



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	15

1.	Course Title	Introduction to Nursing Profession
2.	Course Number	5701101
3.	Credit Hours (Theory, Practical)	2
	Contact Hours (Theory, Practical)	48
4.	Prerequisites/ Corequisites	-
5.	Program Title	Bachelor in Nursing Science
6.	Program Code	07
7.	School/ Center	Nursing
8.	Department	Nursing Department
9.	Course Level	First year
10.	Year of Study and Semester (s)	First Semester 2024\2025
11.	Program Degree	Baccalaureate
12.	Other Department(s) Involved in Teaching the Course	Clinical Nursing
13.	Main 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 checked="" type="checkbox"/> Microsoft Teams
16.	Issuing Date	28/10/2024
17.	Revision Date	-

.8. Course Coordinator:

Name :
Office no.
Phone no .
Email.
Contact hours



--

19. Other Instructors:

Name : Office no. Phone no . Email. Contact hours.
--

20. Course Description:

As stated in the approved study plan. This course introduces the beginning student's to the history of nursing, its nature and roles. The course has been prepared to provide the student with basic information and appropriate positive attitudes that will be acquired while studying and working in nursing profession. This information includes health and freedom from illness, nursing process, and health care delivery. In addition, it prepares the nursing students to use critical thinking and decision-making process, which guide to safe and competent nursing practice

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)

1. Demonstrate competency in performing and providing a professional nurse's role in quality care provision for individuals, families, and groups.
2. Apply principles of effective communication with peers, individuals, families, groups, and healthcare teams.
3. Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups.
4. Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups
5. Demonstrate safety measures to protect self, individuals, families, and groups
6. Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups
7. Utilize evidence-based practice in providing care for individuals, families, and groups

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input checked="" 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)

1. Review the historical development of the nursing profession in terms of theory, practice, education, and research
2. Describe the definition of Nursing, nurse's roles in the delivery of health care with emphasis on the Jordanian health care delivery system to clients, families, and community.
3. Define concepts related to health illness and wellness
4. Explain the models of health and nurses' roles in the maintenance, promotion and restoration of health and prevention of illness
5. Identify the steps of the nursing research and evidence based practice
6. Discuss the professionalization of caring and types of knowledge in nursing
7. Describe the significance of developing critical thinking and problem solving abilities in order to practice safe, effective, and professional nursing care.
8. Describe the phases, components, and application of each phase of the nursing process

Course ILOs	The learning levels to be achieved						Competencies
	Remember	Understand	Apply	Analyse	evaluate	Create	
1	X						
2		X					
3			X				
4			X				
5		X					



6					X		
7					X		
8						X	

23. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

PLOs* ILOs CILOs	1	2	3	4	5	6	7	Descriptors**		
								A	B	C
1	X							X		
2	X					X		X		
3	X			X				X		
4	X	X		X						X
5							X			X
6	X		X		X				X	
7	X		X						X	
8	X	X	X				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/	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1 6/10 - 9/10 /202 4	1.1	Introduction to the course		Face -to- face				
	1.2	Introduction to the course		Face -to- face				
	1.3	Historical and Contemporary Nursing Practice History of Nursing History of Nursing in the Islamic Era	1,2	Face -to- face			See tables 25	Textbook Ch. 1 P:24 :History and current practice P: 26 and (Textbook 2, the Arabic version)
2 13/1 0- 16/1 0	2.1	Nursing Leaders	1,2	Face- to- face			See tables 25	Textbook Ch. 1
	2.2	Nursing education Nursing Theories	1,2	Face- to- face			See tables 25	Textbook Ch. 1



	2.3	Contemporary Nursing Practice Definitions of nursing Recipients of nursing care	1,2	Face-to-face			See tables 25	Textbook Ch. 1
3 20/10-23/10	3.1	Scope of nursing Settings for nursing practice	1,2	Face-to-face			See tables 25	Textbook Ch. 1
	3.2	Nurse practice Act Standards of Nursing Roles and functions of the nurse	1,2	Face-to-face			See tables 25	Textbook Ch. 1
	3.3	Criteria of a profession Professional identity formation Development of professional expertise	1,2	Face-to-face			See tables 25	Textbook Ch. 1
4 27/10-30/10	4.1	Factors influencing current nursing practice	1,2	Face-to-face			See tables 25	Textbook Ch. 1
	4.2	Nursing Organizations	1,2	Face-to-face			See tables 25	Textbook Ch. 1
	4.3	Nursing research & evidence-based practice Evidence-based practice (EBP)	5	Face-to-face			See tables 25	Textbook Ch. 2 P:53



5 3/11 - 6/11	5.1	Nursing Research Approaches to Nursing Research Overview of the Research Process	5	Face- to- face			See tables 25	Textbook Ch. 2 P:53
	5.2	Healthcare Delivery Systems Types of health care services	1,2,4	Face- to- face			See tables 25	Textbook Ch. 5 P:113
	5.3	Primary Prevention: Health Promotion and Illness Prevention	1,2,4	Face- to- face			See tables 25	Textbook Ch. 5
6 10/1 1- 13/1 1	6.1	Types of health care agencies & services	1,2,4	Face- to- face			See tables 25	Textbook Ch. 5
	6.2	Health care professionals- providers of health care	1,2,4	Face- to- face			See tables 25	Textbook Ch. 5
	6.3	Health, Wellness, and Illness Concepts of health, wellness, well-being	2,4	Face- to- face			See tables 25	Textbook Ch:20 P: 382
7 17/1 1- 2011 1	7.1	Models of Health and Wellness	2,4	Face- to- face			See tables 25	Textbook Ch:20
	7.2	Variables Influencing Health Status, Beliefs, and Behaviors	2,4	Face- to- face			See tables 25	Textbook Ch:20
	7.3	Health belief models	2,4	Face- to- face			See tables 25	Textbook Ch:20



8 24/1 1- 27/1 1	8.1	Healthcare Adherence	2,4	Face-to-face			See tables 25	Textbook Ch:20
	8.2	Healthcare Adherence	2,4	Face-to-face			See tables 25	Textbook Ch:20
	8.3	Illness and disease	2,4	Face-to-face			See tables 25	Textbook Ch:20
9 1/12 - 4/12	9.1	Illness behaviours	2,4	Face-to-face			See tables 25	Textbook Ch:20
	9.2	Impact of illness	2,4	Face-to-face			See tables 25	Textbook Ch:20
	9.3	Revision		Face-to-face			See tables 25	
10 8/12 =11/ 12	10.1	Caring Professionalization of Caring Types of Knowledge in Nursing	6	Face-to-face			See tables 25	Textbook Ch: 15 P: 284
	10.2	Nursing Theories of Caring	6	Face-to-face			See tables 25	Ch. 15
	10.3	Caring Encounters	6	Face-to-face			See tables 25	Ch. 15
11 15/1 2- 18/1 2	11.1	Maintaining Caring Practice	6	Face-to-face			See tables 25	Ch. 15
	11.2	Reflection on Practice	6	Face-to-face			See tables 25	Ch. 15
	11.3	Critical Thinking and Clinical Reasoning Components of Clinical Reasoning	6	Face-to-face			See tables 25	Text-book Ch 9 P:177



12	12.1	Nursing Process	7	Face-to-face			See tables 25	Text-book Ch 9 P:177
22/1 2- 25/1 2	12.2	Assessing Phases of the Nursing Process Overview of the Nursing Process	8	Face-to-face			See tables 25	Ch. 10 190
	12.3	Assessing Collecting Data	8	Face-to-face			See tables 25	Ch. 10
	13.1	Organizing Data Validating Data Documenting Data	8	Face-to-face			See tables 25	Ch. 10
13 29- 1/1/ 202 5	13.2	Diagnosing Nursing Diagnoses Differentiating Nursing Diagnoses from Medical Diagnoses	8	Face-to-face			See tables 25	Ch. 10
	13.3	The Diagnostic Process	8	Face-to-face			See tables 25	Ch. 10
	14.1	The Diagnostic Process	8	Face-to-face			See tables 25	Ch: 11 P:212
14 5/1- 8/1/ 202 5	14.2	Planning Types of Planning	8	Face-to-face			See tables 25	Ch 12 P: 225
	14.3	Developing Nursing Care Plans The Planning Process	8	Face-to-face			See tables 25	Ch 12
	15.1	Implementing and Evaluating Implementing Process of Implementing Evaluating Evaluating the Quality of Nursing Care	8	Face-to-face			See tables 25	Ch : 13 245
15 12- 13/1	15.2	Documenting and Reporting	8	Face-to-face			See tables 25	Ch 14 P:259
	15.3	Revision		Face-to-face			See tables 25	



16	15/1 - 27/1 /202 5	Final Exams					See tables 25	
----	--------------------------------	-------------	--	--	--	--	---------------------	--

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	8
First Exam –midterm exam	30%	X	X			X			
Second Exam –If any	20%			X	X				
Final Exam	50%						X	X	X
**Class work									
Projects/reports									
Research working papers									
Field visits									
Practical and clinical									
Performance Completion file									
Presentation/ exhibition									
Any other approved works									
Total 100%									

* According to the instructions for granting a 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	2	2	3	10	30	30	10%	1
1	1	1	2	2	3	10			10%	2
1	1	1	2	2	3	10			10%	5

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	1	1	2	2	3	10	50	50	10	6
2	2	2	4	4	6	20			20	7
2	2	2	4	4	6	20			20	8

Evaluation Activity	Mark	Topic(s)	ILO/s Linked to the Evaluation activity	Period (Week)	Platform
Midterm exam	30 %	Historical and Contemporary Nursing Practice Nursing research & evidence-based practice Healthcare Delivery Systems		8th 24/11-5/12	On campus
Quiz	20 %	Health, Wellness, and Illness		12 th -13 th TBA	On campus
Final exam	50 %	Caring Nursing Process		16 th 15/1-27/1/2025	On campus

26. Course Requirements:



students should have a computer, internet connection, down loaded Microsoft teams, access to Moodle-e-learning course page , required textbook

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 anybody else to sit for online exams

E- Examination Instructions for Students

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.
- 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 you need to submit an approved excuse for absenteeism to the instructor
- 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, internet resources*)

28. References:

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

1. **Textbook (1): Berman, A., Snyder, S. J., & Frandsen, G. (2022) Kozier and Erb's Fundamentals of Nursing: Concepts, Process and Practice (11th ed) Pearson Education (TEXTBOOK)**



2. Textbook (2): Kozier, B., Erb, G., Berman, A., Snyder, S., Abdalrahim, M., Abu-Moghli, F., & Saleh, M. Y. (2012). *Fundamental of Nursing: Concept, Process, and Practice* (Arab world edition). Pearson Education Limited.

3.

B- Recommended books, materials, and media:

Brooker, C., and Waugh, A. (2013). Foundations of nursing practice: Fundamentals of holistic care. Elsevier Health Sciences

McCustion, L., Kee, J., Hayes, E. (2015). A Patient-Centered Nursing Process Approach. (Eighth Edition). USA: Elsevier

Nightingale, F. (1992). Notes on nursing: What it is, and what it is not. Lippincott Williams & Wilkins,

Peate, I. and Nair, M., (2017). Fundamentals of anatomy and physiology for nursing Healthcare Students. Wiley-Blackwell

Rebeiro, G., Wilson, D., Scully, N., & Leanne J., (2017). Fundamentals of nursing clinical skills workbook, Elsevier

Silvestri, L. (2014). Saunders Comprehensive Review for the NCLEX-RN® Examination. (Eighth Edition). USA: Elsevier

Smith, S., Duell, D., & Martin, B., (2014). Clinical Nursing Skills. (International Edition, Eighth Edition). UK: Pearson Education Limited. ·

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

<https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/>

<http://jnmc.jo/>

<http://www.jnc.gov.jo/Pages/default.aspx>

<https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/Tabl eofContents/Vol-24-2019/No3-Sept-2019/Nursing-Profession-in-Jordan.ht>

https://www.moh.gov.jo/EN/Pages/About_MOH

29. Additional information:



Name of the Instructor or the Course Coordinator: ...Manar Nabolsi.....	Signature: <i>Manar Nabolsi</i>	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: