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**The University of Jordan**

**Accreditation & Quality Assurance Centre**

**Clinical Nursing Training**

**0702414**

**Course Syllabus**

**SCHOOL OF NURSING**

**Course Syllabus**

**DEPARTMENT: Clinical Nursing**

**First 2016/2017**

**The Mission of THE University OF JORDAN**

The mission of The University of Jordan is to apply and promote the concepts of quality assurance efficiently and effectively, to control performance and evolve administrative procedures in order to develop distinctive educational, administrative and research system through applying modern quality assurance methodologies that achieve the mission of The University of Jordan and its objectives.

**Thevision 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***.

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| **1** | Course title | **Clinical Nursing Training** |
| **2** | Course number | **(0702414)** |
| **3** | Credit hours (theory, practical) | 4 credit hours (Practical) |
| Contact hours (theory, practical) | 8 hours shift for 56 shifts |
| **4.** | Class room | Clinical settings |
| **4** | Prerequisites/co-requisites | 0702413 |
| **5** | Program title | B.Sc. in Nursing |
| **6** | Program code | - |
| **7** | Awarding institution | The University of Jordan |
| **8** | School | Faculty of Nursing |
| **9** | Department | Clinical Nursing |
| **10** | Level of course | Exit Course |
| **11** | Year of study and semester(s) | 2016/2017- SECOND Semester |
| **12** | Final Qualification | B.Sc. in Nursing |
| **13** | Other department(s) involved in teaching the course | Maternal and child Health Department and Community Health Department |
| **14** | Language of Instruction | English |
| **15** | Date of production/revision | 31/01/2016 |

16. Course Coordinator:

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| **Dr. Mohammad Saleh(course coordinator)**  Office Tel 5355000-23110  Email: - [nur.vicedean@ju.edu.jo](mailto:nur.vicedean@ju.edu.jo), [m.saleh@ju.edu.jo](mailto:m.saleh@ju.edu.jo)  Website: <http://eacademic.ju.edu.jo/m.saleh/default.aspx> |

17.Other instructors:

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| *Please see attachment number 1* |

**18. Course Description:**

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| This course provides clinical training opportunity for the fourth year nursing students to reinforce and integrate clinical skills and knowledge acquired during their study. The student will provide nursing care under the supervision of preceptors in the clinical areas of their choice with the guidance and indirect supervision of faculty members. The student should complete 56 (eight hours) shift in the chosen clinical area. |

**19. Course aims and outcomes:**

The course aims at preparing students to their professional clinical nursing role after graduation. It is designed to serve as a comprehensive clinical practice to enhance the students’ attainment of the program learning outcomes. Therefore the course’s intended outcomes are those for the whole program of BSc degree in nursing which are as follow:

**Intended Learning Outcomes (ILOs):** Upon successful completion of this course students will be able to:

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| Intended Learning Outcomes (ILO) | |
| ILO 1: Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups. | |
| Specific Course Objectives | 1.Compare knowledge-based from healthcare and other disciplines  that can be utilized in carrying out quality nursing care  2. Build up the ability to practice various nursing roles to promote  holistic and specialized nursing care.  3. Apply the steps of the nursing process in the provision of advanced  specialized and comprehensive nursing care to achieve optimal  health |
| Relevant Competency (JNC) | Client centred care |
| Evaluation Methods | Final Written Exam  Clinical Exam  Student’s Clinical Performance assessment |
| ILO 2: Apply principles of effective communication with peers, individuals, families, groups, and health care team. | |
| Specific Course Objectives | 1. Demonstrate the ability to collaborate with clients and healthcare professionals to provide general and specialized quality nursing care 2. Employ effective intra and inter personal communication skills while carrying out nursing activities in different healthcare settings 3. Apply competence of effective coordination and collaborative skills in providing quality nursing care. 4. Develop the ability to work effectively with the health care team |
| Relevant Competency (JNC) | Professional communication, collaboration, and consultation |
| Evaluation Methods | Final Written Exam  Clinical Exam  Student’s Clinical Performance assessment |
| ILO 3: Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups. | |
| Specific Course Objectives | 1. Appraise work with clients and their families to promote client’s health and improve their quality of life 2. Demonstrate nursing care plans for diverse population using nursing process as framework |
| Relevant Competency (JNC) | Client centred care  Professional communication, collaboration, and consultation  Ethical and accountable practice  Quality improvement  Safety  Evidence based practice |
| Evaluation Methods | Final Written Exam  Clinical Exam  Student’s Clinical Performance assessment  Panel evaluation |
| ILO 4: Apply professional standards, values, and behaviours in providing nursing care for individuals, families, and groups. | |
| Specific Course Objectives | 1. Apply the social economic, ethical, legal and cultural influences on nursing education, practice and research and education 2. Elaborate the development of nursing profession at the local, regional and global levels 3. Incorporate life-long learning and professional development into their career goals 4. Apply the Jordanian code of ethics during clinical practice |
| Relevant Competency (JNC) | Client centred care  Professional communication, collaboration, and consultation  Ethical and accountable practice  Quality improvement  Safety  Evidence based practice |
| Evaluation Methods | Final Written Exam  Clinical Exam  Student’s Clinical Performance assessment  Panel evaluation |
| ILO 5: Demonstrate safety measures to protect self, individuals, families, and groups. | |
| Specific Course Objectives | 1. Analyze standards of nursing care governing nursing practices in various health care settings 2. Distinguish principles of patient safety in diverse population 3. Appraise work with clients and their families to promote client’s health and improve their quality of life |
| Relevant Competency (JNC) | Client centred care  Ethical and accountable practice  Quality improvement  Safety  Evidence based practice |
| Evaluation Methods | Final Written Exam  Clinical Exam  Student’s Clinical Performance assessment  Panel evaluation |
| ILO 6: Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups. | |
| Specific Course Objectives | 1. Construct professional and leadership skills while carrying out nursing activities in diverse healthcare settings 2. Create strategies to manage change, empower others, and influence the clinical practice 3. Develop the ability to work effectively with the health care team |
| Relevant Competency (JNC) | Professional communication, collaboration, and consultation  Ethical and accountable practice  Quality improvement  Safety  Evidence based practice |
| Evaluation Methods | Final Written Exam  Student’s Clinical Performance assessment  Panel evaluation |
| ILO 7: Utilize evidence based practice in providing care for individuals, families, and groups. | |
| Specific Course Objectives | 1. Describe basic concepts and knowledge of nursing science and care including adult health nursing, maternal and child health nursing, mental health nursing, community health nursing, and Leadership 2. Utilize research findings and evidence-based practices to the intention to improve the quality of nursing care |
| Relevant Competency (JNC) | Client centred care  Professional communication, collaboration, and consultation  Ethical and accountable practice  Quality improvement  Evidence based practice |
| Evaluation Methods | Final Written Exam  Clinical Exam  Student’s Clinical Performance assessment  Panel evaluation |

20. Topic Outline and Schedule:

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Topic | Week | Instructor | Achieved ILOs | Evaluation Methods for ILOs | Reference  Reading and Activities | | Clinical | 1 | Dr Saleh | ---- | ----- | ----- | | Clinical | 2 | Faculty | 1-7 | Student’s Clinical Performance assessment-first rotation | Reference list | | Clinical | 3 | | Clinical | 4 | | Clinical | 5 | | Clinical | 6 | | Clinical | 7 | | Clinical | 8 | Faculty | 1-7 | Final Written Exam | Reference list | | Clinical | 9 | | Clinical | 10 | | Clinical | 11 | | Clinical | 12 | | Clinical | 13 | Faculty | 1-7 | Clinical Exam  Student’s Clinical Performance assessment-second rotation  Panel evaluation  Faculty evaluation | Reference list | | Clinical | 14 | | Clinical | 15 | | Clinical | 16 | |

21. Teaching Methods and Assignments:

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| **Teaching Methodologies:**  The following approaches that are guided by *Adult Learning Theory* will be used to achieve course and clinical objectives related to the ILOs: | |
| Instructional Methods | Learning Activities (Examples) |
| * Direct Instruction | * Structured orientation lectures * Skills and procedures demonstrations * Clinical teaching strategies * Clinical Nursing Rounds * Seminars |
| * Indirect Instruction | * Evidence-based articles * Literature searches and reviews * Self-directed learning * Independent clinical practice * Mentoring |
| * Interactive Instruction | * Self-directed learning * Case studies * Demonstrations * Clinical Nursing Rounds * Simulations |
| * Experiential Learning | * Experiential learning in clinical setting * Independent clinical practice * Simulation * Mentoring * Case studies * Demonstrations |
| * Independent Study | * Self-directed learning * Independent clinical practice * Clinical teaching strategies * Mentoring * Case studies * Demonstrations * Clinical Nursing Rounds * Seminars * Simulations |

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22. Evaluation Methods and Course Requirements:

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

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| **Evaluation Methods** | | | |
| **Items** | **ILO’s** | **Due dates** | **Assigned Grades** |
| **Students’ Evaluation through training** | | | |
| Student’s Clinical Performance assessment (Appendix 4) | 1,2,3, 4, 5,6,7 | (First Rotation: 8th Week)  (Second Rotation: Week 16) | \*5%  5% |
| Faculty Evaluation (Appendix 5) | 1,2,3,4,5,6,7 | Week 16 | 10% |
| **Final Student’s Evaluation** | | | |
| Clinical Exam (Appendix 6) | 1,2,3,4, 5,7 | Week 14-15 | 25% |
| Final Written Exam | 1,2, 3, 4, 5,6, 7 | Exam ( Week 11) (Sunday 27/11/2016 4-6pm) (Rehab lab) | \*40% |
| Panel Evaluation (Appendix 7 ) | 1,2,3,4,5,6,7 | week 16 | 15% |
| **Total** |  |  | **100%** |

\* Students should be informed about their grades to improve their performance

23. Course Policies:

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| The course is designed as the program exit evaluation. Students in the course are self-directed learners who are accountable to achieve the learning outcomes of the course. Each student will be mentored by a faculty member and a clinical preceptor. In order to best achieve and maintain the quality of learning during this course, student, faculty member, and preceptor must professionally and dynamically interact and optimize students learning experience. Accordingly, responsibilities for the three parties involve:   1. Student has the following responsibilities:  * Select a training area of their choice in institutions that granted training access for the Faculty of Nursing. Available clinical areas are usually announced during the first days of the semester for all students. Students should be aware that most institutions assign students to clinical settings on a ‘first come first serve’ basis. * Sign a learning contract with the faculty members and clinical preceptor to adhere to course’s policy and to achieve learning outcomes. This contract must be signed early during the course after reading all the course materials and policies. (Please use the form provided (Appendix 1). A signed copy of the contract should be given to the faculty member and another copy should be kept with the student. * Submit clinical training schedule on a regular basis (Appendix 2) for the faculty member prior to training, and a student is responsible to inform the faculty member of any changes on schedule (every 2 weeks) . * Prepare a weekly report (every 5 shifts) (Appendix 3) of his\her clinical training including clinical activities and how the ILOs were achieved identifying day and date of each clinical day. * Keep a record of his\her clinical training materials and dates * Check the Faculty of Nursing procedures checklist to ensure your competency level in all procedures and plan your training experience accordingly. * Follow all course policies and faculty instructions * Follow training area policies and instructions.   What is expected from you?  The Organization\ Hospital that is offering you a clinical training also has expectations that you should be prepared to meet. You should:   * Understand the requirements of the training (schedule, responsibilities, etc) and any contractual agreements. * Arrive at your training at the scheduled time and work through the entire shift. * Remember you will be on the nurses' schedule—it is expected that you be there. * Be on time and ready to work at least 10 minutes before your scheduled time. * Demonstrate the ethical standards of nursing. * Build up your experiences so that you continue to learn and advance your skills competencies. * Be willing to ask questions. * Be willing to receive consistent feedback. * Have a sense of your career goals. Identify your areas of interest. If you haven’t yet decided on a specialty, request training on a medical/surgical floor in order to gain broad nursing experience that can be transferred to many units.  1. The faculty member from the University of Jordan has the following responsibilities:  * Prepare the course syllabus, papers and assignments evaluation form with the intensive clinical nursing committee * Assist the students in developing the clinical training objectives. * Provide orientation sessions for the students (orientation on objectives, policies, etc.). * Coordinate and collaborate with the preceptors from the hospital to ensure quality of nursing practice for the students. * Participate in students evaluation on their clinical performance through:   + Revising the students weekly reports   + Ensuring students learning process by on-site visits for the clinical training settings   + Follow up with the preceptors in completing the evaluation forms   + Prepare for the students' final exams and act as an active evaluator throughout the course * Assume the responsibility of acting as a facilitator from the faculty to ensure maximum learning-teaching opportunity  1. The Preceptor from the Hospital has the following responsibilities:  * Participate in developing students' training objectives with the help of the faculty member * Act as a facilitator of learning by providing various and appropriate training opportunities * Assist students in identifying their strengths and working on their weaknesses * Discuss with the student the prepared nursing care plans * Empower students in the use of problem-solving strategies in their clinical settings * Evaluate students clinical performance in their hospitals * Coordinate and collaborate with the faculty member to ensure optimal learning-teaching process * Attend required meetings held in the School of Nursing  1. The preceptor from the hospital has the following responsibilities in regard clinical examination  * To keep exact time of the exam and the names of clinical examiners not to be announced to students. * The preceptor will assign the case to the student 2hours before clinical exam. * Participates effectively in clinical examination of the students and share committee evaluation * Facilitate logistics appropriate to clinical exam at clinical setting * Coordinate with charge nurse to endorse the clinical case to the student the day of examination * Coordinate the traffic at the clinical setting, privacy, and academic integrity of the students the day of examination * Coordinate with selected cases to facilitate clinical examination  1. The preceptor from the hospital has the following responsibilities in regard panel evaluation  * Utilizes examples and guidelines to assist while examining the students. * .When ask questions – Imagine that you want to interview newly graduate nurses to recruit them at a health care facility***.*** * Draw upon appropriate knowledge and understanding of illnesses and nursing care * Inquire about applying Organized, logical & systematic thinking in answering * Inquire the ability student’s ability to make ethical decision congruent with Jordanian nurses code of ethics using accurate terms * Inquire the student’s ability to describe the appropriate legal responsibilities of professional nursing practice such as Receiving verbal order, Assault, Client Falling down, Patient running away from hospital, Medication error, definition of Medication orders such as :(Standing order; Single order; stat; PRN), or Liability issues * Investigates student’s ability to recognize clinical policies accurately such as Infection control (hand hygiene best practice, Reduce risk of catheter associated UTI, Discard medical waste), Documentation, Narcotics administration, (high alert drugs), or Admission (Pre-op; discharge) policies. * Investigate the Use of problem solving process in professional/clinical judgments effectively (e.g. Corona virus case) (by asking the student you don’t know about the disease before how you will provide care) * Inquire the student’s adherence to patient’s safety (e.g. Ask student about nurses responsibilities regarding the implementation of the NQSG included: Identify patient correctly (conscious, alert or confused or unconscious), Improve the safety of high alert medications, Ensure correct site, correct procedure, correct patient surgery, Reduce the risk of health care associated infections, Reduce the risk of patient harm resulting from falls, Improve safety of multiple dose vials use, Implementation of medication reconciliation) (International safety Goals (IPSG), WHO, 2013) * Inquire the student’s ability to manage time effectively * Inquire the ability of the student to express self and communicate appropriately (e.g. How to explain to patient with aphasia, or other communication disabilities   **Course Policies**:  A- Attendance policies:  Should be explained to students at the first meeting:   * Each student should work 56 shifts /8 hours each shift. About 50% of shifts should be a morning (A) shift the other 50% distributed between evening (B) and night (C) shift. Student should work at least 10 A shifts before working in the B or C shift. * Any student with absence of 4 clinical days over the course, will be illegible to sit for the final exam and will be given the university zero (F grade). * 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 come late to clinical duty and should be committed to clinical training institutional policies. Any student coming late should notify the clinical preceptor   B- Absence from exams and hand in 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 within 48 hours after returning to school. In this case, the Dean 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.   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.  If had an accident (e.g. a needle stick) consult your preceptor and faculty member and follow the infection control protocol at the training hospital.  D-Honesty policy regarding cheating, plagiarism, misbehaviour:  Cheating, plagiarism, 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- Examination Instructions for Students   * Bring with you all 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 ONE-THIRD 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.   E- Grading policy:  A grade of (D) is the minimum passing grade for the course   |  |  | | --- | --- | | Mark Range | Grade | | 0-39 | F | | 40-49 | D- | | 50-55 | D | | 56-59 | D+ | | 60-63 | C- | | 64-67 | C | | 68-70 | C+ | | 71-74 | B- | | 75-77 | B | | 78-80 | B+ | | 81-83 | A- | | 84-100 | A |   F- Available university services that support achievement in the course:  JU-Library and e-Library  Faculty Labs |

24. Required equipment:

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| * Clinical \ Hospital resources needed to provide care for clients * Handouts * Textbooks, Journals * Internet resources * Health care providers supervision and consultation |

**25. References:**

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| 1. Required book (s), assigned reading and audio-visuals:  * Nursing Textbooks  1. Recommended books, materials, and media:   Nursing Resources:   * Mosby's Nursing Consult JU e-library   <https://www.clinicalkey.com/nursing>   * Electronic resources * Mosby Nursing Skills * <http://mns.elsevierperformancemanager.com/NursingSkills/Home.aspx?VirtualName=ujordan-jordanamman> * Electronic Library of Medicine-Jordan- [www.ELM.jo](http://www.ELM.jo) -Up-to-date   *Relevant Website and Journals*   * American Journal of Nursing * American Review of Nursing Research * British Journal of Nursing * Collaborative international research. * Health Care for Women International. * International Nursing Review * Journal of Nursing Administration * Jordan Medical Journal * Nurse Education Today * Nurse Practitioner * Nursing Clinics of North America * Nursing Management * Nursing Outlook * Nursing Times * Nursing Mirror Research * Recent Advances in Nursing * Research in Nursing and Health * [Scandinavian Journal of Caring Sciences](javascript:%20popWindow('sjcs?NEXT_PAGE=ADMIN_EMAIL_PREVIEW_EMAIL_POPUP&CURRENT_PAGE=AUTHOR_VIEW_MANUSCRIPTS&EMAIL_ID=65436296&READ_EMAIL_ID=65436296&CURRENT_ROLE_ID=4449&CURRENT_USER_ID=13385462&DOCUMENT_HASHCODE=&SANITY_CHECK_DOCUMENT_ID=&CONFIG_ID=1192&CURRENT_QUEUE_NAME=&CURRENT_QUEUE_NAME=','author_dashboard_email_popup',%20750,%20550);). * The American Journal of Maternal Child Nursing (MCN). * The Journal of Perinatal Education. * International Journal of Nursing Practice. * AANA Journal * Accident and Emergency Nursing * Advances in Nursing * American Nurse * Applied Nursing Research * Archives of Psychiatric Nursing * Australian Emergency Nursing * Studies Family Planning. |

26. Additional information:

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Name of Course Coordinator: Mohammad Y. N. Saleh Signature: ------------------------- Date: -------------------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