

1	Course title	Adult Health Nursing (1)
2	Course number	5701202
3	Credit hours	3
	Contact hours (theory, practical)	(3,0)
4	Prerequisites/corequisites	5701105
5	Program title	BSc. In Nursing
6	Program code	57
7	Awarding institution	The University of Jordan/Aqaba branch
8	School	Nursing
9	Department	Nursing 01
10	Level of course	2
11	Year of study and semester (s)	2020/2021 first semester
12	Final Qualification	B.Sc. in Nursing
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online
16	Electronic platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	22 nd SEP 2020

18 Course Coordinator:

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20 Course Description:

This course is sequel to the Introduction to Adult Health Nursing course; It introduces students to the conditions that affect the functional health patterns of an adult patient. It focuses on the bio-psycho-social responses of adults to acute and chronic conditions that affect their functional health patterns. The nursing process will be used as general framework to formulate nursing diagnosis and nursing interventions directed towards promoting, maintaining and restoring the health of adults and their families

21 Course aims and outcomes:

A- Aims:

To introduce the students to the nursing care of patients with acute and chronic conditions that affect the functional health patterns of an adult patient.

B- Intended Learning Outcomes (ILOs):

Upon successful completion of this course, students will be able to:

ILO 1: Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.	
Specific Course Objectives	<p>1.1. Define the key concepts related to the alteration in the functional health patterns of adult patients diagnosed with cardiovascular, respiratory, gastrointestinal, hematological, and liver, gallbladder and pancreas disorders. In addition to nursing care concepts related to patient undergoing surgery (perioperative care) and patient with fluid and electrolytes disturbances.</p> <p>1.2. Recall the anatomy, physiology and the assessment techniques of the adult patients with alteration in cardiovascular, respiratory, gastrointestinal, liver, gallbladder and pancreas, and hematologic systems</p> <p>1.3. Recall the pathophysiology of the conditions related to alteration in cardiovascular, respiratory, gastrointestinal, liver, gallbladder and pancreas and hematological disorders.</p> <p>1.4. Differentiate the role of the nurse in pre, intra, and post operative phase.</p> <p>1.5. Apply the nursing process in meeting the needs of adult patients</p>
Relevant Competency (JNC)	<p>1. Client centered care</p> <p>2. Quality improvement</p>
Evaluation Methods	Multiple choice questions
ILO 2: Apply principles of effective communication with peers, individuals, families, groups, and health care team.	
Specific Course Objectives	2.1 Identify knowledge-based from other healthcare disciplines that can be utilized in communication with adults' patients, family and peers

Relevant Competency (JNC)	Professional communication
Evaluation Methods	Multiple choice questions
ILO 3: Utilize critical thinking, problem solving, and evidence based practice in planning and implementing nursing care for individuals, families, and groups.	
Specific Course Objectives	<p>3.1 Using the skill of the assessment parameters to determine the status of the adult patients with alteration in the functional health patterns.</p> <p>3.2 Apply the skill of identify the nursing diagnoses related to the conditions of alterations in functional health patterns.</p> <p>3.3 Apply nursing interventions that promote optimal physiological functioning including discharge planning.</p> <p>3.4 Uses best practice guidelines to meet client needs.</p> <p>3.5 Examine the effect of the disease process on patients and their families, in order to help them to cope with stressors during illness.</p> <p>3.6 Demonstrate critical thinking, clinical judgment and analytical skills in assessing, interpreting, and evaluating health information.</p>
Relevant Competency (JNC)	Evidence based practice Quality improvement Safety
Evaluation Methods	Multiple choice questions, assignment
ILO 4: Apply professional standards, values, and behaviours in providing nursing care for individuals, families, and groups.	
Specific Course Objectives	<p>4.1- utilize problem solving skills in the care of the adult clients with common health problems.</p> <p>4.2 Adhere to the nurse's role in providing a holistic care for an adult patient.</p> <p>2 Promotes and adheres to the national standards and guidelines of nursing professional development</p> <p>4.3- Describe the basic concepts of legal and ethical decision making and proper communication with patients, family and health care providers.</p> <p>4.4- Understand concepts and challenges regarding patient management including pain management, fluid and electrolyte balance and disturbance, oncology, and end-of-life care.</p>
Relevant Competency (JNC)	Ethical and accountable practice Leadership management Communication
Evaluation Methods	Multiple choice questions, assignment
ILO 5: Demonstrate safety measures to protect self, individuals, families, and groups.	
Specific Course Objectives	<p>5.1- Identify significant data to be collected during the assessment of adults with cardiovascular, respiratory, gastrointestinal, hematological, and liver, gallbladder and pancreas disorders.</p> <p>5.2- Develop a care plan for adults with alteration in cardiovascular, respiratory, gastrointestinal, hematological, and endocrine systems</p>
Relevant Competency (JNC)	Leadership and management skills. Ethical and accountable practice

Evaluation Methods	Multiple choice questions, assignment
ILO 6: Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.	
Specific Course Objectives	6.1- Demonstrate professional and leadership skills while carrying out nursing activities for adults with cardiovascular, respiratory, gastrointestinal, hematological, and liver, gallbladder and pancreas disorders.
Relevant Competency (JNC)	Leadership and management skills Ethical and accountable practice
Evaluation Methods	Multiple choice questions
ILO 7: Utilize evidence based practice in providing care for individuals, families, and groups.	
Specific Course Objectives	7.1-Describe the basic concepts of nursing including healthcare delivery and evidence-based practice, health education, health promotion, and health assessment 7.2-Integrate relevant research findings in the care of adult clients and their families
Relevant Competency (JNC)	Evidence based practice.
Evaluation Methods	Multiple choice questions and assignment

22. Topic Outline and Schedule:

Week	Lecture	Topic	Teaching Methods*/platform	Evaluation Methods**	References Brunner and Suddarth ebook
1 & 2	1.1 1.2 2.1. 2.2	Course introduction Management of patient undergoing surgery (perioperative phases)	online lectures, discussion, case analysis/Moodle, Microsoft teams	Exam,	Chapter 18 (p. 399-416) Chapter 19 (p. 417-431) Chapter 20 (p. 436-459)
3 & 4	3.1 3.2 4.1 4.2	Management of patient with fluid and electrolytes disturbances	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, assignment,	Chapter 14; (p. 256, 260, 261-277)
5 & 6	5.1 5.2 6.1 6.2	Management of patients with coronary artery disease (Angina, MI), hypertension, arterial and venous disorders: intermittent claudication, DVT, Varicose veins)	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, quiz	Chapter 28 (p. 712-762) Chapter 32 (p. 854-866) Chapter 31 (p. 824-850) <i>Self-reading</i> Chapter 26 (p. 646-681)
7 & 8	7.1 7.2	Management of patients with respiratory disorders	online lectures, discussion, case	Exam	Chapter 22 (p. 494-519)

	8.1 8.2	(URTI, LRTI, Asthma, COPD)	study /Moodle, Microsoft teams		Chapter 23 (p. 518-569) Chapter 24 (p. 570-600) <i>Self-reading</i> Chapter 21 (p. 462-493)
9 & 10	9.1 9.2 10.1 10.2	Management of patient with endocrine disorders (pituitary, thyroid, parathyroid, adrenal glands hypo and hyper alterations for each)	online lectures, discussion, case study /Moodle, Microsoft teams	Exam	Chapter 42 (p.1245-1290)
11 & 12	11.1 11.2 12.1 12.2	Management of patient with gastrointestinal disorders (nausea, vomiting, stomatitis, oral cancer, GERD, hiatal hernia, esophageal cancer, peptic ulcer, gastritis disease, stomach cancer, diarrhea, constipation, IBS, fecal incontinence, gastroenteritis, appendicitis, peritonitis, inflammatory bowel disease (ulcerative colitis, Crohn disease), colorectal cancer, hernia, intestinal obstruction, hemorrhoids, anorectal lesion	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, case discussion	Chapter 35 (p. 964, 977, 979, 979) Chapter 37 (p. 1011, 1015, 1022) Chapter 38 (p. 1029, 1030, 1032, 1033, 1034, 1039, 1041, 1042, 1054, 1066) <i>Self-reading</i> Chapter 34 (p. 941-957)
13	13.1 13.2	Management of patient with Gallbladder, liver and pancreas disorders; Cholelithiasis, cholecystitis, hepatitis, cirrhosis, liver cancer, pancreatitis, pancreatic cancer)	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, assignment	Chapter 39 (1081, 1082, 1085, 1093-1100, 1113) Chapter 40 (1156, 1135, 1144) <i>Self-reading</i> (p. 1072-1080)
14	14.1 14.2	Management of patient with hematological disorders (Anemia: Folic Acid Deficiency Anemia., Iron Deficiency Anemia, A plastic Anemia, Pernicious Anemia, Sickle Cell Anemia, Thalassemia); (Blood disorders: Hemophilia, Polycythemia, Leukemia)	online lectures, discussion, case study /Moodle, Microsoft teams	Exam	Chapter 33 (p. 877-905, 909-915; 915-919)
15		Revision MON 4 Jan 2021			

- Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
- Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz...etc

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Period (Week)	Platform
MID exam	30%	Perioperative, fluid and electrolyte disturbances, cardiovascular disorders	Week 6	Moodle, Microsoft teams
Various assignment (home works, group presentation, patient teaching)	10%	Selected topics	TBA	Moodle, Microsoft teams
Participation and Quizzes	10%	All	Ongoing	Moodle, Microsoft teams
Final written exam	50%	All the topics	According to university	Moodle, Microsoft teams

24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):

- Audio-Visual Aids
- E-Learning Website
- Library Resources Textbook, CDs, Journals.
- Audiovisual Materials.
- Handouts
- Overhead projector

25 Course Policies:

A- Attendance policies:

- Students must attend all classes of this course.
- Any student with absence of 15% of the classes of any course, will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
- Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.

B- Absences from exams and submitting assignments on time:

- Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make-up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
- Failure in attending the final clinical exam will result in zero mark and the student will not be allowed to set for the final theory exam, unless the student presents an official acceptable excuse to the Dean of his/her faculty (before the final theory exam) who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester
- Assignments and projects should be submitted to the instructor on the due date and will not be accepted after the due date.

C- Health and safety procedures:

- comply with all regulations and standards of regulatory authorities representing occupational health and safety.
- Staff should ensure that students in their areas of assignment, have been given adequate direction, training and instruction in the safe performance of their work and that it is performed without unnecessary risk;
- immediately reporting to a supervisor all work related incidents and obtaining medical treatment without delay.
- Ensure compliance with occupational health and safety standards in conformity with both university policies
- Promote frequent and thorough hand washing using soap and running water, or for immediate action, use alcohol-based hand rubs containing at least 60% alcohol.
- Students should stay home if you are sick.
- Encourage respiratory etiquette, including covering coughs and sneezes
- Students should not use other students' phones, desks, pens, lab coat, stethoscope, , or other work tools and equipment, when possible.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

Cheating, plagiarism, misbehavior are attempts to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
- Using materials not authorized by the institute.
- Collaborating with another student during a test, without permission.
- Knowingly using, buying, selling, or stealing the contents of a test.
- Plagiarism which means presenting another person's work or ideas as one's own, without attribution.

Using any media (including mobiles) during the exam

- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47, 27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>**

E- Grading policy:

A grade of (D) is the minimum passing grade for the course.

Mark Range	Grade
0-39	F
40-49	D ⁻
50-55	D
56-59	D ⁺
60-63	C ⁻
64-67	C
68-70	C ⁺
71-74	B ⁻
75-77	B
78-80	B ⁺
81-83	A ⁻
84-100	A

F- Available university services that support achievement in the course:

26 References:

A. Required book(s), assigned reading and audio-visuals:

- Smeltzer, S., & Bare, B., Hinkle, J., & Cheever, K. (2014). Brunner and Suddarth's textbook of medical surgical nursing (13th. ed.). Philadelphia, PA.: Lippincott.

B. Recommended books, materials and media:

- 1- LeMone, P; Burke, K.; Bauldoff, G; & Gubrud, P. (2015). Medical-Surgical Nursing: clinical reasoning in patient care. 6th ed.
- 2- Lewis, S., Heitkemper, M., Dirksen, S., O'Brian, P., & Bucher, L. (2014). Medical surgical nursing: assessment and management of clinical problems (9th. Ed.). St. Louis, MI: Mosby
Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2010). *Brunner and Suddarth's, Textbook of Medical Surgical Nursing*. (12thed). Philadelphia, J.B Lippincott.
- 3- Williams, L. & Hopper, P. (2015). Understanding Medical Surgical Nursing. 5th ed. F.A Davis Company. Philadelphia. ISBN 13: 978-0-8036-4068-9
- 4- Timby Barbar K, Smith Nancy E. Introductory Medical Surgical Nursing, Philadelphia, Lippincott Williams and Wilkins, 2003.

Other supported references

- 5- Berman, A., Snyder, S., Frandsen, G. (2016). *Kozier & Erbs Fundamentals of nursing; concepts, process, and practice*, (10th ed.), USA, Pearson.
- 6- Kizior R. et al (2016). *Nursing Drug handbook*. 24th ed. ISBN: 978-0-323-35379-3 Elsevier
- 7- Bates Physical examination online videos
- 8- Doenges M. et al (2016). *Nursing diagnosis manual. Planning, individualizing, and documenting client care*. 5th ed. F. A. Davis company. Philadelphia.
- 9- Lynn, P. (2011). *Taylor's clinical nursing skills. A nursing process approach*. 3rd ed. Lippincott.
- 10- Dickson, A. (2011). *Lab values and their meaning*.

C. Electronic resources

Relevant Website and Journals

- Database
- Website

27 Additional information:

Assignment 1

Search one of the following databases (|Google scholar, Pub Med, CINAHL) for practice guidelines related to the management of a single clinical condition or a disease of your choice. You can choose a clinical condition suffered by a close relative or friend to you (e.g., Diabetes mellitus, anemia).

Print the article and hand a hard copy to your instructor. Keep a copy with you, read it carefully, and be prepared to discuss it with your instructor and colleagues. Through the discussion, your instructor will make sure that you read the article and gained a deep understanding of its content. The discussion is expected to take no more than 5 minutes, either in the classroom or in the instructor's office at a time determined by the instructor. The instructor will notify you of the time of discussion a week ahead. The deadline will be announced later. Be prepared from today. No excuses please.

Appendix B

Written assignment and oral presentation rubric

Performance areas	Excellent 4	Good 3	Need improvement 2	Unacceptable 1
Introduction & Purpose of the paper	introduction and purpose of the paper clearly stated	Introduction and purpose of the paper is vague and not clearly stated	Only write introduction, but the purpose is not stated.	Introduction and the purpose of the paper Not stated
Collecting Information	Student utilizes a scientific resource and use only the information that answers the essential question is used.	Student utilizes the appropriate source for information. Most information relates to the question.	Student uses a scientific source. Information, frequently does not relate to question.	Student does not use a scientific source. Information is not accurate or complete.
Organization	organized and well structured	Ideas do not follow each other	Lacks organization and continuity, flow of ideas is lost	Unorganized ideas and vague
Submission	On deadline	24hrs after deadline	48hrs after deadline	> 48hrs of deadline
Delivery / discussion	The student is well prepared, deep understanding the content and relaxed. Answer all questions.	The student is well prepared but appears anxious and answer most of the questions related to the content	The student is minimally prepared, appears uncomfortable, and occasionally answer some questions, read notes, rather than speak.	The student unprepared, failed to deliver and answer the questions.

Total mark out Of 20 ()	Instructor comments:
Final mark out of 10 ()	

Assignment 2: Evidence-Based Assignment

- **Select on study article from the data base through the University of Jordan library:**
The study should be:
 - Nursing journal
 - Year of publication 2010-2020
 - Topic: from Adult nursing I outlines
 - The sample from Adult patients.
- **Write brief summary that not exceeding 2 pages, 12 regular font, times new roman, and Double space.**
- **Include a cover page with your name, the date, and the course title, and affiliation.**
- **The paper should have the following headings.**

Title of the Study

The purpose:

◆ **The
Method:
Design:**

**Instrument
/tool:**

Sample:

Settings:

◆ **Findings:**

◆ **Your opinion:**

◆ **The reference:**

Author family name, author first initial. (Year). Title, *the journal name*, volume (issue/number); pages (-).

Example:

Abdalahim, M., & Maharmeh, M. (2017). Jordanian nursing students' attitudes toward Adult health nursing courses. *Jordanian nursing research*, 6(3); 70-82.

Course E-Syllabus

Grading of the assignment

The Items	Grading
1. Selection of the study: – The years from 2010-2018 – Nursing journal – The topic should be related to the course outlines from Adult nursing I – The sample of the study is Adult patients.	3
2. Format: – does not exceed 2 pages – 12 regular font – Times new roman – Double space	2
3. Cover page: – Name, the date, and the course title, the number and section.	1
4. Title of the Study	1
5. The purpose	2
6. Design	1
7. Instrument /tool	1
8. Sample	2
9. Settings	1
10. Findings or the results	2
11. Student's opinion – Easy/difficult, who you advice to read, its benefit to patients, can it be applied in Jordan or not...etc	2
12. The reference – Author family name, author first initial., (year). Title, the journal name, volume(issue/number);pages(-)	2
Total	20

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----