



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	06

1.	Course Title	Foundation of Professional Nursing
2.	Course Number	5701105
3.	Credit Hours (Theory, Practical)	3 hours theory
	Contact Hours (Theory, Practical)	3 hours theory
4.	Prerequisites/ Corequisites	5701101/5701106
5.	Program Title	Nursing
6.	Program Code	07
7.	School/ Center	School of Nursing
8.	Department	Clinical Nursing
9.	Course Level	1 st year
10.	Year of Study and Semester (s)	First Semester 2024/2025
11.	Program Degree	Bachelor degree
12.	Other Department(s) Involved in Teaching the Course	None
13.	Learning Language	English
14.	Learning Types	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15.	Online Platforms(s)	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams
16.	Issuing Date	22/10/2024
17.	Revision Date	28/10/2024

18. Course Coordinator:

Name:	Contact hours:
Office number:	Phone number:
Email:	



19. Other Instructors:

Name: none
Office number:
Phone number:
Email:
Contact hours:

20. Course Description:

This course is designed to provide the beginning student with the basic knowledge and positive attitudes related to the individual's physiological, psychological, and social needs according to the functional health patterns. This knowledge helps students to understand the integrated care models and complementary therapies, and therefore reflected in the planning and implementation of individual nursing care, using the nursing process steps as a strategy in planning and implementation.

21. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

Aims:

Aims: This course aims to assist the student to understand holistic care modalities and complementary therapies and therefore, plan and implement nursing strategies to meet the client's needs in a variety of clinical settings using the nursing process as a framework.

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.



22. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

Course ILOs #	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	Evaluate	Create	
-Describe the phases, components, and methods of each phase of the nursing process			*				
Differentiate objective and subjective data and primary and secondary data			*				
Describe the process of selecting and choosing nursing intervention			*				
Compare nursing diagnosis, medical diagnosis, and collaborative problems.		*					
Compare and contrast different documentation methods.				*			
Identify factors that the nurse must consider when setting an interview.					*		
Discuss the relationship among the nursing process, critical thinking, the problem solving process and the decision making process.					*		
Apply the nursing process to different patient with health problems.	*						*
Describe the nurse's roles in the delivery of health care with emphasis on the Jordanian health care delivery system to clients, families, and community.			*				



Describe the significant of developing critical thinking abilities in order to practice safe, effective, and professional nursing care.	*							*
Translate organizational, leadership, inter-professional collaboration, and management concepts into nursing care for individuals, families, and groups.	*							*
Utilize evidence based practice in providing care for individuals, families, and groups.	*							*

23. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:

PLO's * CLO's	1	2	3	4	5	6	7	8	Descriptors**		
									K	S	C
1.			X						X		
2.			X						X		
3.			X						X		
4.		X									X
5.				X					X		
6.					X					X	
7.						X					X
8.						X					X
9.	X									X	
10.	X									X	
11.	X									X	
12.	X									X	



*Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.

**Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).

24. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Introduction and course overview Critical thinking & clinical reasoning	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 10 Page 144
	1.2	Overview of the Nursing process Assessing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 11 Page 155
	1.3	Assessing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	
2	2.1	Assessing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	
	2.2	Assessing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	



	2.3	Diagnosing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 12 Page 175
3	3.1	Diagnosing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	
	3.2	Diagnosing	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	
	3.3	Planning	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 13 Page 189
4	4.1	Planning	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	
	4.2	Implementing & evaluating	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 14 Page 208
	4.3	Implementing & evaluating	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	
5	5.1	Documenting	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 15 Page 221
	5.2	Documenting	ALL	Face to Face	Moodle - MST	Synchronous	First Written Exam Quiz form	Unit 3 Chapter 15 Page 221
	5.3	Medications	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	Unit 8 Chapter 35



								Pages 750
6	6.1	Medications	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	
	6.2	Medications	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	
	6.3	QUIZ 20%						
7	7.1	Skin Integrity and Wound Care	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	Unit 8 Chapter 36 Page 828
	7.2	Skin Integrity and Wound Care	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	
	7.3	Skin Integrity and Wound Care	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	
8	8.1	Skin Integrity and Wound Care	ALL	Face to Face	Moodle - MST	Synchronous	Midterm Written Exam	
	8.2	Nutrition	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	Unit 10 Chapter 47 Page 1127
	8.3	Nutrition	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
9	9.1	Nutrition	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	



	9.2	Nutrition	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
	9.3	Mid term exam 30%						
10	10.1	Oxygenation	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	Unit 10 Chapter 50 Page 1241
	10.2	Oxygenation	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
	10.3	Oxygenation	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
11	11.1	Oxygenation	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
	11.2	Urinary elimination	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	Unit 10 Chapter 48 Page 1174
	11.3	Urinary elimination	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
12	12.1	Urinary elimination	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
	12.2	Fecal elimination	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	Unit 10 Chapter 49 Page 1210
	12.3	Fecal elimination	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	



13	13.1	Fecal elimination	ALL	Face to Face	Moodle - MST	Synchronous	Final Written Exam	
	13.2	Fecal elimination						
	13.3	Fecal elimination						
14	14.1	Revision						
	14.2	Revision						
	14.3							
15	15.1	FINAL EXAMS 50%						
	15.2							
	15.3							

25. Evaluation Methods:

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

Evaluation Activity	*Mark wt.	CLO's						
		1	2	3	4	5	6	7
First Exam Nursing Process	20%		*		*	*		*
		*		*			*	
Second Exam – Medication	30% midterm		*		*	*		*
Skin integrity		*		*			*	
Final Exam Nutrition oxygenation + urinary & fecal elimination +	50%		*		*	*		*
**Class work	Group activities							



	application							
Projects/reports	no							
Research working papers	no							
Field visits	no							
Practical and clinical	no							
Performance Completion file	no							
Presentation/ exhibition	no							
Any other approved works	no							
Total 100%	100%							

* According to the instructions for granting a Bachelor's degree.

**According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

Mid-term exam specifications table*

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO/ Weight	CLO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
1	1	1	4	2	1	10	100	100	10%	1

Final exam specifications table

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CLO Weight	CLO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
										1
										2



										3
										4
										5

26. Course Requirements:

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

27. Course Policies:

A- Attendance policies:

- Students must attend all classes of this course (online sessions-synchronized or A synchronized and on campus sessions).
- 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 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 attend 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 not 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 from the Dean of School of Nursing who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.

C- Health and safety procedures:

Students should comply with the University of Jordan, Ministry of Health, and Ministry of Higher Education rules and regulation for COVID-19 precautions when allowed to attend exams at the University premises including but not limited to wearing mask, gloves, and keep 1.5-2M physical segregation from colleagues.

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
 - Allowing someone else to sit for exams instead of you

E- Examination Instructions for Students

- For online quizzes or exams** · Follow-up the instructions of the exam on the e-learning page of your section (Date, time and other guidelines) ·
 - Make sure you have a good internet connection at the time of the exam
 - Connect to the exam internet site 10 min before the quiz or exam time

- For on-campus exams:**

- Follow-up the instructions of the exam on the e-learning page of your section (Date, time, assigned computer lab of the exam and other guidelines)
 - Bring your University ID card with you
 - Do not bring any material related to the exam
 - Do not bring your mobile phone to the Exam room
 - Be in the exam room at least 10 minutes before exam starting time
 - It's not allowed to enter the exam room late
 - In case of coming late you have to contact the course coordinator immediately
 - It's not allowed to leave the Exam room before the end of at least one-third of the exam time.
 - for bubble sheet exam bring a pencil and eraser with you

 - Do not leave examination room except under exceptional circumstances at the discretion of the Senior Invigilator and you should be accompanied by an invigilator, if needed.
- Other instructions
 - You will not be given extra time for the exam if you joined the exam late
 - For Re-exam (Make-up exam) issue refer back to the university rules.

<http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>

E- Grading policy: A grade of (D) is the minimum passing grade for the course.

F- Available university services that support achievement in the course: Online services (**Moodle e-learning & Microsoft Teams**) **e-library, computer labs**

28. References:

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

Audrey T. Berman, Shirlee S, & GERALYN F. (2022). Kozier & Erb's Fundamentals of Nursing: Concepts, Process and Practice. 11th edition. Pearson Education Limited



Audrey T. Berman, Shirlee S, & GERALYN F. (2016). *Kozier & Erb's Fundamentals of Nursing: Concepts, Process and Practice*. 10th edition. Pearson Education Limited.

B- Recommended books, materials, and media:

- Jeffries, P. R., & Slaven-Lee, P. (2024). *A Practical Guide for Nurse Practitioner Faculty Using Simulation in Competency-based Education*. Lippincott Williams & Wilkins. Lilley, L. L., Collins, S. R., & Snyder, J. S. (2022). *Pharmacology and the nursing process E-Book*. Elsevier health sciences.
- Kaushik, A. (Ed.). (2022). *Saunders Comprehensive Review for the NCLEX-RN® Examination, Fourth South Asia Edition-E-Book*.
- Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2021). *Fundamentals of nursing-e-book*. Elsevier health sciences.
- Black, B. (2022). *Professional nursing-e-book: concepts & challenges*. Elsevier Health Sciences.
- McMillan, J. (2024). *Case Studies in LPN/LVN Nursing E-Book*. Elsevier Health Sciences.
- Poser, K., Linton, A. D., & Matteson, M. A. (Eds.). (2024). *Linton and Matteson's Medical-Surgical Practical Nursing in Canada-E-Book*. Elsevier Health Sciences.
- Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2021). *Clinical Nursing Skills and Techniques-E-Book: Clinical Nursing Skills and Techniques-E-Book*. Elsevier Health.
- Skidmore-Roth, L. (2020). *Mosby's 2021 Nursing Drug Reference E-Book: Mosby's 2021 Nursing Drug Reference E-Book*. Elsevier Health Sciences.
- Dexter, E., Walshaw, J., Wynn, H., Dimashki, S., Leo, A., Lindsey, I., & Yiasemidou, M. (2024). Faecal incontinence-a comprehensive review. *Frontiers in Surgery*, 11, 1340720.

Smeltzer, S., & Bare, B., Hinkle, J., & Cheever, K. (2018). *Brunner and Suddarth's textbook of medical surgical nursing (14th Ed.)*. Philadelphia, PA.: Lippincott

Bickley, L. (2017). *Bates' Nursing guide to physical examination and history taking (12th ed.)*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Relevant Website and Journals

e-library electronic Journals

<https://library.ju.edu.jo/Elibrary/>

- Up-to-date
- ELM
- Lippincott Advisor
- Lippincott procedures



29. Additional information:

Name of the Instructor or the Course Coordinator:	Signature:	Date: 22/10/2024
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
.....
Name of the Head of Department	Signature:	Date:
.....
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
.....
Name of the Dean or the Director	Signature:	Date:
.....