



<b>Form: Course Syllabus</b>	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963
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	Deans Council Approval Decision Number	
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	Number of Pages	23/01/2023

1	Course title	Adult Health Nursing (2)
2	Course number	5701205
3	Credit hours	3
	Contact hours (theory, practical)	(3,0)
4	Prerequisites/corequisites	5701206
5	Program title	BSc. In Nursing
6	Program code	57
7	Awarding institution	The University of Jordan/Aqaba Campus
8	School	Nursing
9	Department	Nursing 01
10	Level of course	2
11	Year of study and semester (s)	2020/2021 2 <sup>nd</sup> 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 checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platform(s)	<input 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	Feb 2021

**18 Course Coordinator:**

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**19 Other instructors:**

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**20 Course Description:**

This course is the second part of the Adult Health Nursing courses. 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 in renal, musculoskeletal, dermatological, sensory, neurological, and immune systems. 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. Program Intended Learning Outcomes:**

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

1. Define the key concepts related to the alteration in the functional health patterns of adult patients diagnosed with renal, musculoskeletal, dermatological, sensory, neurological, and immune systems.
2. Recall the anatomy, physiology and the assessment techniques of the adult patients with alteration in with renal, musculoskeletal, dermatological, sensory, neurological, and immune systems.
3. Recall the pathophysiology of the conditions related to alteration in with renal, musculoskeletal, dermatological, sensory, neurological, and immune systems.
4. Apply the nursing process in meeting the needs of adult patients
5. Identify knowledge-based from other healthcare disciplines that can be utilized in communication with adults' patients, family and peers using the skill of the assessment parameters to determine the status of the adult patients with alteration in the functional health patterns.
6. Apply the skill of identify the nursing diagnoses related to the conditions of alterations in functional health patterns.
7. Apply nursing interventions that promote optimal physiological functioning including discharge planning.
8. Demonstrate critical thinking, clinical judgment and analytical skills in assessing, interpreting, and evaluating health information.
9. Utilize problem solving skills in the care of the adult clients with common health problems.
10. Adhere to the nurse's role in providing a holistic care for an adult patient.
11. Promotes and adheres to the national standards and guidelines of nursing professional development.
12. Understand concepts and challenges regarding patient management including renal, musculoskeletal, dermatological, sensory, neurological, and immune systems disorders.
13. Identify significant data to be collected during the assessment of adults with renal, musculoskeletal, dermatological, sensory, neurological, and immune systems.
14. Develop a care plan for adults with alteration in with renal, musculoskeletal, dermatological, sensory, neurological, and immune systems.
15. Demonstrate professional and leadership skills while carrying out nursing activities for adults with renal, musculoskeletal, dermatological, sensory, neurological, and immune systems.
16. Describe the basic concepts of nursing including healthcare delivery and evidence-based practice, health education, health promotion, and health assessment.

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

PLO's *	1	2	3	4	5	6	7	Descriptors**		
								K	S	C
CLO's										
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		
13.					X				X	
14.					X				X	
15.						X			X	
16.							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	Teaching Methods*/platform	Evaluation Methods**	References Brunner and Suddarth ebook
1 & 2	1.1 1.2 2.1. 2.2	<b>Course Orientation</b> <b>Musculoskeletal system</b> • Anatomy & physiology Physical assessment & Diagnostic tests	online lectures, discussion, case analysis/Moodle, Microsoft teams	Exam,	2008-2022
3 & 4	3.1 3.2 4.1 4.2	<b>Metabolic bone disorders:</b> • Osteoporosis • Osteomalacia <b>Musculoskeletal infections:</b> • Osteomyelitis • Bone tumor <b>Musculoskeletal trauma:</b> • Fractures <b>Musculoskeletal care modalities</b> • Cast • Skin and skeletal traction	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, assignment,	2062 2068  2069 2073  2084  2024 2032 2036

		<ul style="list-style-type: none"> <li>• Orthopedic surgery: hip replacement</li> </ul>			
5 & 6	5.1 5.2 6.1 6.2	<b>Neurological System</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Physical assessment &amp; Diagnostic tests</li> </ul> <b>Neurological dysfunction</b> <ul style="list-style-type: none"> <li>• Seizures disorder</li> </ul> The epilepsies <b>Cerebrovascular disorders</b> <ul style="list-style-type: none"> <li>• Ischemic stroke</li> <li>Hemorrhagic stroke</li> </ul>	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, quiz	1831 1841-1850  1881 1882  1896 1910
7 & 8	7.1 7.2 8.1 8.2	<b>Neurological Trauma</b> <ul style="list-style-type: none"> <li>• Head injuries</li> <li>• Spinal cord injuries</li> </ul> <b>Neurologic infections &amp; Degenerative disorder</b> <ul style="list-style-type: none"> <li>• Meningitis</li> <li>• Parkinsonism, Brain tumors</li> </ul> <b>Autoimmune Processes</b> <ul style="list-style-type: none"> <li>Multiple sclerosis</li> <li>Myasthenia gravis</li> </ul>	online lectures, discussion, case study /Moodle, Microsoft teams	Exam	1919 1933  1950 1986 1976  1956 1963
9 & 10	9.1 9.2 10.1 10.2	<b>Sensory System: Eye</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Glaucoma &amp; Cataract</li> </ul> Diabetic Retinopathy <b>Sensory System: Ear</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Conditions of the middle ear: otitis media</li> </ul> Conditions of inner ear: Meniere's disease	online lectures, discussion, case study /Moodle, Microsoft teams	Exam	1772 1231  1813 1819
11 & 12	11.1 11.2 12.1 12.2	<b>Integumentary System</b> <ul style="list-style-type: none"> <li>• Herpes Zoster</li> <li>Herpes Simplex</li> <li>Burn Injury</li> </ul>	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, case discussion	1689 1690  1718-1753
13	13.1 13.2	<b>Immune System</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Auto immune diseases</li> <li>• Rheumatoid Arthritis</li> </ul> AIDS	online lectures, discussion, case study /Moodle, Microsoft teams	Exam, assignment	1643  1573
14	14.1 14.2	<b>Urinary system</b> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Physical assessment &amp; Diagnostic procedures</li> </ul> Glomerulonephritis	online lectures, discussion, case study /Moodle, Microsoft teams	Exam	1293  1314  1320

		<b>Renal failure</b> <ul style="list-style-type: none"> <li>• Acute renal failure</li> <li>• Chronic renal failure</li> <li>• Dialysis</li> </ul> Kidney transplantation			1325 1328 1351
15		Revision			

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

## 25 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%	Musculoskeletal and neurological	Week 6	Lmsystem.ju.edu u.jo
Various assignment (home works, group presentation, patient teaching)	10%	Selected topics	TBA	Lmsystem.ju.edu .jo
Participation and Quizzes	10%	All	Ongoing	Lmsystem.ju.edu .jo
Final written exam	50%	All the topics	According to university	Lmsystem.ju.edu .jo

## 26 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

## 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 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 <sup>-</sup>
50-55	D
56-59	D <sup>+</sup>
60-63	C <sup>-</sup>
64-67	C
68-70	C <sup>+</sup>
71-74	B <sup>-</sup>
75-77	B
78-80	B <sup>+</sup>
81-83	A <sup>-</sup>



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

## 28 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 (13<sup>th</sup>. 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. 6<sup>th</sup> 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*. (12<sup>th</sup>ed). Philadelphia, J.B Lippincott.
- 3- Williams, L. & Hopper, P. (2015). Understanding Medical Surgical Nursing. 5<sup>th</sup> 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*, (10<sup>th</sup> 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

## 29 Additional information:

Name of Course Coordinator: Dr Mahmoud Al-Kalaldehy Signature: ----- Date: -----

Head of Curriculum Committee/Department: Dr Mahmoud Al-Kalaldehy Signature: -----

Head of Department: Dr Mahmoud Al-Kalaldehy Signature: -----

Head of Curriculum Committee/Faculty: Dr Mahmoud Al-Kalaldehy Signature: -----

Dean: Dr Fouad Horani Signature: -----