



## Para-Medical Program

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



### Brief Course Description:

- ❖ This course serves as a base for the other nursing courses it is designed to provide the first year 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:**

Unit No.	Unit Name	Unit Content	Time Needed
1	Nursing process.	<ul style="list-style-type: none"> <li>▪ Overview 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> </ul> </li> <li>▪ Evaluation.                             <ul style="list-style-type: none"> <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> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- Guideline for recording.</li> <li>- Reporting.</li> </ul>	
<p>2</p>	<p><b>Health assessment</b></p>	<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> </ul>	

		<ul style="list-style-type: none"> <li>▪ Body Health Assessment.</li> <li>– Preparing the client and environment.</li> <li>– Methods of examining.</li> <li>– General survey.</li> <li>– Head and necks.</li> <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</li> </ul>	

		<p>workers</p> <ul style="list-style-type: none"> <li>▪ Role of infection control nurse.</li> </ul>	
5	Hygiene	<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 care. <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> </ul> </li> <li>▪ Making beds. <ul style="list-style-type: none"> <li>– Occupied, unoccupied, post operative beds.</li> </ul> </li> </ul>	
6	Skin integrity and wound care	<ul style="list-style-type: none"> <li>▪ Infection cycle</li> <li>▪ Factors affecting skin integrity.</li> <li>▪ Pressure ulcer. <ul style="list-style-type: none"> <li>– Etiology.</li> <li>– Risk factors.</li> <li>– Common pressure site.</li> <li>– Treating pressure ulcer.</li> </ul> </li> <li>▪ Wound healing. <ul style="list-style-type: none"> <li>– Factors affecting wound healing.</li> </ul> </li> <li>▪ Dressing wound. <ul style="list-style-type: none"> <li>– Types of dressing.</li> </ul> </li> <li>▪ Heat and cold application. <ul style="list-style-type: none"> <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</li> </ul> </li> </ul>	

		wounds. Bandages, roller Bandages, figure – eight turn, binders,...etc	
7	<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' etc).</li> <li>– Moving and turning clients in bed.</li> <li>– Transferring clients.</li> <li>– Providing range of motion exercise.</li> </ul>	
8	<b>Rest And Sleep.</b>	<ul style="list-style-type: none"> <li>▪ 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>	
9	<b>Pain Management.</b>	<ul style="list-style-type: none"> <li>▪ 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>	

10	<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> <li>▪ Nasogastric tube insertion</li> </ul>	
11	<b>Fluid and 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>	
12	<b>Fecal Elimination</b>	<ul style="list-style-type: none"> <li>▪ physiology of fecal elimination.</li> <li>▪ Factors that affect defecation.</li> <li>▪ Common fecal elimination problems.</li> <li>▪ Rectal tube and enema</li> </ul>	





13	<b>Urinary Elimination</b>	<ul style="list-style-type: none"> <li>▪ Revision of physiology of urinary elimination.</li> <li>▪ Factors affecting urinary elimination.</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> <li>– Use of bedpan and urinal</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> <li>▪ Oxygen therapy methods.</li> </ul>	
15	<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>	
16	<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>▪ Ethical and legal issues.</li> <li>▪ Dying and death.</li> <li>▪ Signs of death.</li> <li>▪ Helping clients die with dignity.</li> <li>▪ Post mortem care.</li> </ul>	

<p>17</p>	<p><b>Medication.</b></p>	<ul style="list-style-type: none"> <li>▪ Selected terms,(Medication, drugs pharmacology etc.. )</li> <li>▪ Types of drug preparation</li> <li>▪ Legal aspects of drug administration.</li> <li>▪ Effects of drug.</li> <li>▪ Factors affecting medication action.</li> <li>▪ Routes of administration.</li> <li>▪ Medication orders (types)</li> <li>▪ Essential parts of a drug order.</li> <li>▪ Parts of a prescription.</li> <li>▪ Calculating dosage.</li> <li>▪ Administering medication safety.</li> <li>▪ Six "rights" of drug administration.                             <ul style="list-style-type: none"> <li>– Topical medications.</li> <li>– Ophthalmic instillations.</li> <li>– Otic 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>	
<p>18</p>	<p><b>Pre-post operative nursing</b></p>	<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>	

### Evaluation Strategies:

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

### Teaching Methodology:

- ❖ Lecture. Discussion. Simulation. Assignments.

### 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. (2nd ed.). (1997) London: Mosby.

- Related articles from nursing Journals.





## Para-Medical Program

<b>Specialization</b>	<b>Nursing</b>
<b>Course Number</b>	<b>21102142</b>
<b>Course Title</b>	<b>Foundations of Nursing / Clinical</b>
<b>Credit Hours</b>	<b>(2)</b>
<b>Practical Hours</b>	<b>(6)</b>



### **Brief Course Description:**

- ❖ This course is designed to provide the 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 client's 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:**

Unit No.	Unit Name	Unit Content	Time Needed
1	Application of nursing process	<ul style="list-style-type: none"> <li>▪ Admission and discharge</li> <li>▪ reporting and recording referral.</li> </ul>	
2	Health assessment	<ul style="list-style-type: none"> <li>▪ Assessing temperature (oral, Rectal, Axillary's, tympanic).</li> <li>▪ Assessing pulse according to pulse site.                             <ul style="list-style-type: none"> <li>• Assessing peripheral pulses.</li> <li>• Assessing Apical- Radial pulse.</li> </ul> </li> <li>▪ Assessing breathing.</li> <li>▪ Assessing blood pressure.</li> <li>▪ Documentation of vital signs.</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>▪ Restraints.</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 a sterile field (open and close sterile package).</li> <li>– Donning and removing sterile equipments.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• Gloves.</li> <li>• Gowns.</li> </ul>	
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.</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>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>	
8	<b>Rest and Sleep</b>	<ul style="list-style-type: none"> <li>▪ Back massage.</li> </ul>	
9	<b>Pain management</b>	<ul style="list-style-type: none"> <li>▪ Pharmacological and non pharmacological pain management.</li> </ul>	
10	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>▪ Assisting clients with meals.</li> <li>▪ Inserting nasogastric tube.</li> <li>▪ Daily care of NGT.</li> <li>▪ Removing nasogastric tube.</li> <li>▪ Administering tube feeding.</li> </ul>	
11	<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> <li>▪ Documenting intake &amp; output.</li> </ul>	
12	<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> <li>▪ Obtaining stool specimens.</li> </ul>	



13	<b>Urinary Elimination</b>	<ul style="list-style-type: none"> <li>▪ Measuring urinary output</li> <li>▪ Measuring residual urine.</li> <li>▪ Collecting urine specimens.                             <ul style="list-style-type: none"> <li>– Clean voided specimen.</li> <li>– Clean – catch or mid stream specimen</li> <li>– Urinary catheterization and daily care.</li> <li>– Offering and removing bedpan and urinal.</li> </ul> </li> </ul>	
14	<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>▪ O<sub>2</sub> by canula, face mask, and nasal catheter.</li> <li>▪ Suctioning.</li> <li>▪ Chest tubes and drainage system care.</li> </ul>	
15	<b>Loss grieving and death</b>	<ul style="list-style-type: none"> <li>▪ care of dead body.</li> </ul>	
16	<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                             <ul style="list-style-type: none"> <li>• skin application</li> <li>• Ophthalmic instillation.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"><li>• Otic.</li><li>• Vaginal.</li><li>• Rectal instillations.</li><li>• Respiratory inhalation.</li></ul>	
17	<b>Pre- post operative nursing care</b>	<ul style="list-style-type: none"><li>▪ Pre operative teaching.<ul style="list-style-type: none"><li>– Moving.</li><li>– Leg exercises.</li><li>– Deep breathing and coughing exercises.</li></ul></li><li>▪ Apply embolic stocking.</li><li>▪ Gastrointestinal suction.</li><li>▪ Cleaning a sutured wound and applying a sterile dressing.</li><li>▪ Shortening a drain.</li><li>▪ Removing surgical clips</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 demonstration , Group work

### 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.
- Related articles form nursing journals.





## Para-Medical Program

<b>Specialization</b>	<b>Nursing</b>
<b>Course Number</b>	<b>21102131</b>
<b>Course Title</b>	<b>Pharmacology</b>
<b>Credit Hours</b>	<b>(3)</b>



Short 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 or to an aspect of medical care.

Course objectives:

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.



**Detailed Course Description:**

Unit No.	Unit Name	Unit Content	Time needed
1	Orientation and introduction.		
2	General principles of pharmacology:	<ul style="list-style-type: none"> <li>• The role of the nurse in drug administration</li> <li>• Pharmacokinetics.</li> <li>• Drug formulations and doses</li> <li>• Routes of drug administration</li> <li>• Pharmacodynamics.</li> </ul>	
3	Pharmacology of the autonomic nervous system:	<ul style="list-style-type: none"> <li>• Cholinergic and cholinomimetic agents</li> <li>• Antimuscurinic drugs.</li> <li>• Sympathomimetics</li> <li>• Adrenergic blockers.</li> <li>• Neuromuscular junction blockers.</li> </ul>	
4	Pharmacology of the central nervous system:	<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>• Antipsychiatric drugs ( Antipsychotic and Antidepressants).</li> <li>• General anesthetics.</li> <li>• Local anesthetics.</li> <li>• CNS stimulants and drug abuse.</li> <li>• Alcohols.</li> </ul>	

5	Pharmacology of the cardiovascular and renal systems:	<ul style="list-style-type: none"> <li>• Cardiac glycosides.</li> <li>• Antiarrhythmic drugs.</li> <li>• Antihypertensive drugs.</li> <li>• Drug used in the management of angina pectoris.</li> <li>• Drug therapy of hyperlipoproteinemias.</li> <li>• diuretics.</li> </ul>	
6	Pharmacology of the endocrine system:	<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 contraceptives.</li> <li>• Insulin and oral hypoglycemics.</li> </ul>	
7	Chemotherapy	<ul style="list-style-type: none"> <li>• Antibacterial agents</li> <li>• Antineoplastic agents</li> <li>• Antiviral &amp; antifungal agents.</li> <li>• Anthelmintics.</li> <li>• Non steroidal.</li> </ul>	
8	Nonsteroidal anti-inflammatory drugs:	<ul style="list-style-type: none"> <li>• Salicylic acid derivatives.</li> <li>• Acetaminophen and other agents.</li> <li>• Drug therapy of gout.</li> </ul>	
9	Respiratory Pharmacology	<ul style="list-style-type: none"> <li>• cough remedies.</li> <li>• Drugs used in the treatment of bronchial asthma.</li> </ul>	

10	Pharmacology of the gastrointestinal tract	<ul style="list-style-type: none"> <li>• Drug therapy of peptic ulcer.</li> <li>• Purgatives</li> <li>• Drugs used in the treatment of constipation.</li> </ul>	
11	Miscellaneous classes	<ul style="list-style-type: none"> <li>• Anticoagulants</li> <li>• Antianemic drugs.</li> <li>• Vitamins.</li> <li>• Histamine and antihistamines.</li> </ul>	
12	Toxicology	<ol style="list-style-type: none"> <li>1. Concept of toxicology</li> <li>2. Types of toxins             <ul style="list-style-type: none"> <li>○ According to the degree of toxicity</li> </ul> </li> </ol> <p>Types:</p> <ul style="list-style-type: none"> <li>• Plant toxins (toxic plants ): highly toxic plant, bacterial, fungous</li> <li>• Animal toxins : toxins of snakes, spiders, scorpions, ... etc.</li> <li>• Mineral toxins : toxins of heavy minerals such as zinc, pb, mercur...etc.</li> <li>• Mediations</li> <li>• Particular solutions such as alcohols and chloroforms</li> <li>• Pesticides             <ol style="list-style-type: none"> <li>1. Insecticides</li> <li>2. Rodenticides</li> <li>3. Miticides</li> <li>4. Herbicides</li> <li>5. Fungicides.</li> </ol> </li> </ul> <ol style="list-style-type: none"> <li>3- Routes of toxins entrance to human body:             <ul style="list-style-type: none"> <li>• The skin : non- injured ( healthy</li> </ul> </li> </ol>	



		<p>) skin injured</p> <ul style="list-style-type: none"><li>• The respiratory system : the nose and the lungs</li><li>• The digestive tract</li><li>• The eyes</li></ul> <p>4- Toxin transformations inside the human body:</p> <ul style="list-style-type: none"><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.</li><li>• Distribution of toxins inside the body.</li><li>• Storage of toxins in human body.</li></ul>	
--	--	--	--





Evaluations strategies:-

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

**Method of teaching**

Lectures , Discussion, Presentation.

References:

1. clinical pharmacology for nurses, John Trounce, Fourteenth edition.1993 ELBS, Churchil Livingstone.
2. Nursing pharmacology: A comprehensive approach to drug therapy warded et al., wadsworth Health Sciences (1985).
3. Falconer's the drug, the nurse , and the patient, Sheridan at al. 7<sup>th</sup> edition 1982, Philadelphia : Saunders.





## Para-Medical Program

<b>Specialization</b>	<b>Nursing</b>
<b>Course Number</b>	<b>21102241</b>
<b>Course Title</b>	<b>Socialization into Nursing</b>
<b>Credit Hours</b>	<b>(2)</b>
<b>Theoretical Hours</b>	<b>(2)</b>



### Brief Course Description:

- ❖ This course aims at introducing beginning 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 and quality improvement process.

### 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 healths 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.

**Detailed Course Description:**

Unit No.	Unit Name	Unit Content	Time needed
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 (JNMC).</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> <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%	--/--/----
Total		100%	

**Teaching Methodology:**

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

**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.







## Para-Medical Program

Specialization	Nursing
Course Number	21102143
Course Title	Adult Health Nursing.
Credit Hours	(3)
Theoretical Hours	(3)



### **Course Description:**

The course is designed to provide the nursing student with knowledge about disease prevention, maintenance and restoration in addition to nursing care of the adult and the elderly suffering from common acute and chronic disorders prevalent in the region. The nursing process is used as a framework to enable the student to assess, plan, implement and evaluate the effectiveness of nursing care provided to clients and their families.

### **Course Objectives:**

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

1. Understand healthy life-style, prevention, and health promotion of adults and elderly clients.
2. Recognize health alterations and principal manifestations of common health disorders in the adult and the elderly patient.
3. Utilize the nursing process in assessing, planning , implementing and follow-up care of the patient with acute and chronic health disorders.
4. Learn the appropriate terminology related to disease processes and clinical manifestations.
5. Understand factors related to the disease processes, diagnostic evaluation, and medical management and nursing interventions of common health disorders.
6. Develop an individualized teaching plan to the patient and significant other based on the assessed learning needs.
7. Describe the nurses' role in communicating and interacting with others to solve problems to assist in achieving patient goals and outcomes.



**Detailed Course Description:**

Unit No.	Unit Name	Unit Content	Time needed
1	<b>Management and Nursing care of client with alternations in oxygenation and breathing pattern.</b>	<ul style="list-style-type: none"> <li>▪ Assessment of respiratory system and diagnostic procedures needed</li> <li>▪ Nursing intervention of patient with upper respiratory tract infection. Include ENT (tonalities, otitis media etc)</li> <li>▪ Nursing intervention of patient with lower respiratory T. Infection. Bronchitis, Bronchiactasis, pneumonia , Atelectasis and T.B</li> <li>▪ Nursing intervention of patient with COPD chronic obstructive pulmonary disease.</li> <li>▪ Nursing care of patient with lung cancer.</li> <li>▪ Nursing care of patient with 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, atherosclerosis Myocardial infarction.</li> <li>▪ Nursing management of C.H.F</li> <li>▪ Nursing management of Arrhythmia.</li> <li>▪ Nursing management of pulmonary edema.</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Nursing management of inflammatory and valvular heart disease.</li> <li>▪ Nursing management of vascular disorders.</li> <li>▪ Pre and Post operative. care of client under going cardiovascular surgery.</li> </ul>	
3	<p><b>Nursing care of patient with alteration in ingestion and fecal elimination:</b></p>	<ul style="list-style-type: none"> <li>▪ Assessment of digestion process, absorption of food, 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</li> </ul>	

		<p>gastro-intestinal problems :-</p> <ul style="list-style-type: none"> <li>- Nursing care of patient with appendicitis.</li> <li>- Nursing care of patient with inflammatory bowel disease, diverticulitis, and mal absorption syndrome.</li> <li>▪ Pre and post operative 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	<p><b>Nursing care and management of patient with alteration of renal and urinary elimination.</b></p>	<ul style="list-style-type: none"> <li>▪ Assessment diagnostic studies used to 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</li> <li>- Glomerulonephritis</li> <li>- Nephrotic syndrome.</li> <li>- Urinary tract calculi.</li> </ul> </li> <li>▪ Nursing management of urinary diversion.</li> <li>▪ Nursing care of acute and chronic renal failure</li> <li>▪ Pre and postoperative management of patient undergoing surgical interventions of kidney and urinary system.</li> </ul>	

<p>5</p>	<p><b>Nursing care and management of patient with alteration in liver, biliary tract, and pancreas.</b></p>	<ul style="list-style-type: none"> <li>▪ Assessment of liver, gallbladder, and pancreas and diagnostic procedure.</li> <li>▪ Factors contributing to liver disease and pancreases and 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>– Cholyolithiasis.</li> </ul> </li> <li>▪ Nursing management of patient with D.M.</li> </ul>	
<p>6</p>	<p><b>Nursing management of patient with alteration endocrine functions.</b></p>	<ul style="list-style-type: none"> <li>▪ Diagnostic studies and assessment of endocrine system.</li> <li>▪ Nursing Care of patient with Disorders of anterior pituitary gland.</li> <li>▪ Disorder of posterior pituitary gland.</li> <li>▪ Disorders of thyroid gland.</li> <li>▪ Disorders of parathyroid gland.</li> <li>▪ Disorders of adrenal gland (Cushing's and Addison's syndrome).</li> <li>▪ Corticosteroid therapy.</li> </ul>	



<p>7</p>	<p><b>Nursing management of patient with alterations related to central and peripheral nervous system</b></p>	<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 (cerebro vascular accident)</li> <li>▪ Nursing management of chronic neurological problems.</li> <li>▪ Headache</li> <li>▪ Seizures</li> <li>▪ Multiple sclerosis.</li> <li>▪ Parkinson's disease.</li> <li>▪ Myasthenia gravis.</li> <li>▪ Alzheimer's disease.</li> <li>▪ Diagnostic studies of peripheral and spinal Cord disorders.</li> <li>▪ Poly neuritis</li> <li>▪ Guillain-Barre syndrome</li> <li>▪ Tetanus</li> <li>▪ Spinal cord injuries.</li> </ul>	
<p>8</p>	<p><b>Nursing management of patient with alterations in musculoskeletal system.</b></p>	<ul style="list-style-type: none"> <li>▪ Assessment and diagnostic studies of musculoskeletal system.</li> <li>▪ Nursing management of sprain 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:</li> </ul>	

		<ul style="list-style-type: none"><li>- Osteoarthritis.</li><li>- Rheumatoid arthritis</li><li>- Gout</li><li>- S.L.E Systemic lupus erythromatosis.</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>	
9	<b>Nursing management of patient with alterations in integumentary system. (Dermatology).</b>	<ul style="list-style-type: none"><li>▪ Assessment and diagnostic procedures of integumentary 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%	--/--/----
Total		100%	

### Teaching Methodology:.

Discussions and lecture Presentations

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.
- Selected articles form nursing journals.





## Para-Medical Program

<b>Specialization</b>	<b>Nursing</b>
<b>Course Number</b>	<b>21102144</b>
<b>Course Title</b>	<b>Adult Health Nursing (Clinical)</b>
<b>Credit Hours</b>	<b>(2)</b>
<b>Practical Hours</b>	<b>(6)</b>



### **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 Health Nursing 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 assess 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:**

Unit No.	Unit Name	Unit Content	Time needed
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 drugs... 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 , tonsillectomy.</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>	

5	<b>Participate in providing nursing care of patient with alteration in ingestion and Fecalelimination.</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>– Peptic ulcer.</li> <li>– Stomach cancer.</li> <li>– Appendicitis.</li> <li>– Inflammatory bowel syndrome.</li> <li>– Mal absorption syndrome.</li> <li>– Fecal diversion.</li> </ul> </li> </ul>	
6.	<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>▪ Preparation for urinary catheterization.</li> <li>▪ Daily Care of urinary Catheterization.</li> </ul>	
7.	<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>	
8.	<b>Participate in caring for a patient with alterations in central and peripheral Nervous system.</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> </ul>	

		<ul style="list-style-type: none"> <li>▪ Pre-post operative care of the patient undergoing surgical intervention of the neurological system.</li> <li>▪ Care of a patient with vision disorders.</li> <li>▪ Care of a patient with ENT disorders.</li> </ul>	
9.	<b>Assist in nursing care provided for patient with musculoskeletal disorder.</b>	<ul style="list-style-type: none"> <li>▪ Assist in assessment o fractured bones.</li> <li>▪ Implement nursing care needed for a patient with bone fracture</li> <li>▪ Pre post operative management for different bone surgeries.</li> <li>▪ Fracture fixation.</li> <li>▪ Joints replacement.</li> </ul>	
10.	<b>Participate in the care of a patient with alterations of the blood components 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 transfusion.</li> <li>▪ Uses reversed isolation techniques to prevent cross infection to the immune compromised patient.</li> </ul>	
11.	<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>	

12.	<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 behaviors 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%	--/--/----
Total		100%	

**Teaching Methodology:**

- Demonstrations in the clinical area of all skills required fro caring for adults and elderly patients.
- Bedside teaching
- Case study
- Clinical Tutorial

**Learning Resources:**

- Video films related to cases in hospitals
- Overhead projector, models.

**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.

## Para-Medical Program

<b>Specialization</b>	Nursing
<b>Course Number</b>	21102242
<b>Course Title</b>	Nursing Care of Children
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)





### Course Description

This course is designed to assist the second year nursing student in the Associate Degree program to acquire the knowledge and attitudes needed for providing comprehensive nursing care to newborns, 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 completion of this 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. Discuss the growth and development of children from birth throughout adolescence with emphasis on the methods of assessment.
4. Describe different nursing approaches to the assessment and provision of care for children and their families related to health promotion , disease prevention and health restoration within the frame work of the nursing process.
5. Outline a plan of nursing care for the newborn infant, child and adolescent with a common health problem.



Detailed course description

Unit No.	Unit Name	Unit Content	Time Needed
1	Perspectives of child health nursing	<ol style="list-style-type: none"> <li>1. Health promotion , prevention and restoration during childhood and adolescence.</li> <li>2. Role of the child health nurse</li> <li>3. National standards of child health nursing.</li> <li>4. Morbidity and mortality at the national level.</li> </ol>	
2	Primary Nursing Care of children	<p>Growth and development of children.</p> <ol style="list-style-type: none"> <li>1. Health assessment of Growth and developmental of children.</li> <li>2. Nutritional needs of children.</li> <li>3. Principles of child care.</li> <li>4. play therapy.</li> <li>5. Immunization of children against communicable diseases.</li> <li>6. Family participation and training of family members to prevent illnesses and promote health among their children.</li> </ol>	
3	Secondary nursing care of children.	<p>Nursing care of the new born</p> <ol style="list-style-type: none"> <li>1. Health problems of the newborn</li> <li>2. Birth injuries</li> <li>3. Nursing care of newborn with common problems</li> <li>4. Impact of hospitalization on the child and family.</li> </ol>	

		<p>Nursing care of the high risk newborn and family</p> <ul style="list-style-type: none"><li>• High risk related to dysmaturity.</li><li>• High risk related to physiological complications.</li><li>• High risk related to infection.</li><li>• High risk related to maternal factors.</li><li>• Congenital abnormalities.</li><li>• Inborn errors of metabolism (IEMs)</li><li>• Genetic counseling.</li></ul> <p><b>Nursing Care of Children with Common Health Problems:</b></p> <ul style="list-style-type: none"><li>■ The child with problems related to the transfer of oxygen and nutrients.<ul style="list-style-type: none"><li>■ The nursing care of the child with respiratory alteration.</li><li>■ The nursing care of the child with gastrointestinal alteration.</li></ul></li><li>■ The child with problems related to the production and circulation of blood.<ol style="list-style-type: none"><li>1. The nursing care of the child with cardiovascular alteration .</li><li>2. The nursing care of the child with Hematologic or Immunologic alteration.</li></ol></li><li>■ The child with disturbance of regulatory mechanisms.<ol style="list-style-type: none"><li>1. The nursing care of the child with genitourinary alteration,</li><li>2. The nursing care of the child with cerebral alteration.</li><li>3. The nursing care of the child with endocrine alteration</li></ol></li></ul>	
--	--	--	--

		<p>4. The nursing care of the child with integumentary alteration.</p> <ul style="list-style-type: none"> <li>■ The child with problems that interfere with physical mobility.           <ol style="list-style-type: none"> <li>1. The nursing care of the child with musculoskeletal alteration.</li> <li>2. The nursing care of the child with neuromuscular alteration</li> </ol> </li> </ul>	
4	Tertiary nursing care of children	<ul style="list-style-type: none"> <li>• The nursing care of the child with chronic diseases.</li> <li>• The nursing care of children with special needs.</li> </ul>	

## Teaching/Learning strategies:

- Interactive lectures for didactic material.
- Small group discussion for discussing issues related to defining concepts, health promotion methodology, causes of children morbidity and mortality...etc.
- Role-play, simulation for counseling, history taking, health education, and health assessment of children.
- Seminars, student presentations to present cases of children with common health problems and presenting required nursing care.

## Learning Resources:

- White or black board or flip chart and markers for summarizing major points.
- Video to present video-films to teach skills and /or health assessment and or attitudes and /or identification of child abuse cases.
- Overhead projector to present diagrams, figures...etc.
- Slide projector to present pictures of malformations, children with congenital abnormalities.....etc.
- Handouts.
- Guest speaker if required.

### Evaluation Methodology

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

Faculty and course evaluation: Reaction paper to be completed by the students at the end of the course.

### References

1. Epstein, O., Perkin, G., Bono, D. Cookson, J. (1997). Clinical Examination. 2<sup>nd</sup> ed. London. Mosby Co.
  2. Pilliteri, A. (1997) Maternal and child health: Care of the growing family. 2<sup>nd</sup> ed. Boston, little brown and Co. Chapter 10, 41, 39, 40, 43, 38, 42, 46, 37
  3. Wong, D. (1999) Nursing Care of Infants and Children. 2<sup>nd</sup> ed. St. Louis. The C.V. Mosby Co.
  4. Wong, D & Hockenberry-Eaton, M. (2001). Wong's Essentials of Pediatric Nursing. 6<sup>th</sup> ed. St. Louis: the C.V. Mosby Co.
- Journal of Pediatric Nursing : articles related to the different topics.
  - Journal of Nursing Research : articles related to the nursing care of children.



## Para-Medical Program

<b>Specialization</b>	Nursing
<b>Course Number</b>	21102243
<b>Course Title</b>	Nursing Care of Children / clinical
<b>Credit Hours</b>	(2)
<b>Practice Hours</b>	(6)



### **Course Description:**

This course provides the student with opportunities to implement theoretical knowledge and attitudes related to the nursing care of the newborn infants, children and adolescent in a variety of clinical settings.

The nursing process will be utilized as a framework for planning, implementing & 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 completion of this 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 newborn infant, child and adolescent according to their health needs.
3. Participate in implementing nursing care provided for newborn infant, child and adolescent according to their health needs.
4. Participate in evaluating nursing care for newborn 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).



Unit No.	Unit Name	Unit Content	Time Needed
1	Utilize nursing process steps in providing nursing care for children in different health care settings.	<ol style="list-style-type: none"> <li>1. Health assessment of newborns, infants, children and adolescents.</li> <li>2. Documentation of the health assessment of the newborns, infants, children and adolescents</li> <li>3. Communication with children and their families.</li> <li>4. Play therapy.</li> <li>5. Child</li> <li>6. Immunization</li> <li>7. Performance of different nursing skills <ul style="list-style-type: none"> <li>◆ Baby bath</li> <li>◆ Tube feeding</li> <li>◆ Diaper area care</li> <li>◆ Diagnostic procedures</li> <li>◆ Vital signs assessment</li> <li>◆ Specimen collection</li> </ul> </li> </ol> <p>Medication administration:</p> <ul style="list-style-type: none"> <li>◆ Oral</li> <li>◆ Parental</li> <li>◆ Topical</li> <li>◆ Installation</li> </ul> <p>Hot and cold therapy  Administrating enemas  O<sub>2</sub> administration (hood, mask).</p> <ol style="list-style-type: none"> <li>8. Cardio pulmonary resuscitation</li> <li>9. Incubator care</li> <li>10. Pre/Post operative care of children</li> </ol>	



### Teaching/learning strategies:

- ◆ Demonstration and Redemonstration (Nursing lab and/or clinical setting Hospital or PHC)
- ◆ Case presentation
- ◆ Role-Playing
- ◆ Clinical Tutoring
- ◆ Role Modeling
- ◆ Individualized learning
- ◆ Simulation
- ◆ Conferences

### Learning Resources:

- ◆ A variety of health care settings

### Evaluation Methodology:

First Exam	20%
Second Exam	20%
Home work and projects	10%
Final clinical exam	50%
<b>Total</b>	<b>100%</b>

Faculty and course evaluation: Reaction paper to be completed by the students at the end of the course.

### References:

1. Epstein,O. Perkin, G. Bono,D. Cookson,J. (1997). **Clinical Examination**. 2<sup>nd</sup> ed. London. Mosby Co.
2. Piliteri, A. (1997) **Maternal and child health: Care of the growing family**. 2<sup>nd</sup> ed. Boston, little Brown and Co. Chapter 10,41,39,40,43,38,42,46,37.
3. Wong, D. (1999) **Nursing Care of infants and children**. 2<sup>nd</sup> ed. St. Loui. The C.V. Mosby Co.
4. Wong, D&Hockenberyy – Eaton, M(2001) . 6<sup>th</sup> ed St. Louis: The C.V. Mosby Co.
5. Journal of Pediatric Nursing/ articles related to the different topics.
6. Journal of Nursing Research/ articles related to the nursing care of children.



## Para-Medical Program

<b>Specialization</b>	Nursing
<b>Course Number</b>	21102244
<b>Course Title</b>	Reproductive Health Nursing
<b>Credit Hours</b>	(3)
<b>Theoretical Hours</b>	(3)



### **Course Description:**

The purpose of this course is to provide the knowledge base for the associate degree nursing student in the field of reproductive health. This course will introduce the student to various physiological, psychological and social issues, pertaining to the different reproductive health periods from preconception to menopause. An overview of the antenatal period, the labor and delivery period, the postpartum period, and the menopause period will be offered. A brief overview of the newborn and immediate newborn care will also be introduced.

### **Course Objectives:**

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

1. Understand the physiological, psychological, developmental, and sociocultural factors that influence the different reproductive health periods during the life span of women.
2. Understand the various factors influencing the physiological, and developmental aspects of newborn health and well-being.
3. Identify philosophical, ethical and legal issues pertaining to reproductive health nursing.
4. Acquire an adequate theoretical basis that will help in meeting the various needs of the childbearing families in different settings and reproductive health periods.
5. Utilize the nursing process as the framework in understanding different aspects of the reproductive health periods. Explore the different family planning methods that could be utilized during the child bearing period.



**Detailed Course Description :**

Unit No.	Unit Name	Unit Content	Time Needed
1	<b>Introduction</b>	<ul style="list-style-type: none"> <li>Contemporary issues and trend related to reproductive health.</li> <li>Statistical basis of maternity nursing in Jordan.</li> <li>Reproductive health and health promotion/WHO guidelines.</li> <li>Standards of maternal health nursing in Jordan.</li> <li>Woman's rights.</li> </ul>	
2	<b>Female and male reproductive system</b>	<ul style="list-style-type: none"> <li>Review of the female reproductive system.</li> <li>The menstrual cycle and menstrual disorders.</li> <li>Review of the male reproductive system.</li> </ul>	
3	<b>Genetics disorders</b>	<ul style="list-style-type: none"> <li>Genetics/ Genetic disorders: autosomal, sex chromosome, and single gene disorders.</li> <li>Genetic counseling.</li> <li>Conception, fertilization, implantation.</li> <li>Embryonic and fetal development.</li> </ul>	

4	<b>Antenatal period.</b>	<ul style="list-style-type: none"> <li>• Maternal physiological and psychological adaptations to pregnancy.</li> <li>• Prenatal care.</li> <li>• First trimester of pregnancy.</li> <li>• Second trimester of pregnancy.</li> <li>• Third trimester of pregnancy.</li> <li>• Brief overview of antenatal complications: PIH, hemorrhagic disorders, endocrine, metabolic, and cardiovascular disorders.</li> <li>• Nursing care of pregnant clients.</li> </ul>	
5	<b>Process of labor:</b>	<ul style="list-style-type: none"> <li>♦ The process of labor: first stage, second stage, third stage and fourth stage.</li> <li>♦ Maternal and fetal adaptation to labor.</li> <li>♦ Brief overview of labor complications: prolonged labor, lacerations, instrumental delivery and C/S.</li> <li>♦ Nursing care and roles during labor stages.</li> </ul>	
6	<b>Postnatal period.</b>	<ul style="list-style-type: none"> <li>♦ The postnatal period.</li> <li>♦ Physiological and psychological changes.</li> <li>♦ Brief overview of postnatal complications: Postnatal hemorrhage, infection, and depression.</li> <li>♦ Nursing care and role in</li> </ul>	

		postnatal period.	
7	<b>Nursing care of the family during the postnatal period</b>	<ul style="list-style-type: none"> <li>◆ Reproductive health planning.</li> <li>◆ Types, advantages and disadvantages of reproductive health planning methods used in Jordan.</li> <li>◆ Nursing care and roles related to reproductive health planning.</li> </ul>	
8	<b>Nursing care of neonates.</b>	<ul style="list-style-type: none"> <li>◆ The normal newborn.</li> <li>◆ Assessment of newborn.</li> <li>◆ Immediate care of newborn.</li> </ul>	
9	<b>Reproductive health promotion &amp; screening.</b>	<ul style="list-style-type: none"> <li>◆ Reproductive health promotion and screening.</li> <li>◆ The climacterium and menopause period.</li> <li>◆ Breast disorders and breast cancer.</li> <li>◆ Reproductive neoplasia.</li> <li>◆ Nursing care and roles, of nurses in reproductive health.</li> </ul>	



**Teaching/Learning Strategies:**

- ◆ Interactive lectures of didactic material.
- ◆ Small group discussion for discussing issues related to defining concepts, health promotion methodology ...etc.
- ◆ Role-play, simulation for counseling, history taking, health education, and health assessment of clients.
- ◆ Seminars and student presentations of cases of women with common reproductive health problems and required nursing care.

**Learning Resources**

- ◆ White or black board or flip chart and markers for summarizing major points.
- ◆ Video to present video-films to teach skills and/or health assessment and attitudes
- ◆ Overhead projector to present diagrams, figures ... etc
- ◆ Slide projector to present pictures of malformations... etc
- ◆ Handouts
- ◆ Guest speakers if required.

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

**Teaching methodology:** - Discussions and lecture Presentations

**References :**

1. Bobak, I. And Jensen, M. (1997) Maternity and gynecologic care : The nurse and the family . (6<sup>th</sup> ed ) . St. Louis: Mosby.
2. May, K and Mahlmeister, L. (1992) . Maternal and neonatal nursing : family-centered care. (3<sup>rd</sup> ed). Philadelphia : J.B Lippincott.
3. Reeder, S., Maritn, L. and Koniak, D. (1992) Maternity Nursing : Family. Newborn and women's health care . (7<sup>th</sup> ed). Philadelphia : J.B. Lippincott.
4. Pillitteri, A. (1999) Maternal and Child health nursing . (3<sup>rd</sup> ed ) . Philadelphia: J.,B. Lippincott.



## Para-Medical Program

<b>Specialization</b>	Nursing
<b>Course Number</b>	21102245
<b>Course Title</b>	Reproductive Health Nursing/ clinical
<b>Credit Hours</b>	(2)
<b>Practice Hours</b>	(6)





**Course Description :**

This course is designed to assist the student to view the female as a unique individual with special needs, focusing on primary health care across life span. This course will also provide the student with technical knowledge & skills necessary in managing nursing care of reproductive health & safe motherhood concepts relevant to normal & complicated childbearing families, within the framework of nursing process.

**Course objectives :**

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

1. Utilize the knowledge obtained about reproductive health in providing quality nursing care to the family
2. Demonstrate skills in monitoring different health needs during the childbearing periods.
3. Demonstrate competence in management of normal & complicated cases in different childbearing periods
4. Participate in counseling a family related to reproductive family planning
5. Apply nursing process in providing care during normal & complicated childbearing conditions
6. Implement health education programs related to different material aspects during the different childbearing periods.



**Detailed Course Description :**

Unit No.	Unit Name	Unit content	Time needed
1	Participate in all activities related to reproductive health nursing	<ul style="list-style-type: none"> <li>– Individual health</li> <li>– Family health</li> <li>– Health history</li> <li>– Admission procedures</li> <li>– Physical examination</li> <li>– Diagnostic procedure</li> <li>– Investigations</li> <li>– Ultrasound screening</li> <li>– Maternal &amp; fetal well-being</li> <li>– Family planning counseling</li> </ul>	
2	<b>Provide nursing care to mother normal and altered perinatal period</b>	<ul style="list-style-type: none"> <li>– Normal &amp; complicated pregnancy</li> <li>– Normal labor &amp; complicated deliveries</li> <li>– Normal &amp; complicate puerperium</li> <li>– Gynecological alterations</li> <li>– Post natal period</li> </ul>	
3	<b>Provide Prenatal client education</b>	<ul style="list-style-type: none"> <li>– Pre pregnancy</li> <li>– Physiological &amp; psychological changes during pregnancy</li> <li>– Minor disorders of pregnancy</li> <li>– Maternal &amp; fetal needs</li> <li>– Anticipation of labor ( e.g. S&amp;S , breathing techniques ... )</li> <li>– Readiness for labor ( e.g. hospitalization, emergency arrangements ... )</li> <li>– Responsibilities of baby care</li> <li>– Family planning</li> <li>– Gynecological problems</li> <li>– Family care during the reproductive period</li> </ul>	

**Teaching / learning strategies:**

- Demonstration and re demonstration ( nursing lab and / or clinical setting hospital or PHC )
- Case presentation
- Role-playi8ng
- Clinical tutoring
- Role modeling
- Individualized learning
- Simulation
- Conferences

**Learning resources:**

- A variety of health care settings (MCH, Hospitals).

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

Teaching methodology:- Discussions and lecture Presentations

**References :**

1. Bobak, I. And Jensen M. (1997) Maternity and gynecologic care : The nurse and the family. (6<sup>th</sup> ed ) . St. Liouis : Mosby.
2. May, K and Mahlmeister, L. (1992) . Maternal and neonatal nursing : Family – centered care (3<sup>rd</sup> ed). Philadelphia : J.B. Lippincott.
3. Reeder, S. Martin, L. and Koniak, D., (1992). Maternity Nursing : Family newborn and women's health care . (7<sup>th</sup> ed). Philadelphia: J.B. Lippincott.
4. Pillitteri, A. (1999) Maternal and Child health nursing. (3<sup>rd</sup> ed). Philadelphia : J.B. Lippincott.

\* Related Nursing Journals.

## Para-Medical Program

<b>Specialization</b>	Nursing
<b>Course Number</b>	21102246
<b>Course Title</b>	Mental Health Nursing
<b>Credit Hours</b>	(2)
<b>Theoretical Hours</b>	(2)
<b>Practical Hours</b>	(3)



### **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 along 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 this course the student will be able to:

1. Discuss the concepts of mental health-mental illness continuum.
2. Discuss the concepts of personality dimensions.
3. Explain the concepts of theories related to human behaviors.
4. Differentiate between normal aspects of mental health & psychiatric disorders.
5. Describe different therapeutic modalities used with psychiatric patients in terms of their indication of nursing implication
6. Understanding the importance of therapeutic communication as a tool to changing client behavior.
7. Explain phases of therapeutic client-nurse relationship
8. Explain the use of the nursing process as a framework in providing humanistic care of client
9. Value the ethical and legal issues related to mental health nursing
10. Discuss the role of nursing related to working with client in the mental health field.



**Content outline:**

Unit No.	Unit Name	Unit Content	Time Needed
1.	<b>Nursing role in mental health</b>	Definition of nursing (A.N.A) Integrate definition with mental health nursing Discussion about students expectations for associate nurses' role in mental health and illness	
	<b>Different role of the nurse in mental health</b>	<ul style="list-style-type: none"> <li>* Resource person</li> <li>* Researcher</li> <li>* Counselor- teacher</li> <li>* Care provider</li> <li>* Technical expert</li> </ul>	
2.	<b>Review of the ethical and legal issues related to mental health nursing.</b>	<ul style="list-style-type: none"> <li>– Patient's rights.</li> <li>– Voluntary and involuntary admission to mental health institutions.</li> </ul>	
3.	<b>Client &amp; Nurse relationship</b>	<ul style="list-style-type: none"> <li>-Principles of therapeutic communication</li> <li>-The nurse self awareness and his role in the nurse client relationship</li> <li>-Role of following concepts in the client nurse relationship                             <ul style="list-style-type: none"> <li>a- Confidentially</li> <li>b- Involvement</li> <li>c- Empathy</li> <li>d- Respect and acceptance</li> <li>e- Genuineness – warmth</li> </ul> </li> <li>-Phases of the therapeutic relationship</li> <li>-Barriers to therapeutic relationship</li> </ul>	

<p>4.</p>	<p><b>1. Mental health and illness</b></p> <p><b>2. Introduce the concepts of client as person</b></p> <p><b>3. Classification of mental disorders, clinical features for each disorder , Nursing care and interventions</b></p>	<ul style="list-style-type: none"> <li>○ Mental illness</li> <li>○ Mental health nursing</li> <li>○ The causes of metal illness</li> <li>○ Jordanian standards of mental health nursing</li> </ul> <p>Personality development stages Personality dimensions- .physical, emotional, intellectual and social dimensions. Theories explaining mental health – Maslow – Rogers – Erikson</p> <p>Person and relationship with environment Self-responsibility Promotion of mental health Stress and adaptation</p> <p>A. Psychosis ( Major disorders )</p> <ul style="list-style-type: none"> <li>– Organic disorders</li> <li>-Acute delirium</li> <li>-Chronic dementia - Types</li> <li>-Amnesia</li> <li>– Functional</li> <li>-Major – depressive and suicidal behaviour</li> <li>-Schizophrenia – definition- types</li> <li>-Delusional disorders – types</li> <li>-Hallucinations – types</li> <li>-Affective disorders – manic – depressive psychosis</li> </ul> <p>B. Neurosis ( minor )</p>	
-----------	--	---	--

	<p><b>Nursing care and interventions</b></p>	<p>Psychoneurosis</p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Obsession</li> <li>• Hysterical</li> <li>• Depersonalization syndrome</li> </ul> <p>I. Phobic Disorders – types , with description for each</p> <p>II. Adjustment disorders.</p> <p>11. Alcoholism and drug dependency</p> <p>12. Psycho sexual disorders</p> <p>13. Psychosomatic disorders</p> <p>C. Childhood psychiatric disorder</p> <p>_ Mental Handicap – ( mental retardation )</p> <p>_ Learning disorders.</p> <ul style="list-style-type: none"> <li>– Speech</li> <li>– Adjustment</li> <li>– Development</li> </ul> <p>– Personality disorders, clinical feature and nursing care :</p> <p>I. Schizoid personality</p> <p>II. Paranoid personality</p> <p>III. Histrionic personality</p> <p>IV. Antisocial personality</p> <p>V. Dependent personality</p> <p>VI. Compulsive personality</p> <p>VII. Passive-aggressive personality</p>	
--	--	---	--



<p>5.</p>	<p><b>Therapeutic Modalities</b></p>	<p>Psycho Pharmacology</p> <ul style="list-style-type: none"> <li>○ Anti-anxiety agent – indication &amp; side effects</li> <li>○ Anti-depressant agent indication &amp; side effects</li> <li>○ Anti-manic agent indication and side effects</li> <li>○ Anti-psychotics agent indication &amp; side effect</li> <li>○ Selective/hypnotics indication &amp; side effects</li> <li>○ Nurses role in administering psychopharmacology.</li> </ul> <p>Electro convulsive therapy ( ECT)</p> <ul style="list-style-type: none"> <li>– Definition</li> <li>– Indication</li> <li>– Contra indication</li> <li>– Mechanism action</li> <li>– Side effects</li> <li>– Risks associated with (ECT)</li> <li>– Role of the nurse in (ECT)</li> </ul> <p>Psycho therapy-individual and group</p> <ul style="list-style-type: none"> <li>– Behavior therapy</li> <li>– Role of the nurse in psych therapy</li> </ul>	
-----------	--------------------------------------	---	--



**Teaching / learning strategies:**

- Interactive lectures for didactic material
- Small group discussion for discussing issues related to defining concepts, health promotion methodology ... etc.
- Role-play , simulation for counseling history taking, health education, and health assessment of clients
- Seminars and student presentations of cases of clients with common mental health problems and required nursing care.

**Learning resources:**

- White or black board or flip chart and markers for summarizing major points.
- Video to present video-films to teach skills and/or health assessment and or attitudes.
- Overhead projector to present diagrams, figures ... etc.
- Handouts
- Guest speaker if required.

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

**Teaching methodology:-** Discussions and lecture Presentations**References :**

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

## **Course Description/ Practical (clinical) part**

This course is designed to provide the nursing student with an opportunity to integrate basic knowledge into clinical practice. This opportunity helps students explore and gain insight about the role to the nurse in the general hospital and primary health care centers to provide a humanistic care for clients suffering from alterations in mental health by utilizing the nursing process and demonstrating the principles of therapeutic communication, develop trust and helping relationship with client and other health care provider, and providing various treatment modalities.

## **Course Objectives**

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

1. Integrate theoretical knowledge into clinical practice.
2. Utilize the steps of nursing process into providing humanistic mental care for client in different clinical setting .
3. Demonstrate ability to communicate and develop trust relationship with client, family and other health care provider.
4. Assist in performing different therapeutic modalities that are used in psychiatric unit.

## **List of clinical learning activities**

Upon the completion of the clinical experience each student should have done the following:

1. Become oriented to admission procedures.
2. Develop a therapeutic relationship with one patient at least
3. Attend one patient round at least.
4. Provide care with collaboration of other health care provider for client undergoing electro- convulsive therapy.
5. Assist in preparing medication.
6. Present a case.
7. Review the nursing process steps.
8. Apply the principles of mental status examination.
9. Write one nursing care plan for one patient.

## **Recommended cases for presentation:**

1. Altered thought process.

2. Altered sensory perception.
3. Potential for violence/suicide/aggressiveness.
4. Altered social interaction.
5. Drug and substances dependency.

**Teaching / learning Strategies:**

1. Case studies- Presentation
2. Demonstration of therapeutic communication with clients.
3. Providing nursing care to prevent mental illness, promote mental health and restore mental health.

**Learning Resources:**

1. Video Films related to presenting clinical cases
2. Guest speakers
3. Role play.

**Evaluation methodology:**

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

**References**

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

## Para-Medical Program

<b>Specialization</b>	<b>Nursing</b>
<b>Course Number</b>	<b>21102247</b>
<b>Course Title</b>	<b>Community Health Nursing.</b>
<b>Credit Hours</b>	<b>3</b>
<b>Theoretical Hours</b>	<b>2</b>
<b>Practical</b>	<b>3</b>



### **Brief Course Description:**

The course focuses on the functions and responsibilities of the nurse towards the individual and the family within the community context. The concepts of primary health care will be the basis of applying the nursing role inherent in community health for health promotion and disease prevention. Furthermore the student will understand family structure and diseases that affect the family and community with emphasis on the three levels of prevention. By examining the community health nursing roles the student will examine different social aspects that affect the health of the individual, family and the community, then 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, ant tertiary prevention of disease for clients in community setting.

### **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:**

Unit No.	Unit Name	Unit Content	Time needed
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, health illness – continuum, health believe models , 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> <li>– Schools.</li> <li>– Occupational health settings.</li> </ul> </li> </ul>	



<p>3.</p>	<p><b>The community as a client</b></p>	<ul style="list-style-type: none"> <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>	
<p>4.</p>	<p><b>Family health assessment</b></p>	<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 affect health interaction among members.</li> <li>– Guideline that affect structuring of relationships.</li> <li>– Guideline that affect health environment and lifestyle.</li> <li>– Guideline that affect links with broader community.</li> </ul> </li> </ul>	

		<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> <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, education.</li> <li>▪ Characteristics of learning.</li> <li>▪ Conditions to facilitate learning.</li> <li>▪ The nature of learning.</li> <li>▪ Learning theories.</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> <li>▪ Change : change theory (lewins)             <ul style="list-style-type: none"> <li>– Phases</li> <li>– Factors / barriers to active change.</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> <li>– Unhealthy food.</li> <li>– Waste disposal.</li> <li>– Insect and rodent control.</li> <li>– Radiation.</li> </ul> </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>	

<p>9.</p>	<p><b>Protecting community health through control of communicable diseases.</b></p>	<ul style="list-style-type: none"> <li>▪ The host, agent, environment model.</li> <li>▪ Chain of causation.                             <ul style="list-style-type: none"> <li>– Food and water borne disease.</li> <li>– Vector born disease.</li> <li>– STDs.</li> <li>– HIV and AIDS.</li> <li>– Tuberculosis.</li> </ul> </li> <li>▪ Prevention approaches :                             <ul style="list-style-type: none"> <li>– Immunization.</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> </li> </ul>	
<p>10.</p>	<p><b>Promoting And Protecting The Health Of Maternal, Prenatal And Infant Population in MCH services</b></p>	<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> </ul>	

		<ul style="list-style-type: none"> <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 vaccines.</li> <li>▪ Looking after vaccine:</li> <li>▪ The cold chain.</li> <li>▪ 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> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>- Process.</li> <li>• Beginning phase.</li> <li>• Working phase.</li> <li>• Termination phase</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%	--/--/----
Total		100%	--/--/----

### Teaching Methodology:

- ❖ Lecture discussion , Role play

### References:

1. الدليل الإرشادي للمطاعم 2003 وزارة الصحة الأردنية
2. Community Health Nursing, Mary jo Clark. Blackwell publishing (2007).
3. Community Health Nursing, 3rd د 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.

### **Brief Course Description/ Practical (clinical) part:**

- ❖ 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:**

Unit No.	Unit Name	Unit Content	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 toward environment health problem</li> </ul>	
5.	<b>School Health</b>	<ul style="list-style-type: none"> <li>▪ Participate in Assessment of school health environment.</li> <li>▪ Provide 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>	
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.                             <ul style="list-style-type: none"> <li>– Antenatal care.</li> <li>– Post natal care.</li> <li>– Child Growth monitoring.</li> <li>– Adult care with chronic illness.</li> </ul> </li> <li>▪ Participate in providing Health</li> </ul>	



		<p>services for children in clinical setting:</p> <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>	
8.	<b>Immunization</b>	<ul style="list-style-type: none"> <li>▪ Administering immunization according to national immunization program in MCH centers.</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 for the elderly during home visit.</li> </ul>	
10.	<b>Home Visit</b>	<ul style="list-style-type: none"> <li>▪ Conduct home visit.                             <ul style="list-style-type: none"> <li>- Utelize family assessment form.</li> </ul> </li> </ul>	

**Lists of clinical learning activities:**

- MCH nursing activities and interventions.
  - o Antenatal care.
  - o Child growth monitoring
  - o Immunization.
  - o Post- natal care
  - o Adult care with chronic illness.
- Family assessment
- Community assessment
- School health
- Health education session.

**Teaching/Learning Methodology and learning resources:**

**Clinical Area:**

- Role play
- Simulation
- Clinical demonstration



Students will have their practice in the following areas:

- Primary health care centers
- Schools
- Maternal child health centers
- Home visits
- Field visits, "including: factories, correction institutions, geriatric home, centers of social services, and centers for people with special needs".

**Evaluation Methodology:**

- |                                   |      |
|-----------------------------------|------|
| - MCH Care Plan:                  | 20%  |
| o Antenatal Care                  |      |
| o Child growth monitoring         |      |
| o Immunization                    |      |
| o Post natal care                 |      |
| o Adult care with chronic illness |      |
| - Family assessment               | 10%  |
| - Community assessment            | 10%  |
| - School health                   | 10%  |
| - Health education session        | 10%  |
| - Clinical final comprehensive    | 40%  |
| - Total                           | 100% |

Faculty and course evaluation: Reaction paper to be completed by the end of this course.

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 (1999), (2<sup>nd</sup> ed) Mosby Company.

## Para-Medical Program

<b>Specialization</b>	Nursing
<b>Course Number</b>	21102200
<b>Course Title</b>	Field training
<b>Credit Hours</b>	(3)
<b>Practice Hours</b>	280 training hours



### Course Description

In this course the student will apply theoretical knowledge to clinical settings with emphasis on daily management and changing agent role. The student will take full responsibility under the supervision of clinical instructors and nurses in charge of clinical settings who act as preceptors.

The course provides practice essential to the 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 as associate nurses before graduation.

### Course Objectives

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

1. Integrate knowledge form the biological, physical behavioral 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 needs.
7. Demonstrate ethical and legal accountability practice in nursing community at different clinical / community settings.

### Teaching/Learning strategies:

1. The student will be distributed to clinical settings related to MoH.
2. The student will be asked to develop a training contract under the supervision of the faculty member and the preceptor
3. Each student will resume full responsibilities of a graduate associate degree nurse, but under the supervision of the faculty clinical instructor and /or preceptor.
4. The faculty cooperate with the preceptor to plan and provide learning situations to meet students training objectives.

### Evaluation Methodology:

Clinical performance	30%
Clinical training assignments	20%
Written exam	10%
Final clinical performance	<u>40%</u>
<b>Total</b>	<b>100%</b>

**Faculty and course evaluation** :reaction paper to be completed by the end of the course.

### X. Plan for Evaluation

Evaluation of the Associate Degree Nursing Program will be conducted as a continuous process though the different stages of building the curriculum.

The evaluation of the program will include feedback from and about:

- Students
- Faculty members
- The curriculum in general (e.g. teaching- learning methods, resources, etc)

Types of evaluation:

- Formative : During the learning/teaching process.
- Summative : after the completion of each course and graduation from the program

#### A. Student Evaluation

Development of objectives and guidelines for student assessment and evaluation of theoretical and clinical courses will be the basis to evaluate the student's achievement of the objectives in the different courses.

- Theoretical Courses will be evaluated based on the regulations and policies of Al Balqa' University. Each course syllabus includes methods of evaluating student's performance, which includes written examinations, performance based assignments and papers.
- Clinical courses: a student's progress in developing clinical skills will be continually assessed by systematic observation utilizing specific guidelines according to the objectives of each clinical course. Satisfactory completion of courses will be evaluated by faculty members by evaluating the student's clinical

competencies utilizing formative and summative evaluation and in accordance with Al Balqa' University regulations and policies.

3. Achievement of the overall objectives of the program and competencies will be evaluated using a comprehensive examination at the national level.

**B. Faculty members Evaluation/Courses**

1. At the completion of each course, each student will be asked to evaluate the responsible faculty members and the course as a whole, utilizing the criteria used by Al Balqa' University administration personnel.
2. The other components of the faculty member's performance will be evaluated, as it is required by the university administration.

**C. Curriculum Evaluation in general**

1. courses will be reviewed and evaluated periodically and as needed by specialized faculty members and administrative personnel.
2. Curriculum evaluation will be based upon a systematic approach to assess input, throughput and output ( structure, process and output), and should include evaluation of the organizational structure, facilities, faculty members, students, knowledge components, clinical practice areas, material and resources, library and audiovisuals, Learning material resources, teaching and learning activities, and the evaluation process.
3. Suggested evaluation to include an evaluation research study to compare the graduates' competencies form the revised AD curriculum with graduates form the prior curriculum.
4. The Accreditation of the program is another way of evaluating the curriculum.

The curriculum evaluation as a whole should be conducted at least every two years and it should include evaluation by the grogram graduated, employers and consumers.

