



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

Foundations of Professional Nursing(Clinical)

(3 credit hours)

18. Course Coordinator:



Name:	Contact hours:
Office number:	Phone number:

19. Other Instructors:

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

20. Course Description:

This course is designed to provide clinical experience for the beginning students with laboratory-guided experiences with an emphasis on the student's independent learning that will assist them in mastering the biosafety basic nursing skills. These biosafety skills are presented according to the functional health patterns in parallel with knowledge provided to the students in the theory course, to prepare the students implementing holistic and safe nursing care in clinical settings.

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)

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 aims and outcomes:

Aims: This clinical course is designed to provide the student with laboratory guided experiences with emphasis on the student's independent learning that will assist her/him to master the basic nursing skills. These skills are presented according to the functional health patterns in parallel with knowledge provided to the students in the theory course in order to prepare the students to implement holistic care modalities in the clinical settings.

Course ILOs #	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	Evaluate	Create	
-Identify the essential concepts relevant to nursing procedures,			*				
Discuss nursing care required for clients in selected simulated situations			*				
Demonstrate professionalism when communicating with colleagues, health care providers, patients and their families				*			
-Utilize caring techniques that promote a therapeutic			*				



nurse-patient relationship							
-Describe the significant of developing critical thinking abilities to practice safe, effective and professional nursing				*			
Analyze simulated cases in planning care of individuals and their families using the nursing process					*		
Safely demonstrate fundamental nursing psychomotor skills							

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

PLO's * CLO's	1	2	3	4	5	6	7	Descriptors**		
								A	B	C
1			*						*	
2			*							*
3				*						*
4			*					*		
5									*	
6					*				*	



7							*			*
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***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	Infection Control: Basic Medical Asepsis: •Hand washing (medical asepsis) Isolation types •Donning and removing clean gloves •Standard precautions (Donning clean disposable gloves, gown, mask,& eyewear)	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	Nursing Skills Pears New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin (2024) Chapter 14 430-469 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 31 693-716
	1.2	Vital signs: •Introduction & terminology •Temperature •Pulse & O2 saturation •Respiration.	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	Nursing Skills Pears New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin



							Chapter 10 260-299 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 28 532-569
	1.3	Vital signs: •Blood pressure •V.S. documentation	ALL	Face to Face	Moodle; MST	Synchronous	Clinic al exam
2	2.1	Vital signs: •Blood pressure •V.S. documentation					
	2.2	Continue Vital signs training					
	2.3	Continue Vital signs training					
3	3.1	Medication administration: •Introduction &terminology •Medication Documentation •Medication preparation •Oral medication administration •Medication dosage calculation	ALL	Face to Face	Moodle; MST	Synchronous	Nursing Skills Pearso New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin Chapter 18 603-664 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 35 836-868 898-911
	3.2	Parenteral medications administration: •Preparing medication from Ampules & Vials •Mixing medications using one syringe	ALL	Face to Face	Moodle; MST	Synchronous	Clinic al exam Nursing Skills Pearso New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin Chapter 18



	•Administering medication (I.D., S.C., & I.M.).							603-664 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 35 836-868 898-911 869-893
	3.3	<i>Continue</i> Parenteral medications administration						
4	4.1	<i>Continue</i> Parenteral medications administration						
	4.2	First clinical exam (20%) Blood Pressure + Pulse + SC injection	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	
	4.3	First clinical exam (20%) Blood Pressure + Pulse + SC injection						
5	5.1	First clinical exam (20%) Blood Pressure + Pulse + SC injection						
	5.2	Intravenous therapy: •Preparing the venipuncture site.(apply all measures for the adhesion to biosafety recommendation. •Inserting an Over-the-needle catheter.	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	Nursing Skills Pearson's New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin Chapter 28 1098-1145 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1



	<ul style="list-style-type: none"> •Initiating Intravenous therapy. •Intravenous management •Monitoring fluid balance •Intravenous medication administration 						894-898 1397-1420
5.3	Intravenous therapy: <ul style="list-style-type: none"> •Preparing the venipuncture site.(apply all measures for the adhesion to biosafety recommendation. •Inserting an Over-the-needle catheter. •Initiating Intravenous therapy. •Intravenous management •Monitoring fluid balance •Intravenous medication administration 	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	
6.1	Cont. Intravenous therapy:						
6.2	Measures to prevent infection and maintain biosafety : <ul style="list-style-type: none"> •Completing surgical hand antisepsis •Donning sterile gloves 	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	Nursing Skills Pearson New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin Chapter 25 928-966



	<ul style="list-style-type: none"> •Pouring from a sterile container •Preparing a sterile field •Preparing a sterile field using pre-package supplies •Preparing for dressing change with individual supplies <p>Dressing change:</p> <ul style="list-style-type: none"> •Changing a dry sterile dressing. •Removing sutures. •Removing staples. •Caring for a wound with a Drain •Maintaining Wound Drainage System •Irrigating Wounds •Teaching wound care to clients 						<p>Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 716-724 Chapter 36 915-945</p>
6.3	<p>Dressing change:</p> <ul style="list-style-type: none"> •Changing a dry sterile dressing. •Removing sutures. •Removing staples. •Caring for a wound with a Drain •Maintaining Wound Drainage System •Irrigating Wounds •Teaching wound care to clients 	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	<p>Nursing Skills Pears New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin Chapter 25 928-966 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 716-724 Chapter 36 915-945</p>



7	7.1	Cont. Dressing change						
	7.2	Cont. Dressing change						
	7.3	Second clinical exam (25%) IM injection + Dressing	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	
8	8.1	Second clinical exam (25%) IM injection + Dressing						
	8.2	Second clinical exam (25%) IM injection + Dressing						
	8.3	Second clinical exam (25%) IM injection + Dressing						
9	9.1	Urinary elimination: •Inserting a retention catheter (Female) •Inserting a retention catheter (Male) •Providing catheter care •Removing a retention catheter Bowel elimination: •Administering a large volume enema.	ALL	Face to Face	Moodle; MST	Synchronous	Clinical exam	Nursing Skills Pearsons New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin Chapter 22 +chapter 23 803-885 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 47 1241-1243



								1248-1259 *chapter 48 1279-1280 1284-1288
	9.2	<p>Urinary elimination:</p> <ul style="list-style-type: none"> •Inserting a retention catheter (Female) •Inserting a retention catheter (Male) •Providing catheter care •Removing a retention catheter <p>Bowel elimination:</p> <ul style="list-style-type: none"> •Administering a large volume enema. 						
10	10.1	<p>Nasogastric tube therapy:</p> <ul style="list-style-type: none"> •Inserting a large-bore nasogastric tube •Flush /maintain nasogastric tube •Performing gastric lavage •Removing nasogastric tube 	ALL	Face to Face	Moodle; MST	Synchronous		<p>Nursing Skills Pearson New International Edition by Sandra F. Smith, Donna J. Duell RN MS, Barbara Martin</p> <p>Chapter 19 686-713</p> <p>Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 46 1214-1227</p>
	10.2	<p>Nasogastric tube therapy:</p> <ul style="list-style-type: none"> •Inserting a large-bore nasogastric tube 	ALL	Face to Face	Moodle; MST	Synchronous		



		<ul style="list-style-type: none"> •Flush /maintain nasogastric tube •Performing gastric lavage •Removing nasogastric tube 					
	10.3	Training					
1 1	11.1	Nasogastric tube therapy: <ul style="list-style-type: none"> •Inserting a large-bore nasogastric tube •Flush /maintain nasogastric tube •Performing gastric lavage •Removing nasogastric tube 					
	11.2	Training					
1 2	12.1	Bathing, Bed making, & maintaining skin integrity: <ul style="list-style-type: none"> •Introduction & terminology •Bed making •Bath care •Maintaining skin integrity •Evening care Personal hygiene: <ul style="list-style-type: none"> •Introduction & terminology •Oral hygiene •Hair care •Bed pan, Urinal and commode 	ALL		Moodle; MST	Synchronous	Chapter 8 188-222 Chapter 9 224-257 Chapter 12 356-387 Kozier & Erb's fundamentals of nursing _ concepts, process, and practice (2022) 11edition 1 Chapter 33 762-794 795-801 chapter 44 1119-1123 1130-1147 1151-1156
				Face to Face			Clinical exam



	<ul style="list-style-type: none"> •Perineal& Genital care •Eye & Ear care <p>Body Mechanics and Positioning:</p> <ul style="list-style-type: none"> •Proper body mechanics •Moving and turning clients 						
12.2	<p>Bathing, Bed making, & maintaining skin integrity:</p> <ul style="list-style-type: none"> •Introduction & terminology •Bed making •Bath care •Maintaining skin integrity •Evening care <p>Personal hygiene:</p> <ul style="list-style-type: none"> •Introduction & terminology •Oral hygiene •Hair care •Bed pan, Urinal and commode •Perineal& Genital care •Eye & Ear care <p>Body Mechanics and Positioning:</p> <ul style="list-style-type: none"> •Proper body mechanics •Moving and turning clients 	ALL		Moodle; MST	Synchronous		Clinical exam



	12.3	Final clinical exam (25%)	ALL	Face to Face	Moodle; MST	Synchronous	Clinic al exam	
1 3	13.1	Final clinical exam (25%)	ALL	Face to Face	Moodle; MST	Synchronous	Clinic al exam	
	13.2	Final clinical exam (25%)						
	13.3	Final clinical exam (25%)						
1 4	14.1	Final clinical Written Exam 30%	ALL	Face to Face	Moodle; MST	Synchronous	Writte n exam	
	14.2							
	14.3							
1 5	15.1	Final theory Written exams						
	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	Clinical 20%	*	*	*	*	*	*	*
Second Exam –If any	Clinical 25%	*	*	*	*	*	*	*
Final Exam	Clinical 25%	*	*	*	*	*	*	*



Final Exam	written 30%	*	*	*	*	*	*	*	*
**Class work	Training under supervision								
Projects/reports	no								
Research working papers	no								
Field visits	no								
Practical and clinical	Yes at the lab.								
Performance Completion file	Exam paper								
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					
							30	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.
- 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 after 9 am 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.
- Assignments and projects should be submitted to the instructor on the due date.

Examination Instructions for Students



- Bring with you full exam requirements (blue pen, pencils, sharpener, eraser, calculator etc.), borrowing from others is not allowed.
- 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 the END OF AT LEAST HALF OF THE EXAM TIME.
- Write your name and university number on the exam paper and computerized sheet using **Blue** pen only.
- Use pencil **ONLY** to shade your answers on the computerized answer sheet.
- 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.
- For Re-exam issue refer back to the university rules.

C- Health and safety procedures:

Students should comply with the Faculty of Nursing policies regarding pre-hospital training immunizations. Students should comply with the training areas policies regarding infection control, general precautions, and patient isolation.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

Cheating, plagiarism, and misbehaviour 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.

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

(e learning), Microsoft teams

28. References:

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

- A- Berman, A., Snyder S., Frandse, G. (2022). Kozier & Erb's Fundamentals of Nursing: Concepts, Process and Practice, 11th. edition. Pearson.
- B- Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2024). Clinical Nursing Skills and Techniques-E-Book: Clinical Nursing Skills and Techniques-E-Book. Elsevier Health Sciences. OR

B- Recommended books, materials, and media:

- Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2021). Clinical Nursing Skills and Techniques-E-Book: 11th. Edition, Elsevier Health.
- 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.
- Lilley, L. L., Collins, S. R., & Snyder, J. S. (2022). Pharmacology and the nursing process E-Book. Elsevier health sciences.



- McCuiston, L. E., DiMaggio, K. V., Winton, M. B., & Yeager, J. J. (2021). Pharmacology E-Book: A Patient-Centered Nursing Process Approach. 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.
- Jeffries, P. R., & Slaven-Lee, P. (2024). A Practical Guide for Nurse Practitioner Faculty Using Simulation in Competency-based Education. Lippincott Williams & Wilkins.
- 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.
- Jeffries, P. (2022). Clinical simulations in nursing education: Advanced concepts, trends, and opportunities. Lippincott Williams & Wilkins.
- Black, B. (2022). Professional nursing-e-book: concepts & challenges. 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.

Additional resources

e-library electronic Journals

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

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

29. Additional information:

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Name of the Instructor or the Course Coordinator: **Signature:**

Date:
27/10/2024



Name of the Head of Quality Assurance
Committee/ Department

Signature:

Date:

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Name of the Head of Department

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Signature:

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Date:

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Name of the Head of Quality Assurance
Committee/ School or Center

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Signature:

.....
Date:

.....
Name of the Dean or the Director

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Signature:

.....
Date: