. J-S, Guilbert WHO, Geneva, 1981
8. Community Health Nursing: Process and Practice for Promoting Health. Mearica Stan Hope Jeanette Lancaster, the C.V mosby company, 1988, second edition.
9. Education for Health WHO Geneva, 1988.





## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106227
<b>Course Title</b>	Biostatistics and Epidemiology
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course may be benefit for the entire spectrum of people working in the field of health sciences including medicine, public health, nursing, midwifery, and allied health sciences. Although textbooks in epidemiology and in biostatistics are widely available, they are often highly specialized and therefore difficult to use by a wide range of health researchers and scientists. This course is intended to be simple and practical avoiding unnecessary scientific jargon and responding to the actual needs of students and researchers in the field of health sciences. The course starts with basic definition and concepts of epidemiology and biostatistics and their uses and applications. It includes the necessary epidemiological measures to measure morbidity, mortality and fertility in the population and the necessary knowledge to select the appropriate study design to test hypotheses. It extends to descriptive measures and probability concepts. Conditional probability and Bayes theory are given due emphasis to compute validity indicates for clinical and laboratory tests, i.e. sensitivity, specificity and predictive values for single for tests. The students are trained to draw statistical inferences by two main methods these are: Estimation and Hypothesis testing.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Formulate research question/questions.
2. Propose and appropriate research design.
3. Draw a representative and appropriate sample from a certain population using the appropriate sampling technique.
4. Select appropriate data collection methods.
5. Collect, organize, summarize and present data related to health sciences.
6. Present data in tables, graphs, and charts as appropriate.
7. Estimate population parameters (means and proportions) with high reliability based on the information contained in the sample.
8. Test hypothesis about the population parameters.
9. Plan and perform the necessary preliminary statistical analysis.
10. Interpret his findings and draw valid conclusions.
11. Reach decisions about large body of data by examining only a small part of the data.



## Detailed Course Description:

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction</b>	<ul style="list-style-type: none"> <li>▪ Epidemiology:               <ul style="list-style-type: none"> <li>– Definition of epidemiology.</li> <li>– Types of epidemiology.                   <ul style="list-style-type: none"> <li>• Descriptive versus analytic epidemiology.</li> <li>• Scope of epidemiology and its uses.</li> </ul> </li> </ul> </li> <li>▪ Biostatistics:               <ul style="list-style-type: none"> <li>– Definition of biostatistics.</li> <li>– Types of biostatistics:                   <ul style="list-style-type: none"> <li>• Descriptive versus.</li> <li>• Inferential biostatistics.</li> </ul> </li> </ul> </li> </ul>	
2.	<b>Data Collection</b>	<ul style="list-style-type: none"> <li>▪ Types of data.</li> <li>▪ Methods of data collection:               <ul style="list-style-type: none"> <li>– Questionnaires.</li> <li>– Face to face interviews.</li> <li>– Mailed questionnaires.</li> <li>– Telephone interviews.</li> <li>– Clinical data.                   <ul style="list-style-type: none"> <li>• Physical examination.</li> <li>• Laboratory data.</li> </ul> </li> </ul> </li> </ul>	
3.	<b>Sample and Population</b>	<ul style="list-style-type: none"> <li>▪ Simple random sample.</li> <li>▪ Systematic sample.</li> <li>▪ Stratified sample.</li> <li>▪ Cluster sample.</li> <li>▪ Strengths and weaknesses.</li> <li>▪ Sampling error.</li> <li>▪ Sampling bias.</li> </ul>	

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4.	<b>Frequency Measures</b>	<ul style="list-style-type: none"> <li>▪ Measures of morbidity. <ul style="list-style-type: none"> <li>- Prevalence.</li> <li>- Incidence.</li> </ul> </li> <li>▪ Measures of mortality. <ul style="list-style-type: none"> <li>- Crude death rate.</li> <li>- Specific mortality rate.</li> <li>- Case fatality rate.</li> </ul> </li> <li>▪ Measures of ferity.</li> </ul>	
5.	<b>Study design</b>	<ul style="list-style-type: none"> <li>▪ Cross sectional studies. <ul style="list-style-type: none"> <li>- Basic design.</li> <li>- Strengths and weaknesses.</li> </ul> </li> <li>▪ Case control studies. <ul style="list-style-type: none"> <li>- Basic design.</li> <li>- Selection of cases.</li> <li>- Selection of controls.</li> <li>- Analysis.</li> <li>- Strengths and limitations.</li> </ul> </li> <li>▪ Cohort studies. <ul style="list-style-type: none"> <li>- Basic design.</li> <li>- Analysis.</li> <li>- Strengths and Limitations.</li> </ul> </li> <li>▪ Clinical trials. <ul style="list-style-type: none"> <li>- Basic design.</li> <li>- Essential differences from.</li> <li>- Observational studies.</li> <li>- Masking (blinding).</li> <li>- Randomization.</li> <li>- Placebo control.</li> <li>- Analysis.</li> <li>- Strengths and limitations.</li> </ul> </li> </ul>	
6.	<b>Description Statistics</b>	<ul style="list-style-type: none"> <li>▪ Measures of central.</li> <li>▪ Tendency and measures of variability.</li> </ul>	
7.	<b>Descriptive statistics</b>	<ul style="list-style-type: none"> <li>▪ Tables.</li> <li>▪ Graphs.</li> <li>▪ Charts</li> <li>▪ Key features of data set using graphs.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



8.	<b>Probability</b>	<ul style="list-style-type: none"> <li>▪ Concept of the probability.</li> <li>▪ Properties of probabilities.</li> <li>▪ Application of probabilities in assessment of screening and diagnostic tests.</li> </ul>	
9.	<b>Binomial Distribution</b>	<ul style="list-style-type: none"> <li>▪ Difference between continuous and discrete variables.</li> <li>▪ The binomial distribution.</li> <li>▪ Compute the mean and the variance of the binomial distribution.</li> </ul>	
10.	<b>Normal Distribution</b>	<ul style="list-style-type: none"> <li>▪ Continuous random variables.</li> <li>▪ Normal distribution.</li> <li>▪ Standard normal distribution.</li> <li>▪ The percentiles of normal random variables.</li> <li>▪ Convert normal distribution to standard normal distribution.</li> </ul>	
11.	<b>Estimation of population parameters (mean, proportion)</b>	<ul style="list-style-type: none"> <li>▪ Sample data to estimate a population mean, and population proportion.</li> <li>▪ Compute point and interval estimates of the population parameters.</li> </ul>	
12.	<b>Hypothesis testing</b>	<ul style="list-style-type: none"> <li>▪ Statistical hypothesis and Know how to use sample data to test it.</li> <li>▪ Difference between the null and the alternative hypothesis.</li> <li>▪ The significance of a rejecting a null hypothesis or not rejecting it.</li> <li>▪ The meaning of level of significance and p value.</li> </ul>	
13.	<b>Hypothesis Testing</b>	<ul style="list-style-type: none"> <li>▪ Test for population mean when population standard deviation is known.</li> <li>▪ Test for population mean when population standard deviation is unknown.</li> </ul>	
14.	<b>Hypothesis testing</b>	<ul style="list-style-type: none"> <li>▪ Hypothesis testing</li> <li>▪ Proportion Test.</li> </ul>	

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15.	<b>Hypothesis testing</b>	<ul style="list-style-type: none"> <li>▪ Two sample test (independent, samples).           <ul style="list-style-type: none"> <li>– The Importance of using a control in the testing of anew drug a new procedure.</li> <li>– Test the equality of two population means when the population variances are known.</li> <li>– Test the equality of two population means when the population variances are unknown but assumed unequal.</li> <li>– Test the two – sample hypothesis using confidence interval approach.</li> </ul> </li> </ul>	
16.	<b>Correlation coefficient</b>	<ul style="list-style-type: none"> <li>▪ Compute the strength and direction of the linear relationship between two normal variables.</li> <li>▪ Test for the significance of this linear relationship.</li> <li>▪ Correlation measures association, not causation.</li> </ul>	
17.	<b>Chi – Square of independence and homogeneity chi-Square goodness of fit</b>	<ul style="list-style-type: none"> <li>▪ Perform chi-square goodness of fit.</li> <li>▪ Perform tests for independence in populations classified according to two characteristics.</li> <li>▪ Test for independence in contingency tables with fixed marginal totals.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

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**Teaching Methodology:**

- ❖ Lectures Discussions, quizzes and exams Field visits to hospitals Home works and home assignments

**Text Books & References:**

1. Principles of Biostatistics, Marcello p and Kimberlee G, 2000. Amazon.
2. Wayne w. Daniel. Biostatistics a foundation for analysis in health science. John Wiley and sons, New York, 1998
3. Beaglehole. A, Bonita.R, Basic epidemiology WHO, Geneva, 1993, publishing company, Pennsylvania.
4. R. Beaglohole, R. Bonita, T. Kjellstrom. Basic Epidemiology, WHO 1993.
5. Rebecca G. Knapp, clinical epidemiology and biostatistics, publishing company, Pennsylvania, 1992.



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❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106242
<b>Course Title</b>	Midwifery Care 1 / Practical
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	(6)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



### Brief Course Description:

- ❖ The clinical course of midwifery care (1) practice is designed to apply the basic concepts had been studied in the theory part with the emphasis on the provision of primary health care PHC and reproductive health (RH) to assist individuals, families and communities to reach their optimal health.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Apply concepts related to primary health care.
2. Apply concepts related to reproductive health.
3. Assess the physiological changes during pregnancy.
4. Provide the appropriate actions for the physiological changes during pregnancy
5. Assess and evaluate the minor disorders of pregnancy.
6. Implements the appropriate action for minor disorders of pregnancy.
7. Carry out the appropriate antenatal care.



**Detailed Course Description:**

Number Unit	Unit Name	Unit Contents	Hours Number
1.	<b>Preparing for pregnancy</b>	<ul style="list-style-type: none"> <li>▪ Counseling: <ul style="list-style-type: none"> <li>- Medical.</li> <li>- Genetic.</li> <li>- Obstetric.</li> </ul> </li> <li>▪ Screening: <ul style="list-style-type: none"> <li>- Medical.</li> <li>- Nutritional.</li> </ul> </li> </ul>	
2.	<b>Care for physiological changes during pregnancy.</b>	<ul style="list-style-type: none"> <li>▪ Cardiovascular changes.</li> <li>▪ Respiratory changes</li> <li>▪ Renal changes</li> <li>▪ Skin changes</li> <li>▪ Endocrine changes.</li> <li>▪ Gastrointestinal changes.</li> <li>▪ Breast changes.</li> <li>▪ Psychological changes.</li> </ul>	
3.	<b>Assessment And Management Of minor Disorders Of pregnancy.</b>	<ul style="list-style-type: none"> <li>▪ Nausea and vomiting.</li> <li>▪ Heart burn.</li> <li>▪ Palytism.</li> <li>▪ Pica.</li> <li>▪ Constipation.</li> <li>▪ Backache.</li> <li>▪ Frequency of micturation.</li> <li>▪ Leucorrhea.</li> <li>▪ Fainting.</li> <li>▪ Varicoisitis.</li> </ul>	
4.	<b>Management Of Disorder Which Require Immediate Care.</b>	<ul style="list-style-type: none"> <li>▪ Vaginal bleeding.</li> <li>▪ Reduced fetal movement.</li> <li>▪ Epigastic pain.</li> <li>▪ Recurrent headaches.</li> <li>▪ Rupture membranes.</li> </ul>	
5.	<b>Conducting antenatal care.</b>	<ul style="list-style-type: none"> <li>▪ Initial assessment "booking visit".</li> <li>▪ Taking maternal history.</li> <li>▪ Physical examination.</li> <li>▪ Abdominal examination.</li> <li>▪ Nutrition during antenatal period.</li> <li>▪ Body care during antenatal period.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Demonstration at lab.Clinical area practice.

**Text Books & References:**

**References :**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal– Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen: 3<sup>rd</sup> edition , 2000.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

Specialization	Midwifery
Course Number	21106241
Course Title	Midwifery Care 1
Credit Hours	(3)
Theoretical Hours	(3)
Practical Hours	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course is designed to introduce the student midwife to basic concepts related to midwifery history, legal and ethical issues, and professionalism counseling terminology related to midwifery and anatomy and physiology of reproductive organs. Embryonic and fetal development and students will be oriented to the concepts of primary health care PHC and reproductive health in order to reach their optimum health antenatal care, physiological, psychological adaptation to pregnancy.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Review the history and concepts of midwifery.
2. Acquire knowledge about the legal and ethical considerations related to maternity care.
3. Describe the terms and abbreviations related to midwifery.
4. Explain the concepts of primary health care.
5. Discuss the concepts related to reproductive health.
6. Recognize the anatomical and physiological features of the reproductive organs.
7. Discuss the importance of preparing for pregnancy and preparations of couples for parent hood.
8. Describe and interpret the physiological and psychological changes during pregnancy.
9. Explain the minor disorders of pregnancy and advices recommended for pregnant.
10. Recognize the importance of antenatal care to provide optimal maternal health.
11. Discuss the concepts of counseling and screening.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Introduction</b>	<ul style="list-style-type: none"> <li>▪ History of midwifery.</li> <li>▪ Concepts of midwifery.</li> <li>▪ Terminology.</li> <li>▪ Abbreviations.</li> <li>▪ Concepts of primary health care.</li> <li>▪ Concepts of reproductive health.</li> <li>▪ Ethical and legal issues.</li> </ul>	
2.	<b>Preparing For Pregnancy</b>	<ul style="list-style-type: none"> <li>▪ Counseling medical, genetic, obstetric nutritional disorders.</li> <li>▪ Screening medical (fetal maternal).</li> <li>▪ Investigations methods, (Maternal and fetal).</li> <li>▪ (U/S and invasive procedures).</li> </ul>	
3.	<b>Anatomy And Physiology Of Reproductive System Fetus And Placenta</b>	<ul style="list-style-type: none"> <li>▪ Functions of female pelvis.</li> <li>▪ Bony pelvis and pelvic capacity.</li> <li>▪ Pelvic joints.</li> <li>▪ Pelvic ligaments.</li> <li>▪ Pelvic floor soft tissues.</li> <li>▪ Anatomic physiological sexual maturation of female and male organs.</li> <li>▪ Fetal skull</li> <li>▪ Fetal growth &amp; development ( fetal circulation).</li> <li>▪ Assessment of prevalent values and practices associated with gender roles and development. <ul style="list-style-type: none"> <li>- Gender inequality.</li> <li>- Female circumcision / genital cutting.</li> <li>- Body image.</li> </ul> </li> <li>▪ Uterine blood supply and nerve supply.</li> <li>▪ Hormones.</li> <li>▪ Menstrual cycle.</li> <li>▪ Fertilization</li> <li>▪ Conception.</li> <li>▪ Embryonic development.</li> <li>▪ Placenta development and</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<ul style="list-style-type: none"> <li>abnormalities.</li> <li>▪ Fetal development.</li> <li>▪ Fetal circulation.</li> <li>▪ Fetal well being.</li> <li>▪ Fetal skull, bone, sutures, measurement.</li> <li>▪ Fetal and pelvic relationship.</li> </ul>	
4.	<b>Maternal Adaptation To Pregnancy</b>	<ul style="list-style-type: none"> <li>▪ Physiological changes. <ul style="list-style-type: none"> <li>- Cardio vascular.</li> <li>- Renal.</li> <li>- Skin.</li> <li>- Endocrine.</li> <li>- Gastrointestinal.</li> <li>- Skeletal.</li> <li>- Breast</li> </ul> </li> <li>▪ Psychological, changes.</li> <li>▪ Sign and symptoms of pregnancy. <ul style="list-style-type: none"> <li>- Presumptive signs.</li> <li>- Probable signs.</li> <li>- Positive signs.</li> </ul> </li> </ul>	
5.	<b>Antenatal care</b>	<ul style="list-style-type: none"> <li>▪ Aims of antenatal care.</li> <li>▪ Booking visits.</li> <li>▪ History (Medical and obstetrical) and advices.</li> <li>▪ Knowledge of Adolescent pregnancy effects on health &amp; development.</li> <li>▪ Assessment and management for minor disorders in <ul style="list-style-type: none"> <li>- First trimester.</li> <li>- 2nd trimester.</li> <li>- 3rd trimester.</li> </ul> </li> <li>▪ Examinations of woman general examination <ul style="list-style-type: none"> <li>- Head and neck.</li> <li>- Breast exam.</li> <li>- Abdominal exam</li> <li>- Lower limbs</li> </ul> </li> <li>▪ Assess high risk pregnancy.</li> <li>▪ Assessment of high risk pregnancy</li> </ul>	

6.	<b>Sexual behaviours &amp; activity</b>	<ul style="list-style-type: none"> <li>▪ Assessment of prevalent values &amp; practices associated with sexual activity. <ul style="list-style-type: none"> <li>- Murrain.</li> <li>- Commercial sex workers.</li> <li>- Rape.</li> </ul> </li> <li>▪ Assessment of sexual activates (risks &amp; responsibility).</li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:****Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal- Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen : 3<sup>rd</sup> edition , 2000

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## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106343
<b>Course Title</b>	Midwifery Care 2
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



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### Brief Course Description:

- ❖ This course is designed to assist student midwifery to provide basic knowledge and skills that need during labor and puerperium period for mother and her baby and the importance to deliver in hospital in presence of any high risk factor, also to deal with normal labor and puerperium.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Describe the normal physical and psychological changes that take place during each stage of labor.
2. Discuss assessments performed during each stage of labor.
3. Identify nursing diagnoses related each stage of labor.
4. Identify the appropriate midwifery interventions used during each stage of labor.
5. Discuss the normal physiological psychological changes during puerperium.
6. Determine the midwifery care that provide for client during normal puerperium.
7. Discuss the minor disorders during puerperium.
8. Discuss high risk conditions (Diabetes, cardiac disease, pregnancy induced hypertension, urinary tract infection, Rh - Iso immunization, Ante partum Hemorrhage, and anemia) and provide midwifery care for client.
9. Discuss family planning strategies.





**Detailed Course Description:**

Unit Number	Unit Name	Unit Contents	Hours
1.	<b>Normal labor</b>	<ul style="list-style-type: none"> <li>▪ Physiological changes of normal labor.</li> <li>▪ Psychological changes of normal labor.</li> <li>▪ Causes of onset</li> <li>▪ Sign and symptoms of labor.</li> <li>▪ Duration.</li> <li>▪ Mechanism of labor.</li> <li>▪ Medical and midwifery</li> <li>▪ Pain control.</li> <li>▪ Partograph and monitoring.</li> </ul>	
2.	<b>Normal puerperium</b>	<ul style="list-style-type: none"> <li>▪ Physiological and psychological changes.</li> <li>▪ Minor disorders.</li> <li>▪ Midwifery care.</li> </ul>	
3.	<b>High risk conditions during postnatal period</b>	<ul style="list-style-type: none"> <li>▪ Post partum hemorrhage P.P.H.</li> <li>▪ Primary P.P.H.</li> <li>▪ Retained placenta.</li> <li>▪ Trauma as cause of hemorrhage.</li> <li>▪ Secondary P.P.H.</li> <li>▪ Hematoma formation.</li> <li>▪ Nursing care for mother in P.P.H.</li> </ul>	
4.	<b>High risk conditions during puerprum</b>	<ul style="list-style-type: none"> <li>▪ Overview of puerperal infection and causative agent.</li> <li>▪ (Post natal emotional and psychological)</li> <li>▪ Psychological maladaptation to post natal period.</li> </ul>	
5.	<b>Family Planning</b>	<ul style="list-style-type: none"> <li>▪ The role of the midwife in family planning and related issues.</li> <li>▪ Contraceptive method.</li> <li>▪ Hormonal method.</li> <li>▪ Intra uterine contra captive device (ICUD)</li> <li>▪ Barrier methods.</li> <li>▪ Spermicidal creams, Jellies, aerosols, films, vaginal tablets.</li> <li>▪ Natural methods.</li> <li>▪ Male and female sterilization.</li> <li>▪ Emergency and postcoital contraception.</li> <li>▪ Family planning services.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

**Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal– Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen : 3<sup>rd</sup> edition , 2000



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106344
<b>Course Title</b>	Midwifery Care 2/ Practical
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	(6)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Brief Course Description:**

- ❖ This course is complementary to the theoretical part of midwifery 2, It aims to enable the student to apply Knowledge. Skills and attitude required to achieve a comprehensive nursing care through our normal pregnancy high risk, labor, puerperium & neonatal life.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. Utilize the knowledge obtained about reproductive health in providing quality nursing care.
2. Demonstrate skills in monitoring different health needs during the childbearing process.
3. Apply strategies for comfort and pain control.
4. Assessing and managing of first stage of labor.
5. Assessing and managing of 2<sup>nd</sup> stage of labor.
6. Assessing and managing of 3<sup>rd</sup> stage of labor.
7. Assessing and managing of puerperium.
8. Assessing and managing woman in risks pregnancy.
9. Conducting health education session regarding family planning.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Assessing Health</b>	<ul style="list-style-type: none"> <li>▪ Individual Health.</li> <li>▪ Family Health.</li> <li>▪ Health history</li> </ul>	
2.	<b>Conduct and manage in</b>	<ul style="list-style-type: none"> <li>▪ Admission and procedure.</li> <li>▪ Physical examination.</li> <li>▪ Investigation.</li> <li>▪ Maternal and fetal well being.</li> </ul>	
3.	<b>First stage “Physiology &amp; Early care”</b>	<ul style="list-style-type: none"> <li>▪ The onset of labor.</li> <li>▪ Physiology of the first stage of labor.</li> <li>▪ Recognition of the first stage of labor.</li> <li>▪ Initial examination and care cleanliness and comfort.</li> <li>▪ Records.</li> <li>▪ Information to the family.</li> </ul>	
4.	<b>Management Of The First Stage Of Labor</b>	<ul style="list-style-type: none"> <li>▪ Environment.</li> <li>▪ Emotional support.</li> <li>▪ Prevention of infection.</li> <li>▪ Position and mobility.</li> <li>▪ Nutrition.</li> <li>▪ Bladder care.</li> <li>▪ Observation: <ul style="list-style-type: none"> <li>– Mother.</li> <li>– Progress.</li> <li>– Fetus.</li> </ul> </li> <li>▪ Active management of labor.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

5.	<b>Pain relief And Comfort In Labor</b>	<ul style="list-style-type: none"> <li>▪ Perception of pain.</li> <li>▪ Physiology of pain.</li> <li>▪ Psychological support.</li> <li>▪ Physical care.</li> <li>▪ Techniques which support physiological processes.</li> <li>▪ Psychophysical methods of coping with pain.</li> <li>▪ Alternative methods of pain relief.</li> </ul>	
6.	<b>Physiology and management of second stage of labour</b>	<ul style="list-style-type: none"> <li>▪ Physiological Changes.</li> <li>▪ The mechanism of normal labor.</li> <li>▪ Midwifery care.</li> <li>▪ Position.</li> <li>▪ Preparation for delivery.</li> <li>▪ Conducting the delivery.</li> <li>▪ Episiotomy.</li> <li>▪ Perineal care.</li> </ul>	
7.	<b>Physiology And Management Of The third stage of labour</b>	<ul style="list-style-type: none"> <li>▪ Physiological process.</li> <li>▪ Management of the third stage.</li> <li>▪ Delivery of the placenta and membranes.</li> <li>▪ Completion of the third stage:</li> <li>▪ Immediate care.</li> <li>▪ Records.</li> </ul>	
8.	<b>The Puerperium</b>	<ul style="list-style-type: none"> <li>▪ Midwives role and responsibilities during the posts natal period.</li> <li>▪ The management of post partum care.</li> <li>▪ Planning post partum care.</li> <li>▪ Daily post partum examination and assessment of needs.</li> <li>▪ The “top – To Toe” post natal assessment.</li> </ul>	

9.	<b>High risk pregnancy</b>	<ul style="list-style-type: none"> <li>▪ Providing midwifery care during risk pregnancy</li> <li>▪ Gestational diabetes.</li> <li>▪ Cardiac disease pre.</li> <li>▪ Pregnancy induced hypertension.</li> <li>▪ Urinary tract infection.</li> <li>▪ Rh – Iso immunization.</li> <li>▪ Ante partum hemorrhage.</li> <li>▪ Anemia.</li> <li>▪ Teen agar pregnancy.</li> </ul>	
10	<b>Family Planning</b>	<ul style="list-style-type: none"> <li>▪ The role of the midwife in family planning and related issues.</li> <li>▪ Contraceptive method. <ul style="list-style-type: none"> <li>– Hormonal method.</li> <li>– Intra uterine contra captive (ICUD).</li> <li>– Barrier methods.</li> <li>– Spermicidal creams, Jellies, aerosols, films, vaginal tablets.</li> <li>– Natural methods.</li> <li>– Male and female sterilization.</li> <li>– Emergency and Postcoital contraception.</li> </ul> </li> <li>▪ Family planning services.</li> </ul>	

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Teaching Methodology:**

- ❖ Laboratory and clinical practice.

**Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal– Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen : 3<sup>rd</sup> edition , 2000







## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106345
<b>Course Title</b>	MIDWIFERY CARE (3)
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Brief Course Description:**

- ❖ This course is designed acquire knowledge, skills, attitudes to utilize nursing process and critical thinking abilities to detect any deviation through pregnancy, labor, puerperium and family planning to advocate the wholeness of the individual care within the family.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. Recognize the high risk conditions during antenatal period.
2. Discuss the high risk conditions during the intra – natal period.
3. Discuss the high risk conditions during post natal period (puerprrium)
4. Discuss midwives role in detecting any deviation through pregnancy, labor, and puerperium.
5. Utilize nursing process in detecting high risk conditions through pregnancy, labor, and puerperium



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>High risk conditions during antenatal period.</b>	<ul style="list-style-type: none"> <li>▪ Bleeding in early &amp; late pregnancy.</li> <li>▪ Abortions.</li> <li>▪ Ectopic pregnancy.</li> <li>▪ Gestational trophoblastic disease.</li> <li>▪ Abruptio placenta.</li> <li>▪ Placenta previa.</li> </ul>	
2.	<b>Major disorders related to pregnancy</b>	<ul style="list-style-type: none"> <li>▪ Hyper emesis Gravidarum.</li> <li>▪ Disorders of amniotic fluid.</li> <li>▪ Pre – term rupture of membrane and preterm labor.</li> <li>▪ Multiple pregnancy</li> <li>▪ Obesity or failure to gain weight to pregnancy.</li> <li>▪ Disability and bereavement.</li> </ul>	
3.	<b>High risk conditions</b>	<ul style="list-style-type: none"> <li>▪ Diabetes.</li> <li>▪ Cardiac disease.</li> <li>▪ Pregnancy induced hypertension.</li> <li>▪ Urinary tract infection.</li> <li>▪ RH – Iso immunization.</li> <li>▪ Anemia.</li> </ul>	
4.	<b>High Risk Conditions During Intranatal Period</b>	<ul style="list-style-type: none"> <li>▪ High risk conditions during intranatal period. <ul style="list-style-type: none"> <li>– Prolonged and disorders or uterine action.</li> <li>– Post term pregnancy.</li> <li>– Induction and augmentation of labor.</li> <li>– Over efficient uterine activity “precipitate labor”.</li> <li>– Trial of labor.</li> <li>– Obstructed labor.</li> <li>– Mal position of the occipito posterior position.</li> <li>– Male presentation.</li> <li>– Face presentation.</li> <li>– Brow presentation.</li> <li>– Breech presentation.</li> <li>– Shoulder presentation.</li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<ul style="list-style-type: none"> <li>- Unstable lie and position.</li> <li>- Compound lies.</li> <li>- Midwifery and obstetric emergency.</li> <li>- Cord presentation and cord prolapsed.</li> <li>- Shoulder dystocia.</li> <li>- Rupture of uterus.</li> <li>- Cesarean delivery instrumental delivery.</li> <li>- Basic – life support measure. CPR.</li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Lecture.Discussion.Simulation.Assignments.Lab application.

**Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal– Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen : 3<sup>rd</sup> edition , 2000

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106346
<b>Course Title</b>	Midwifery Care 3/ Practical
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	(6)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



### Brief Course Description:

- ❖ This course is designed to assist the student to view the females as a unique individual with special needs the main point of the course is to focus on increasing knowledge in all areas where midwifery shares with other professional health disciplines “communities, hospital settings, and the neonate units”.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Assess the high risk conditions during ante – natal period.
2. Manage the high risk condition during pregnancy.
3. Assess the high risk conditions during intra natal period.
4. Manage the high risk condition during intra natal period.
5. Assess the high risk conditions during post natal period.
6. Manage the high risk condition during post natal period.
7. Assess the high risk condition during perperium.
8. Manage high risk condition during perperium.
9. Apply the nursing process in detecting, and managing any high risk conditions through pregnancy, labor, and perperium.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>High risk conditions during antenatal period.</b>	<ul style="list-style-type: none"> <li>▪ Bleeding in pregnancy.</li> <li>▪ Abortions.</li> <li>▪ Ectopic pregnancy.</li> <li>▪ Gestational trophoblastic disease.</li> <li>▪ Embryo reduction.</li> <li>▪ Selective feticide.</li> <li>▪ Thyroid disorders.</li> </ul>	
2.	<b>Major disorders related to pregnancy</b>	<ul style="list-style-type: none"> <li>▪ Hyper emesis Gravidarum.</li> <li>▪ Disorders of amniotic fluid.</li> <li>▪ Pre – term rupture of membrane and preterm labor.</li> <li>▪ Multiple pregnancy.</li> <li>▪ Obesity or failure to gain weight to pregnancy.</li> <li>▪ Disability and bereavement.</li> </ul>	
3.	<b>High risk conditions during Intranatal period.</b>	<ul style="list-style-type: none"> <li>▪ High risk conditions during intranatal period. <ul style="list-style-type: none"> <li>– Prolonged and disorders of uterine action.</li> <li>– Post term pregnancy.</li> <li>– Induction and augmentation of labor.</li> <li>– Over efficient uterine activity “precipitate labor”.</li> <li>– Trial of labor.</li> <li>– Obstructed labor.</li> <li>– Mal position of the occipito posterior position.</li> <li>– Male presentation.</li> <li>– Face presentation.</li> <li>– Brow presentation</li> <li>– Breech presentation.</li> <li>– Shoulder presentation.</li> <li>– Unstable lie and position.</li> <li>– Compound lies.</li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<ul style="list-style-type: none"> <li>▪ Midwifery and obstetric emergency.             <ul style="list-style-type: none"> <li>- Cord presentation and cord prolaps.</li> <li>- Shoulder dystocia.</li> <li>- Rupture of uterus.</li> <li>- Cesarean delivery instrumental delivery.</li> <li>- Basic-life support measure CPR.</li> </ul> </li> </ul>	
4.	<b>High risk conditions during postnatal period.</b>	<ul style="list-style-type: none"> <li>▪ Post partum haemorrhage P.P.H.</li> <li>▪ Primary P.P.H.</li> <li>▪ Retained placenta.</li> <li>▪ Trauma as cause of haemorrhage.</li> <li>▪ Secondary P.P.H.</li> <li>▪ Hematoma formation.</li> <li>▪ Nursing care for mother in P.P.H.</li> </ul>	
5.	<b>High risk conditions during puerperium</b>	<ul style="list-style-type: none"> <li>▪ Overview of puerperal infection and causative agent.</li> <li>▪ (Post natal emotional and psychological).</li> <li>▪ Psychological maladaptation to post natal period.</li> </ul>	

#### Evaluation Strategies:

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

#### Teaching Methodology:

- ❖ Clinical Lab demonstration.Simulation.Assignments.Lab application.



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





**Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal– Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen : 3<sup>rd</sup> edition , 2000





## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106273
<b>Course Title</b>	Neonatology
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(2)
<b>Practical Hours</b>	(3)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Brief Course Description:**

- ❖ This course is designed to introduce the student to neonate extrauterine life adjustment & prevent physiologic complications student will have the opportunity to practice newborn immediate assessment, physical & neurological assessment & to identify the alteration in wellness of new born.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. Discuss the newborn immediate extrauterine life adjustment.
2. Discuss new born assessment.
3. Provide nursing care to newborn baby.
4. Describe health problem of newborn.
5. Categorize high risk newborn.
6. Identify neonate with physical defect.
7. Provide nursing care to neonate is health alteration.



## Detailed Course Description:

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Adjustment To Extra uterine Life</b>	<ul style="list-style-type: none"> <li>▪ Evaluate immediate adjustment.</li> <li>▪ Routine Delivery Room care.</li> <li>▪ (immediate nursing care of the new born soon after delivery)</li> <li>▪ Physical examination of the new born infant including Apgar score</li> <li>▪ Assessment of gestational age.</li> <li>▪ (New Ballard Score Of Dubowitz Score – Physical &amp; Neurological Assessment)</li> <li>▪ Thermal Regulation.</li> <li>▪ Neonatal Resuscitation – CPR.</li> <li>▪ Neonatal nutrition.</li> <li>▪ Provide nursing care for new born and family.</li> </ul>	
2.	<b>High Risk Newborn</b>	<ul style="list-style-type: none"> <li>▪ Premature baby.</li> <li>▪ Post mature baby.</li> <li>▪ High risk problems: <ul style="list-style-type: none"> <li>– Respiratory distress syndrome (RDS).</li> <li>– Me conium Aspiration.</li> <li>– Neonatal sepsis.</li> <li>– Infant of diabetic mother.</li> <li>– Prenatal asphyxia.</li> <li>– Neonatal seizures.</li> </ul> </li> <li>▪ Nursing care for high risk new born.</li> </ul>	
3.	<b>Neonatal Hyperbilirubine mia</b>	<ul style="list-style-type: none"> <li>▪ Physiologic jaundice.</li> <li>▪ Pathologic jaundice (Haemolytic diseases, non Haemolytic jaundice).</li> <li>▪ Kernicterus.</li> <li>▪ Nursing care for new born with Hyperbilirubinemia.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

4.	<b>Metabolic Problems</b>	<ul style="list-style-type: none"> <li>▪ Hypoglycemia.</li> <li>▪ Hypocalcaemia.</li> <li>▪ Inborn errors of metabolism.</li> <li>▪ (Phenyl Ketonuria, Galactosemia)</li> <li>▪ Congenital Hypothyroidism.</li> <li>▪ Nursing care for new born with Metabolic Problems.</li> </ul>	
5.	<b>Birth Injuries</b>	<ul style="list-style-type: none"> <li>▪ Classification soft tissue injuries: (Caput succedaneum &amp; cephalhematoma).</li> <li>▪ Nerve injuries.</li> <li>▪ Fractures.</li> <li>▪ Birth marks and Erythema toxicum.</li> <li>▪ Nursing care for new born with birth injuries.</li> </ul>	
6.	<b>Congenital Abnormalities (mal Formations).</b>	<ul style="list-style-type: none"> <li>▪ Malformations of central nervous system. <ul style="list-style-type: none"> <li>– Spina bifida (meningocele, meningomyelocele).</li> <li>– Hydrocephalus.</li> <li>– Cranial defects.</li> </ul> </li> <li>▪ Nursing care for new born with CNS malformation.</li> <li>▪ Skeletal Defects. <ul style="list-style-type: none"> <li>– DDH or CDH (Developmental Dysplasia of the hip or congenital Dislocation &amp; the hip).</li> <li>– Club foot.</li> <li>– Skeletal limb defects.</li> </ul> </li> <li>▪ Nursing care for new born with skeletal defect.</li> <li>▪ GIT Defects. <ul style="list-style-type: none"> <li>– Cleft lip &amp; cleft palate.</li> <li>– Esophagea &amp; tarsia &amp; trachea – ecological festa.</li> <li>– Anorectal malformation.</li> </ul> </li> <li>▪ Nursing care for new born with GIT</li> </ul>	



		<p>defects.</p> <ul style="list-style-type: none"> <li>▪ Hernias: <ul style="list-style-type: none"> <li>– Diaphragmatic hernia.</li> <li>– Umbilical hernia.</li> </ul> </li> <li>▪ Nursing care for new born with hernias.</li> <li>▪ Genito – Urinary Defects.</li> <li>▪ Phimosiis.</li> <li>▪ Hypospadias.</li> <li>▪ Ambiguous genitale.</li> <li>▪ Nursing care for new born with Genito- Urinary defects.</li> <li>▪ CVS. (Congenital Heart disease, Cyanotic, Acyanotic CHD).</li> <li>▪ Nursing care for new born with CVS. (Congenital Heart disease, Cyanotic, Acyanotic CHD).</li> <li>▪ Congenital infection (TORCH).</li> <li>▪ Nursing care for new born with TORCH infection.</li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



**Teaching Methodology:**

- ❖ Lecture.Discussion.Simulation.Assignments.Lab application.

**Text Books & References:**

1. Peter Johnston, Virstie flood, Kiaren Spinks: The New Born Child Ninth Edition 2003.
2. Adele pillitteri: Maternal + Child health nursing care of child bearing & childrearing family fourth edition 2002.
3. Whaley & wong's: nursing care of infant and children fifth edition 1995.





## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106347
<b>Course Title</b>	Obstetric and Gynecology Diseases
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



### Brief Course Description:

- ❖ This course should prepare the student to develop in depth understanding the medical conditions which can complicate the child bearing and affect family life and deal with various stage of maternity cycle based on the recognition of the existence of medical and gynecological complications, management, treatment, and need for referral through out maternity care.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Explain the gynecological problems occurring during various stages of maternity cycle (menopause, arthritis osteoporosis, and endometriosis genital prolapsed, abnormal development of genital tract, sexually transmitted diseases and pelvic inflammatory diseases).
2. Discuss different gynecological operations and anesthesia.
3. Discuss the abnormalities during pregnancy.
4. Discuss the abnormalities and complication during puerperium (infection).
5. Discuss infertility causes and abnormalities associated with assisted pregnancy.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<b>Woman's Health Commonly Occurring Infection</b>	<ul style="list-style-type: none"> <li>▪ Bacterial vaginosis.</li> <li>▪ Vulvo vaginal candidiasis.</li> <li>▪ Sexually transmitted infection. (Trichomoniasis chlamydia infection, Gonorrhoea, Herpes Genitalis, syphilis, viral hepatitis, (AIDS).</li> <li>▪ Pelvic inflammatory disease.</li> <li>▪ TORCHS.</li> <li>▪ Pelvic arthropathy.</li> </ul>	
2.	<b>Women's Health Problem</b>	<ul style="list-style-type: none"> <li>▪ Arthritis.</li> <li>▪ Osteoporosis.</li> <li>▪ Benign and malignant breast disorders.</li> <li>▪ Menstrual disorders – the climacterium menopause.</li> <li>▪ Autoimmune diseases.</li> <li>▪ Hepatic disorder.</li> <li>▪ Abdominal pain.</li> <li>▪ Embryo reduction.</li> <li>▪ Selective feticide.</li> <li>▪ Thyroid disorders.</li> </ul>	
3.	<b>Gynecologic surgery and Anesthesia</b>	<ul style="list-style-type: none"> <li>▪ Hysterectomy.</li> <li>▪ Dilation and curettage.</li> <li>▪ Salpingectomy.</li> <li>▪ Oophorectomy.</li> <li>▪ Vulvectomy.</li> <li>▪ Anesthesia.</li> </ul>	
4.	<b>Special Reproductive Concerns</b>	<ul style="list-style-type: none"> <li>▪ Infertility</li> <li>▪ Essential components fertility.</li> <li>▪ Nurse's role during initial investigation.</li> <li>▪ Test's of woman's fertility.</li> <li>▪ Test's of man fertility.</li> <li>▪ Management of infertility.</li> <li>▪ Pregnancy after infertility.</li> <li>▪ Hirsutism and virilism.</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

5.	<b>Coagulation Disorders</b>	<ul style="list-style-type: none"> <li>▪ Denominated intravascular coagulation.</li> <li>▪ Pulmonary embolism.</li> <li>▪ Thromo embolism.</li> <li>▪ Deep venous thrombosis.</li> <li>▪ Amniotic fluid embolism.</li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

- ❖ Lecture.Discussion.Simulation.Assignments.Lab application.

**Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. Constance Sinclair: A midwife's Hand book, Churchill Livingstone, 2004.
5. Jane coad with Melvyn Dustall: Anatomy and physiology for midwives 2004.
6. Sally B. Olds, Marcia L.London, Patricia Wieland Ladewig, Michele R.Davidson: Maternal– Newborn Nursing and Women's Health Care. 7<sup>th</sup> Edition, 2004.
7. Adele pillitteri: Maternal and child health nursing care of the child bearing and childrearing family – fourth Edition, 2002.
8. V. Ruth Bennett Linda K. Brown: Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. Bobak. Jensen : 3<sup>rd</sup> edition , 2000

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106200
<b>Course Title</b>	Field Training 1
<b>Credit Hours</b>	3
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	280 training hours



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

- ❖ This course the student will apply theoretical knowledge to clinical setting with emphasis on daily management and changing agent role. The student will take full responsibility under the supervision of clinical instructors and midwifery & nurse in change of clinical setting who act as preceptors. The course provides practice essential to assessment, planning, implementation and evaluation of clients in different clinical settings, as well as application of nursing skills related to health promotion, maintenance, restoration, disease prevention and treatment among the target aggregates. This Training will offer students the opportunity to take full responsibility.

### Course Objectives:

Upon the completion of the course, the student will be able to:

1. Integrate knowledge from the biological, physical behavioural and nursing science and humanities in the practice of nursing.
2. Demonstrate clinical competency in the assessment, planning, implementation and evaluation of nursing to assist individuals, families, and communities to promote, maintain or regain health.
3. Collaborate with other health professionals and consumers in the delivery of health care.
4. Accept personal responsibility and accountability for nursing practice.
5. Utilize research findings to improve nursing care to individuals, families and communities.
6. Serve as a change agent with clients and colleagues to meet changing health need.
7. Demonstrate ethical and legal accountability practice in nursing community at different clinical / community setting.



**Detailed Course Description:**

Time Needed	Unit Content	Unit Name	Unit Number
1.	<ol style="list-style-type: none"> <li>The student will be distributed to clinical setting related to MOH.</li> <li>The student will be asked to develop a training contract under the supervision of the faculty member and the preceptor.</li> <li>Each student will resume full responsibilities of a graduate midwives, but under the supervision of the faculty clinical instructor and / or preceptor.</li> <li>The faculty cooperate with preceptor to plan and provide learning situations to meet students training objectives</li> </ol>		

**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

**Teaching Methodology:**

Lecture.Discussion.Simulation.Assignments.Lab application.

**Text Books & References:**

1. Medical Surgical Nursing Care Critical Thinking In Client Care 2nd Edition. Karen Burke, Priscilla LeMone, Mohn Brown, 2006.
2. Medical Surgical Nursing: An Integrated Approach and Gena Duncan, 2001.
3. Fundamentals of nursing: Human health and function (3<sup>rd</sup> Ed.). Craven, R.F. & Hirnle, C .J. (2000). New York: J.B. Lippicott Co.
4. Fundamentals of Nursing. Concepts, Process, and Practice. Kozier, B. Erb. G., & Berman, A. (2000) (6th Ed.) Redwood City. CA. Addison Wesley.
5. Clinical Examination Epstein, O., Perkins, G., Bono, D. & Cookson, J. (2<sup>nd</sup> Ed.). (1997) London: Mosby.

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106300
<b>Course Title</b>	Field Training 2
<b>Credit Hours</b>	3
<b>Theoretical Hours</b>	(0)
<b>Practical Hours</b>	280 training hours



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Brief Course Description:**

- ❖ This course will give the midwife student knowledge, skills attitude in providing physical psychological health care for clients in hospital and community and applying this knowledge, skills and attitude in providing care for mother and child in MCH center.

**Course Objectives:**

Upon the completion of the course, the student will be able to:

1. Evaluate family and community at home visit
2. Evaluate the health cases in school and make referral .
3. Built therapeutic relationship with clients.
4. Evaluate the antenatal care which given for mothers.
5. Provide counselling for mothers and family in childbearing and family planing.
6. Provide counselling for mothers and family for childbearing and family planning
7. prepare mothers for emergency delivery.
8. Care of mothers during delivery.
9. Provide care for mother and baby after delivery.
10. Provide care for mother during puerperium.





**Detailed Course Description:**

Time Needed	Unit Name	Unit Content	Unit Number
1.	<b>Provide Health Care For Community</b>	<ul style="list-style-type: none"> <li>▪ Home visit</li> <li>▪ Clinical investigation.</li> <li>▪ School health and make investigation for students</li> <li>▪ Make referral for health problems</li> <li>▪ Health education session for families and schools</li> </ul>	
2.	<b>Ante Natal Care</b>	<ul style="list-style-type: none"> <li>▪ Initial antenatal care</li> <li>▪ Lab investigation</li> <li>▪ Clinical exam for pregnant</li> <li>▪ Health education for pregnant</li> </ul>	
3.	<b>Care Of Mothers During Delivery</b>	<ul style="list-style-type: none"> <li>▪ Signs and symptoms of labour</li> <li>▪ Monitoring mother and baby</li> <li>▪ Perpetration of labour</li> </ul>	
4.	<b>Care Of Mother After Delivery</b>	<ul style="list-style-type: none"> <li>▪ Health assessment for mother and baby</li> <li>▪ Counselling for child bearing and family planning.</li> </ul>	
5.	<b>Care Of Mother During</b>	<ul style="list-style-type: none"> <li>▪ Operational delivery.</li> <li>▪ Preparation for elective and emergency C&amp;S</li> <li>▪ Pre – intra – and postoperative care.</li> </ul>	
6.	<b>Care Of Mother During Periperum</b>	<ul style="list-style-type: none"> <li>▪ Home visits</li> <li>▪ Breast feeding</li> <li>▪ Monitor complication</li> </ul>	

**Evaluation Strategies:**

<i>Exams</i>		<i>Percentage</i>	<i>Date</i>
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

**Teaching Methodology:**

- ❖ Demonstration at lab.Clinical area practice.

**Text Books & References:**

1. Anatomy and physiology for Midwives / Jane Coad Churchill Livingstone, 2<sup>nd</sup> edition, 2006.
2. Emergencies around Childbirth Maureen Boyle Radcliffe, 4<sup>th</sup> Editions, 2006.
3. The Midwives Pocket Formulary Claire Banister Elsevier, 3<sup>rd</sup> Edition, Churchill Livingstone 2006.
4. A midwife's Hand book, Constance Sinclair: Churchill Livingstone, 2004.
5. Anatomy and physiology for midwives Jane coad with Melvyn Dustall, 2004.
6. Maternal– Newborn Nursing and Women's Health Care. Sally B, Marcia L., Patricia Wieland L, Michele R. 7<sup>th</sup> Edition, 2004.
7. Maternal and child health nursing care of the child bearing and childrearing family – Adele pillitteri: 4<sup>th</sup> Edition, 2002.
8. Myles Textbook for midwives, 2000. 13<sup>th</sup> Edition.
9. Essentials of Maternity nursing. V. Ruth Bennett Linda K. Brown: Bobak. Jensen : 3<sup>rd</sup> edition , 2000.





## Para-Medical Program

<b>Specialization</b>	Midwifery
<b>Course Number</b>	21106383
<b>Course Title</b>	Psychology of Development & Growth
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)
<b>Practical Hours</b>	(0)



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

### Brief Course Description:

This course is designed to provide students with the knowledge and skills related to growth and development, principles and theories during childhood. Follow up and monitoring of growth and development will be emphasis as essential part of nursing role.

### Course Objectives:

Upon the completion of the course, the student will be able to:

- 2- Describe the major trends in growth and development stages.
- 3- Identify the principles of growth and developmental stages.
- 4- Use critical thinking to analyze factors that influence growth and development.
- 5- Value the importance of monitoring child growth and development.
- 6- Explain developmental stage of each age group according to selected theorists: Freud, Erickson, and Piaget.
- 7- Assess a child to determine the stages of child have reached.
- 8- Formulate nursing diagnosis to assist a child in achieving and maintaining normal growth and development.
- 9- Implement nursing care to support normal growth and development pattern.
- 10- Identify national health goals related to growth and development that the nurse can help the nation to achieve.



## Detailed Course Description:

Unit Number	Unit Name	Unit Content	Time Needed
10.	Introduction	<ul style="list-style-type: none"> <li>▪ Definition of growth, development.</li> <li>▪ Stages of growth and development</li> <li>▪ Pattern of growth and development</li> <li>▪ Factors affecting growth and development.</li> <li>▪ Theories of growth and development. <ul style="list-style-type: none"> <li>– Psychoanalytical theory</li> <li>– Psychosocial theory</li> <li>– Cognitive theory</li> <li>– Human needs theory</li> <li>– Theory of moral Development</li> </ul> </li> </ul>	
11.	Stages of Growth And Development	<ul style="list-style-type: none"> <li>▪ Prenatal.</li> <li>▪ Infancy period.</li> <li>▪ Toddler hood period.</li> <li>▪ Preschool period.</li> <li>▪ School age.</li> <li>▪ Puberty and adolescence.</li> <li>▪ Early adult hood.</li> <li>▪ Middle adult hood.</li> <li>▪ Late adult hood.</li> </ul>	
12.	Infancy Period	<ul style="list-style-type: none"> <li>▪ Physical development in infancy.</li> <li>▪ Application of cognitive &amp; personality development theories in infancy period.</li> <li>▪ Problem asocial. <ul style="list-style-type: none"> <li>– Dangers fear.</li> <li>– Bonding.</li> <li>– Separation anxiety.</li> <li>– Thumb sucking and using of pacifier.</li> </ul> </li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008



13.	<b>Toddler Hood Period</b>	<ul style="list-style-type: none"> <li>▪ Physical development in toddler hood.</li> <li>▪ Application of cognitive &amp; personality development theories in toddler hood.</li> <li>▪ Discipline in toddler hood.</li> <li>▪ Promoting self – esteem in toddler hood.</li> <li>▪ Problem associated. <ul style="list-style-type: none"> <li>– Toilet training.</li> <li>– Sibling Rivalry.</li> <li>– Temper tantrum.</li> <li>– Negativism.</li> </ul> </li> </ul>	
2	<b>Preschool</b>	<ul style="list-style-type: none"> <li>▪ Physical development in preschool age.</li> <li>▪ Application of cognitive &amp; personality development theories in preschool age.</li> <li>▪ Problem associated with preschool age: <ul style="list-style-type: none"> <li>– Aggression.</li> <li>– Speech problems.</li> <li>– Fears.</li> <li>– Sleep problems.</li> <li>– Autism</li> </ul> </li> </ul>	
14.	<b>School Age</b>	<ul style="list-style-type: none"> <li>▪ Physical development in school age.</li> <li>▪ Application of cognitive &amp; personality development theories in school age.</li> <li>▪ Problem associated with school age: <ul style="list-style-type: none"> <li>– Dishonest behavior.</li> <li>– Latchkey Children.</li> <li>– Fears.</li> <li>– Depression..</li> </ul> </li> </ul>	
15.	<b>Adolescent Period</b>	<ul style="list-style-type: none"> <li>▪ Physical development in adolescent period.</li> <li>▪ Application of cognitive &amp;</li> </ul>	

❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008

		<p>personality development theories in adolescent.</p> <ul style="list-style-type: none"> <li>▪ Sex education.</li> <li>▪ Promoting positive self – esteem in adolescents.</li> <li>▪ Problem associated with adolescent: <ul style="list-style-type: none"> <li>– Obesity.</li> <li>– Anorexia nervosa, bulimia.</li> <li>– Drug abuse.</li> <li>– Tobacco.</li> <li>– Alcohol</li> </ul> </li> </ul>	
16.	<b>Early Adult Hood</b>	<ul style="list-style-type: none"> <li>▪ Physical characteristic in early adult hood.</li> <li>▪ Developmental milestones. <ul style="list-style-type: none"> <li>– Motor Development.</li> <li>– Sexual development.</li> <li>– Psychosocial development.</li> <li>– Cognitive development.</li> <li>– Moral development.</li> </ul> </li> <li>▪ Health promotion in early adult hood. <ul style="list-style-type: none"> <li>– Breast self examination.</li> <li>– Testicular self examination.</li> </ul> </li> </ul>	
17.	<b>Middle Adult Hood</b>	<ul style="list-style-type: none"> <li>▪ Physical characteristic in middle adult hood. <ul style="list-style-type: none"> <li>– Developmental milestones.</li> <li>– Motor Development.</li> <li>– Sexual development.</li> <li>– Psychosocial development.</li> <li>– Cognitive development.</li> <li>– Moral development.</li> </ul> </li> <li>▪ Health promotion in middle adult hood..</li> </ul>	
18.	<b>Late Adult Hood</b>	<ul style="list-style-type: none"> <li>▪ Physical characteristic in late adult hood.</li> <li>▪ Developmental milestones.</li> </ul>	



		<ul style="list-style-type: none"> <li>- Motor Development.</li> <li>- Sexual development.</li> <li>- Psychosocial development.</li> <li>- Cognitive development.</li> <li>- Moral development.</li> <li>▪ Health promotion in late adult hood.                             <ul style="list-style-type: none"> <li>- Dementia.</li> <li>- Depression and suicide</li> <li>- Social security.</li> <li>- Health insurance.</li> <li>- Right of elderly people.</li> </ul> </li> </ul>	
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**Evaluation Strategies:**

Exams		Percentage	Date
Exams	First Exam	20%	--/--/----
	Second Exam	20%	--/--/----
	Final Exam	50%	--/--/----
Homework and Projects		10%	--/--/----
Discussions and lecture Presentations			



❖ تطبق هذه الخطة الدراسية اعتباراً من بداية العام الجامعي 2009/2008





**Teaching Methodology:**

- ❖ Lecture, Discussion, Small and large group discussion, Assignments, Case studies.

**Text Books & References:**

**References:**

1. Maternal and Child health nursing care of child bearing & childrearing Adele Pillitteri: family fourth edition 2002.
2. Nursing Care Of Children principles and practice, By Susan James, Jean Ashwill, 2007.
3. Nursing care of Infants and children. Whaley and Wong's. (2000) 7th edition , St. Louis Mosby Company.
4. Journey across the Life Span (Human Development and Health Promotion) Elaine, P, Daphne, T, 1998 F.A. Davis Company.

