



**The University of Jordan**

**Accreditation & Quality Assurance Center**

**Course Number:**

**0701929**

**Course Name: Nursing education and curriculum development (Theory)**

**Course Syllabus**

**SCHOOL OF NURSING**

**Course Syllabus**

**DEPARTMENT: community nursing**

**[sEMESTER ACADEMIC YEARi]**

**-summer semester 2018**

**The Mission of THE University OF JORDAN**

Providing students with fulfilling learning experiences, conducting knowledge-producing research, and building firm societal ties, within an environment conducive to creativity, innovation, and entrepreneurship; making efficient use of resources and forging fruitful partnerships.

**The vision of the SCHOOL of Nursing**

To be a leading, global school in the areas of nursing education, research, and community service.

**The Mission of the SCHOOL of Nursing**

The School of Nursing dedicates itself to improve health and wellbeing of society through preparing professional nurses to provide quality nursing care, conduct research and provide community service. The school provides a model learning environment that encourages life-long learning, innovation, and professional and personal development.

**SCHOOL of nursing’s Core values**

Our values are derived from the Islamic Arabic heritage and the nursing profession which include: ***integrity, equality, and justice; transparency and accountability; innovation and excellence; leadership and teamwork; discipline; response; and most importantly caring***.

1. **Course Coordinator:**

Office numbers: 116

Office hours: by appointment

Phone numbers: 06 5355000/23126 email addresses: [drferial@yahoo.com](mailto:drferial@yahoo.com)

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | Course title | Nursing education and curriculum development (Theory) |  |
| **2** | Course number | 0701929 |  |
| **3** | Credit hours (theory, practical) | 3 theory |  |
| Contact hours (theory, practical) | 3 hours per week |  |
| **4** | Prerequisites/requisites | None |  |
| **5** | Program title | PhD in Nursing |  |
| **6** | Program code |  |  |
| **7** | Awarding institution | The University of Jordan |  |
| **8** | Faculty | Prof Ferial Hayajneh |  |
| **9** | Department | Clinical nursing |  |
| **10** | Level of course | Elective |  |
| **11** | Year of study and semester (s) | Second year- Second semester |  |
| **12** | Final Qualification | PhD in Nursing |  |
| **13** | Other department (s) involved in teaching the course | All Nursing Departments |  |
| **14** | Language of Instruction | English |  |
| **15** | Date of production/revision | 17/9/2018 |  |

1. **Other instructors**:

|  |
| --- |
| *Office numbers, office hours, phone numbers, and email addresses should be listed.* |

1. **Course Description:**

|  |
| --- |
| This course provides nursing PhD students with the essential elements which define and operationalize the process of curriculum development. Opportunities for learners to explore theories, standards, and techniques to design, deliver, and evaluate a curriculum and learner outcomes will be emphasized. In this course examination of the philosophical and historical influences in nursing education within a contemporary context for curricula development will be highlighted. Students will learn how to analyze a written curricular plan including a mission statement, philosophy, and other essential elements. |

1. **Course aims and outcomes:**

|  |
| --- |
| A- Aims: This course aims to introduce and develop PhD nursing students' knowledge and skills related to the curriculum development, design, implementation and evaluation in nursing education. Historical and philosophical foundations of nursing education from international and national levels are examined. The practical application and synthesis of curriculum theory is emphasized. The role of the educator in the dynamic relationship between the practice setting, research and curriculum is explored.  **B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course students will be able to … |
| **1. Knowledge and Understanding** |
| 1.1. Describe the international history of nursing education and its effect on curriculum development. |
| 1.2. Describe the national history of nursing education and its effect on curriculum development. |
| 1.3. Discuss the institutional approval processes and the influence of accreditation/regulating bodies on nursing program curriculum. |
| 1.4. Describe different definitions and conceptualization of curriculum |
| 1.5. Comprehend the meaning of curriculum as Evidence – Informed, context- Relevant, Unified Curriculum |
| 1.6. Explore the necessity of faculty development as a core process of curriculum development, implementation, and evaluation. |
| 1.7. Discuss the role and responsibilities of faculty in the curriculum development and evaluation process. |
| 1.8. Identify stakeholders in curriculum development |
| 1.9. Identify matters to be discussed when organizing for curriculum development |
| 1.10. Gain insight into how core curriculum concepts and key professional abilities of graduates and derived from analysis and interpretation of internal and external contextual data and subsequent synthesis of ideas |
| 1.11. Determine how the major learning theories would be applied to the teaching and learning processes |
| 1.12. Describe the relationship between curriculum goals and an evidence – informed, context- relevant, unified curriculum in nursing education |
| 1.13. Comprehend the process of designing an evidence – informed, context- relevant, unified curriculum in nursing education |
| 1.14. Identify the complete course components and the parameters influencing course design |
| 1.15. Comprehend the meaning of readiness in relation to curriculum implementation |
| 1.16. Explore the definitions of distance education and nursing education by distance delivery, and the requirements for institutions to offer distance education |
|  |
| **2. Intellectual Analytical and Cognitive Skills** |
| 2.1. Examine the historical and philosophical foundations of nursing education curricula |
| 2.2. Explore the processes to enhance the scholarly nature of curriculum development |
| 2.3. Analyze the conditions necessary for faculty development |
| 2.4. Differentiate between scholarliness and scholarship in curriculum development, implementation, and evaluation |
| 2.5. Consider criteria and processes for selection of a curriculum leader |
| 2.6. Analyze the internal and the external contextual factors that influences curriculum |
| 2.7. Analyze and interpret the contextual data utilizing multiple cognitive processes |
| 2.8. Compare and contrast the major theories, concepts, and models that faculty utilize when developing or revising curricula |
| 2.9. Consider processes for formulating curriculum goals or outcomes |
| 2.10. Reflect on the core processes of curriculum work related to designing the overall curriculum |
| 2.11. Analyze the different approaches to course design |
| 2.12. Integrate ideas of fidelity of implementation into understandings of curriculum work |
| 2.13. Examine the roles of stakeholders, faculty, and students in contributing to readiness for, and fidelity of, implementation. |
| 2.14. Value evaluation planning as a component of curriculum development |

|  |
| --- |
| 2.15. Reflect on the core processes of curriculum work related to planning curriculum evaluation |
| 2.16. Consider the influence of distance delivery on course design, implementation, and evaluation |
|  |
| **3. Subject/ Specific/ Practical Skills** |
| 3.1. Utilize the influence of the history of nursing education on curriculum development. |
| 3.2. Write a plan for faculty development for the purpose of designing a nursing curriculum |
| 3.3. Judge the effectiveness of ongoing appraisal as a core process in curriculum development, implementation, and evaluation |
| 3.4. Assess faculty and stakeholder readiness and support for curriculum development or revision. |
| 3.5. Apply theoretical perspectives on leadership to curriculum work and change |
| 3.6. Write the activities that need to be organize for curriculum development |
| 3.7. Utilize a method for gathering data and collect the needed data for curriculum development |
| 3.8. Articulate how theories provide a foundation for the development of new curricula and the use of teaching strategies to meet learner needs |
| 3.9. Integrate critical thinking throughout coursework and instructional design. |
| 3.10. Utilize the educational taxonomies and domains of learning as a basis for the creation of learning outcomes. |
| 3.11. Prepare the logistical aspects needed for curriculum implementation. |
| 3.12. Analyze the relationship between readiness and fidelity of implementation to an evidence – informed, context- relevant, and unified curriculum |
| 3.13. Reflect on the core processes of curriculum work related to distance education |
|  |
| **4. Creativity /Transferable Key Skills/Evaluation** |
| 4.1. Utilize the institutional approval processes and the accreditation/regulating bodies to evaluate a nursing program curriculum. |
| 4.2. Evaluate the model of evidence – informed, context- relevant, unified curriculum in nursing education. |
| 4.3. Utilize the criteria for ongoing appraisal of curriculums in designing a quality nursing curriculum |
| 4.4. Apply the concepts of scholarliness and scholarship in curriculum development, implementation, and evaluation. |
| 4.5. Design a nursing curriculum taking into consideration the institutional role, community stakeholders financial/resource allocation, and the core processes of curriculum work. |
| 4.6. Write a strategy to gain faculty and stakeholder support for curriculum development. |
| 4.7. Design an evidence – informed, context- relevant, and unified curriculum based on the analysis and interpretation of the contextual data. |
| 4.8. Integrate theory in the development of curricular mission and philosophy |
| 4.9. Formulate curriculum outcomes |
| 4.10. Write the curriculum evaluation plan while designing a nursing curriculum |
| 4.11. Design the different courses for the curriculum based on an evidence – informed, context- relevant, and unified curriculum |
| 4.12. Design an evaluation plan to evaluate a curriculum utilizing model of curriculum evaluation |
| 4.13. Implement a complete instructional design process to build a nursing course |

|  |
| --- |
| \* other references are required based on the topics, including Jordanian Nursing Council Publications related to nursing education… |

1. **Teaching Methods and Assignments:**

|  |
| --- |
| Development of ILOs is promoted through the following teaching and learning methods:  The course integrates Students presentation with discussion sessions. Students are encouraged to be self-directed.  Guidance will be provided for students in preparing for presentations. In addition during the course the following strategies will be utilized   1. Presentation 2. Discussion 3. Brainstorming 4. Group work 5. Assignments |

1. Time schedule of lectures:

|  |  |  |  |
| --- | --- | --- | --- |
| Topic | Week | presenter | Reference |
| Introduction to the course outline | Week 1  20/9 | Prof .F.Hayajneh |  |
| Curriculum development | Week 2  27/9 | Prof Hani |  |
| General glossary  Overview of curriculum development and evaluation in nursing  Philosophy of education aims and objectives  History of nursing education:  (1). Internationally (WHO, EMRO, ACEN, NLN (2). Jordan: JNC Nursing competencies, and  Higher Education standards | Week 3  4/10 | Prof. F.Hayajneh | Keating Chapter 1 And readings  from national and international  bodies |
| 1. Curriculum development and approval processes. 2. The role of faculty in curriculum   development and evaluation | Week 4  11/10 | Student 2 | Keating  Chapter 2 & 3 |
| 1. Learning theories applied to curriculum development 2. Using contextual curriculum design with taxonomies to promote critical thinking | Week 5  18/10 | Student 2 | Keating Chapter 4 & 5 |
| Needs assessment for curriculum development:  Internal and external frame factors. | Week 6  25/10 | Student | Keating  chapter 6,7,8 |
| The components of the curriculum: Associate and Baccalaureate programs  **application of curriculum plans programs: Associate, Baccalaureate,** | Week 7  1/11 | Student | Keating  chapter Keating chapter 9,  10, 11 |
| The components of the curriculum: Master’s and Doctor of Nursing degree, PhD, nursing programs  **application of curriculum plans programs** Master’s and DNP, PhD nursing programs | week 8  student  8/11 | Student 3 | Keating  chapter 12, 13, 14 |
| Curriculum development and evaluation in staff development | Week 9  students  15/11 | Student 2 | Chapter 15 |
| Prog Planning for accreditation: evaluating the curriculum ram evaluation and accreditation | Week 10  Student  22/11 | Dr Sohaila | Chapter 16,17 |
| Informatics and technology in teaching and effects on curriculum development  Research and evidence-based practice in nursing education | Week 11  Student  29/11 | Student 2 | Chapter 18  Chapter 19 |
|  | Week 12  Student  6/12 |  |  |
| Presentations of issues in nursing curriculum plans | Week 13  Student  13/12 | Student |  |
| Revision | Week 14  Student  20/12 | Student |  |
| Final exam | 23/12 | Final exam |  |

# Evaluation methods

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:  **Class Presentation:**  The Purpose of this assignment is to meet the purpose of this course i.e. self-directed learning. Each Student will be responsible for preparing one topic related to the content of the course. The student will be fully responsible to cite the literature relevant to the topic the objectives, outline and readings will be due one week before the presentation. So the other students will be able to prepare for the discussion. Each student is expected to come prepared to discuss reading for each class.  University of Jordan Faculty of Nursing  Nursing education and curriculum development  **Student Presentation Evaluation Form (10 points)**  Presenter Name: \_  Topic: | | | | | |
|  | Area to be Evaluated: | 0 | 1 | 2 |  |
| 1.Clarity of stated objectives/ ILOs Comments: |  |  |  |
| 2. Demonstrates breadth of reading and depth of understanding of the topic  Comments: |  |  |  |
| 3. Presents background information for ideas Comments: |  |  |  |
| 4.Critiques and analyses, not just summarizes, ideas and arguments Comments: |  |  |  |
| 5. Presentation was well organized and given in a sequential, logical manner. Is well-prepared for the presentation.  Comments: |  |  |  |
| 6.Utilizes appropriate teaching strategies and audio-visual materials to meet individualized learning needs and stimulate audience  Comments: |  |  |  |
| 7. Paces presentation appropriately, speeds presentation was appropriate for complexity of the material.  Comments: |  |  |  |
| 8. Encourages and involves class members’ thought and participation Solicits and responds constructively to class members’ opinions  Comments: |  |  |  |
| 9. Answered questions effectively Comments: |  |  |  |
| 10. Speech is clear and is heard throughout the room. Comments: |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 11. Summarizes main points at end of presentation/discussion Comments: |  |  |  |  |
| 12. Utilized time effectively Comments: |  |  |  |
| 13. Overall impression of the presentation Comments: |  |  |  |
| Total: |  |  |  |
|  | | | | | |

1. **Course Policies:**

|  |  |  |  |
| --- | --- | --- | --- |
| A- Attendance policies:  **Assignments & Projects:**   * Written project should be submitted to the faculty member on the due date. Zero mark will be given for late submissions unless the student has an acceptable excuse approved by the instructor of the course.   **Exam Attendance/Punctuality:**   * 1. A student who is late more than 10 minutes will not be permitted to sit the exam (first, second or mid exams).   2. A student who is late more than 30 minutes will not be permitted to sit to final exam, and no student will be permitted to leave the exam center before the elapse of 30 minutes.   C- Health and safety procedures:   1. According to University regulations.   D- Honesty policy regarding cheating, plagiarism, misbehaviour:  **Cheating:** Cheating is an attempt 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.   E- Grading policy:  A grade of (C+) is the minimum passing grade for the course. | | | |
|  | **Grade** | **Grade Points** |  |
| A | 4 |
| A- | 3.75 |
| B+ | 3.5 |
| B | 3 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | B- | 2.75 |  |
| C+ | 2.5 |
| C | 2 |
| C- | 1.75 |
| D+ | 1.5 |
| D | 1 |
| D- | 0.75 |
| F | zero |
| F- Available university services that support achievement in the course:   * Faculty members website | | | |

1. **Required equipment:**

|  |
| --- |
| 1. Power point 2. Board 3. Books & Articles 4. Computer 5. High speed internet access |

1. **References:**

|  |
| --- |
| A- Required book (s), assigned reading and audio-visuals:   1. Iwasiw, C. L., Goldenberg, D. (2015). *Curriculum development in nursing education*. Jones & Bartlett Publishers. 2. Keating, S. B. (2014). *Curriculum development and evaluation in nursing*. Springer Publishing Company. 3. National League for Nursing. (2012). *The scope of practice for academic nurse educators 2012 revision.*   Philadelphia, PA: Lippincott Williams & Wilkins.  B- Recommended books, materials, and media:   1. Abu-Moghli FA, Khalaf IA, Halabi JO, Wardam LA. 2005. [Jordanian baccalaureate nursing students' perception of their learning styles.](http://www.ncbi.nlm.nih.gov/pubmed/15725275?ordinalpos=65&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) Int Nurs Rev. 52(1):39-45. 2. [Akhtar-Danesh N,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Akhtar-Danesh%20N%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [Baxter P,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Baxter%20P%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [Valaitis RK,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Valaitis%20RK%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [Stanyon W,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Stanyon%20W%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [Sproul S.](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Sproul%20S%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) 2009. Nurse Faculty Perceptions of Simulation Use in Nursing Education. West J Nurs Res. 2009 Jan 27. [Epub ahead of print]. 3. Alkhasawneh IM, Mrayyan MT, Docherty C, Alashram S, Yousef HY. 2008. [Problem-based learning (PBL): assessing students' learning preferences using VARK.](http://www.ncbi.nlm.nih.gov/pubmed/17983691?ordinalpos=28&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) Nurse Educ Today. 28(5):572-9. 4. Al-Batsh, W. 2010. Higher Education Institutions Expert's Guide for Quality Assurance Procedures in Jordan. Higher Education Accreditation Commission. Jordan. 5. American Association of Colleges of Nursing. (2011). The essentials of master’s education in nursing. Washington, DC: Author. 6. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author. |

|  |
| --- |
| 1. American Nurses Association (2010). Nursing’s social policy statement: The essence of the profession (3rd ed.). Washington, DC: Author. 2. Beddome, G. Budgen, C; Hills, M, Lindsey, A; Duval M; and Szalay, L. (1995). Education and practice collaboration: A strategy for curriculum development. Journal of nursing education 34 (1), 11-15. 3. Bevis, E.M. (1989). Curriculum building in nursing. (4 rd. Ed). St. Louis The C.V. Mosby Company. 4. Bevis, E.O and Watson, J (1989). Toward a caring curriculum: A new pedagogy for nursing. New York: NLN publication. 5. Bevis, E.O and Watson, J (2000). Toward a caring curriculum: A new pedagogy for nursing. Boston: John and Bartlett Publishers. 6. Billings, D.M. & Halstead, J.A. (2011). Teaching in nursing: a guide for faculty (4th ed). ST. Louis, MO, Saunders Elsevier. 7. Bradley C, Erice M, Halfer D, Jordan K, Lebaugh D, Opperman C, Owen KL, Stephen J. 2007. [The impact of a blended learning approach on instructor and learner satisfaction with preceptor education.](http://www.ncbi.nlm.nih.gov/pubmed/17666898?ordinalpos=33&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) J Nurses Staff Dev. 23(4):164-70. 8. Burrell. T. (1988). Curriculum design and development: A procedure manual for nurse educators. Prentice Hall International: UK. 9. Burruss NM, Billings DM, Brownrigg V, Skiba DJ, Connors HR. 2009 Jan-Feb. [Class size as related to the use of technology, educational practices, and outcomes in Web-based nursing courses.](http://www.ncbi.nlm.nih.gov/pubmed/19161961?ordinalpos=13&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) J Prof Nurs. 25(1):33- 10. Callister LC, Khalaf I, Keller D. 2000. [Cross-cultural comparison of the concerns of beginning baccalaureate nursing students.](http://www.ncbi.nlm.nih.gov/pubmed/16646177?ordinalpos=50&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) Nurse Educ. 2000 Nov-Dec;25(6):267-9. 11. [Cleary M,](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Cleary%2BM%22%5BAuthor%5D) [Freeman A.](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Freeman%2BA%22%5BAuthor%5D) 2005. Self-directed learning and portfolio development for nurses: developing workbooks as a facilitative tool. Contemp Nurse. 2005 Sep; 20(1):14-20. 12. Chang WY, Hsiao Sheen ST, Chang PC, Lee PH. 2008. [Developing an E-learning education programme for staff nurses: processes and outcomes.](http://www.ncbi.nlm.nih.gov/pubmed/18384917?ordinalpos=8&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) Nurse Educ Today. 28(7):822-8. 13. Ellis, J and Hartle9 C (2001). Nursing in today’s world.5th edition chapter (6) Educational preparation for Nursing. Philadelphia Lippincott. 14. [Ferguson LL.](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;tepm=%22Ferguson%2BLM%22%5BAuthor%5D) Writing learning objectives. 1998. J Nurs Staff Dev.14(2):87-94. 15. Gerard, S. O., Kazer, M. W., Babington, L., & Quell, T. T. (2014). Past, present, and future trends of master's education in nursing. *Journal of Professional Nursing*, *30*(4), 326-332. 16. [Hao AT,](http://www.ncbi.nlm.nih.gmv/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Hao%2BAT%22%5BAuthor%5D) [Chang HK,](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Chang%2BHK%22%5BAuthor%5D) [Chong PP.](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Chong%2BPP%22%5BAuthor%5D) 2006. Mobile learning for nursing education. AMIA Annu Symp Proc. 2006;:943. 17. Hills, M; Lindsey, A; Chisamore, M; Smith, J; Abbott, K; and Chalmers, J. (1994). University College Collaboration: Rethinking curriculum development in nursing education. Journal of Nursing Education, 33 (5), 220-225. 18. Kimeldorf, M. (1995). Teaching online. Techniques and methods. Learning and Leading with Technology, Sep, 26-31. 19. Khalaf, I., Abu-Moghli FA. 2013. Institutionalization of Quality Management in Higher Education in Jordan. |

|  |
| --- |
| British Council/Jordan.   1. [Parrott EG.](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Parrott%2BEG%22%5BAuthor%5D) 1989. The move to criterion-referenced testing. Can Nurse. Nov; 85(10):25-6. 2. Lane, J., Gottlieb, P. (2000). Structured clinical observations: A method to teaching clinical skills with limited time and financial resources. Pediatrics, April. 3. [Levett-Jones T,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Levett-Jones%20T%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [Lathlean J,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Lathlean%20J%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [Higgins I,](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22Higgins%20I%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) [McMillan M.](http://www.ncbi.nlm.nih.gov/sites/entrez?Db=pubmed&amp;Cmd=Search&amp;Term=%22McMillan%20M%22%5BAuthor%5D&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DiscoveryPanel.Pubmed_RVAbstractPlus) 2009. Staff-student relationships and their impact on nursing students' belongingness and learning. J Adv Nurs. 2009 Feb; 65(2):316-24. 4. Lindeman, C (2000). The future of nursing education. Journal of nursing. 5. Lunday, k., Winer, W., Batchetor, A. (1999). Developing clinical learning sites for undergraduate nursing student. AORN Online, July. 6. Morrison, Ross, Kalman and Kemp (2011).Designing Effective Instruction. 6th Edition. John Wiley & Sons, INC., 7. Muilenburg, L., and Berge, Z. (2001). A framework for designing questions for online learning. http: [www.emoderators.com/moderators/muilenburg.html.](http://www.emoderators.com/moderators/muilenburg.html) 8. National League for Nursing. (2012). The scope of practice for academic nurse educators 2012 revision. Philadelphia, PA: Lippincott Williams & Wilkins. 9. Nelson, F. (1999). Using adult learning principles for perioperative orientation program. AORN Online, Dec. 10. [Pratt DD,](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Pratt%2BDD%22%5BAuthor%5D) [Boll SL,](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Boll%2BSL%22%5BAuthor%5D) and [Collins JB](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Collins%2BJB%22%5BAuthor%5D) (2007). Towards a plurality of perspectives for nurse educators. Nurs Philos. 2007 Jan; 8(1):49-59. 11. [Saunders RB.](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=pubmed&amp;cmd=Search&amp;itool=pubmed_AbstractPlus&amp;term=%22Saunders%2BRB%22%5BAuthor%5D) 2003. Constructing a lesson plan. J Nurses Staff Dev. 2003 Mar-Apr;19(2):70-8; quiz 79-80 12. Scheckel, Martha. "Nursing education: Past, present, future." Issues and trends in nursing (2009): 27-55. 13. Sheila, V., Good row, B and Duggins, B (1996): A community-Based learning Experience. Nurses Educator, 21(5), and 32-34. 14. Suliman WA, Halabi J. 2007. [Critical thinking, self-esteem, and state anxiety of nursing students.](http://www.ncbi.nlm.nih.gov/pubmed/16857300?ordinalpos=48&amp;itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum) Nurse Educ Today. 27(2):162-8. Epub 2006 Jul 20. 15. The Active learning site- workshops. http://www.active learning site.com/work.htm. 16. Tiwari, A., and Lai Patric. 2002. Promoting nursing students critical thinking through problem-based learning. http// [www.ecu.edu.au/conferences.](http://www.ecu.edu.au/conferences) 17. Zahran, Z. (2012). Nurse education in Jordan: history and development. *International nursing review*, *59*(3), 380-386. 18. Ward, R., and Saylor, C. 2002. Nursing school curricula and hospital based training programs. AORN Online**.**   **\* Please note to bring the latest edition available in the country for any book listed. In addition students are required to locate current references in relation to their topics.** |

1. **Additional information:**

|  |
| --- |
|  |

Name of Course Coordinator: ---ferial hayajneh----------------Signature: ------------------------- Date: ---17-9-2018 ---------------------- Head of

curriculum committee/Department: ------------------------- Signature: ---------------------------------

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

Head of curriculum committee/Faculty: ------------------------- Signature: ---------------------------------

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

Copy to: Head of Department

Assistant Dean for Quality Assurance Course File