

**The University of Jordan**  
**Faculty of Nursing**  
**Clinical Nursing Department**  
**Second Semester 2014/2015**

**Course Information**

Course Title: **Clinical Nursing Training (Clinical)**  
Course Number: **(0702414)**  
Credit Hours: 4 credit hours  
Prerequisite: 0702413  
Time: **Section 1 :Tuesday & Thursday 7-3 pm**  
**Section 2 : Monday & Wednesday 7-3 pm**  
Faculty Member: **Dr. Manar Nabolsi (course coordinator)**  
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Email: - [nur.vicedean@ju.edu.jo](mailto:nur.vicedean@ju.edu.jo), [manarn@ju.edu.jo](mailto:manarn@ju.edu.jo)  
Website: <http://eacademic.ju.edu.jo/manarn/default.aspx>.

Office Hours: **By appointment**

**Course Description**

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.

**Course Goals**

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)**

Successful completion of the course should feed the following learning outcomes:

**A) Knowledge and Understanding**

- A1 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.
- A2 Recognize knowledge-based from healthcare other disciplines that can be utilized in carrying out quality nursing care
- A3 Identify the social economic, ethical, legal and cultural influences on nursing education, practice and research and education.

## **B) Intellectual Analytical and Cognitive Skills**

- B1 Recogniz standards of nursing care governing nursing practices in various health care settings
- B2 Illustrate professional and leadership skills while carrying out nursing activities in diverse healthcare settings.
- B3 Utilize research findings and evidence-based practices to the intention to improve the quality of nursing care.
- B4 Recognize principles of patient safety in diverse population

## **C) Subject/ Specific/ Practical Skills**

- C1 Demonstrate the ability to collaborate with clients and healthcare professionals to provide general and specialized quality nursing care.
- C2 Demonstrate the ability to practice various nursing roles to promote holistic and specialized nursing care.
- C3 Employ effective communication skills while carrying out nursing activities in different healthcare settings.
- C4 Skillfully apply the steps of the nursing process in the provision of advanced specialized and comprehensive nursing care to achieve optimal health.
- C5 Directly work with patients, families, and groups of patients to promote health or well-being and improve quality of life utilizing a holistic perspective in the advanced nursing management of health, illness, and disease states.

## **D) Creativity /Transferable Key Skills/Evaluation**

- D1.Fomulate nursing care plans for diverse population using nursing process as framework.
- D2.Demonstrate competence in effective coordination and collaborative skills in providing quality nursing care.
- D3.Integrate basic care practices to improve the nursing care in diverse population.
- D4.Create strategies to manage change, empower others, and influence the clinical practice.
- D5.Participate in the development of the nursing profession at the local, regional and global levels.
- D6.Demonstrate competences within the areas of nursing clinical training
- D7.Incorporate life-long learning and professional development into their career goals

### Learning Activities/Teaching Strategies:

- Self directed learning
- Clinical teaching strategies
- Mentoring
- Case studies
- Demonstrations
- Clinical Nursing Rounds
- Seminars
- Simulations

### Learning Resources

- Clinical \ Hospital resources needed to provide care for clients
- Handouts
- Textbooks, Journals
- Internet resources
- Health care providers

### Course Learning Assessment/Evaluation:

Assessment	Weight	ILOs	Description	Due Date
<b>1. Preceptors and supervising faculty evaluation</b>	<b>(10%)</b>		This is measured via a special form assessing the student's clarity of objectives, contract items, punctuality and readiness to learn.	End of semester
<b>2. Written exam on the 12<sup>th</sup> week.</b>	<b>(40%)</b>		This is especially constructed comprehensive multiple choice exam that reflects on student's achievements of the ILO's all through the period of study of all courses in BS.c. the curriculum.	<b>Wednesday 15/4/2015</b>  Time: 3:00- 5:00pm
<b>3. Verbal exam by committee of faculty and external examiners.</b>	<b>(15%)</b>		This exam is expected to assess the students' abilities of problem solving and critical thinking. During the exam, each student will be challenged with a	<b>Sunday 24/5/2015</b> 8:00-2:00 pm

			hypothetical case study type of question, for which he/she has to show appropriate problem solving or management abilities.	
<b>4. Clinical exam.</b>	<b>(25%)</b>		This exam is to take place at the clinical area. Each student will be responsible to show appropriate knowledge and nursing skills pertaining to their roles as registered nurse.	26/4-10/5/2015
<b>5. Supervising faculties' evaluation.</b> -	<b>(10%)</b>		Punctuality in submission of contract, weekly reports and schedule. Commitment to fulfilling contract goals. Attendance of meeting.	
Total	100%			

### Grading System

Mark Range	Grade
<b>0-39</b>	<b>F</b>
<b>40-49</b>	<b>D<sup>-</sup></b>
<b>50-55</b>	<b>D</b>
<b>56-59</b>	<b>D<sup>+</sup></b>
<b>60-63</b>	<b>C<sup>-</sup></b>
<b>64-67</b>	<b>C</b>
<b>68-70</b>	<b>C<sup>+</sup></b>
<b>71-74</b>	<b>B<sup>-</sup></b>
<b>75-77</b>	<b>B</b>
<b>78-80</b>	<b>B<sup>+</sup></b>
<b>81-83</b>	<b>A<sup>-</sup></b>
<b>84-100</b>	<b>A</b>

## Passing Grade:

**D- 50%**

STUDENT PRACTICE Unsafe practices that threaten the patient health WILL RESULT IN A FAILURE GRADE (F) (Appendix 4)

## Course Policies

Should be explained to students at the first meeting:

***There will be 2 rotations for students in special units and general units. Second rotation starts Saturday 28/3/2015***

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 **(Sunday, 1/2/2015 9:00am)**.
- 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 (deadline for contract submission **(Sunday, 1/3/2015)**).
- 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 to 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
- Follow all course's policies and faculty instructions
- Follow training area policies and instructions.

### **What is expected of 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. If the hourly requirements are flexible, under commit your time.

- You will be on the schedule—it is expected that you be there.
- Be on time and ready to work at least 10 minutes before your scheduled start time.
- Demonstrate the highest ethical standards of nursing.
- Build on your experiences so that you continue to learn and advance your skills.
- 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.

**2. 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
  - Participating 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 person from the faculty to ensure maximum learning-teaching quality

**3. 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 Faculty of Nursing

**4. Exam Attendance/Punctuality:**

**5. 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.

## **Course References**

### **Nursing Textbook**

### **Recommended references**

#### **Nursing Resources & Journals :**

- **Mosby's Nursing Consult JU e-library**  
<http://www.nursingconsult.com/nursing/index>
- Mosby Nursing Skills  
<http://mns.elsevierperformancemanager.com/NursingSkills/Home.aspx?VirtualName=ujordan-jordanamman>
- Mosby's Medical consult  
<http://www.mdconsult.com/php/400561889-2/home.html>
- 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.
- 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.



**Appendix 2**  
**The University Of Jordan/ Faculty of Nursing**  
**Intensive Clinical Nursing (0741421)**

**Submit to faculty member As Required**

..... : إسم الطالب :

..... : مكان التدريب : المستشفى : القسم :

..... : الفصل الدراسي :

..... : إسم المدرس :

أنا الطالب : ..... أقر أنني قد استكملت متطلبات التدريب العملي لمادة التدريب التمريضي المكثف المتمثلة في العمل لمدة (50) وريدية (شفت) في مستشفى ..... قسم ..... ، وقد كانت الأيام التي عملتها على النحو التالي :-

الورديّة	التاريخ	اليوم	الرقم	الورديّة	التاريخ	اليوم	الرقم
			-26				-1
			-27				-2
			-28				-3
			-29				-4
			-30				-5
			-31				-6
			-32				-7
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			-43				-18
			-44				-19
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			-46				-21
			-47				-22
			-48				-23
			-49				-24
			-50				-25

**ملاحظة:**

إستكمال متطلبات التدريب العملي لا يعني إجتياز المادة بنجاح ولا يعكس أداء الطالب أثناء هذا التدريب .  
توقيع الطالب  
توقيع المشرف في المستشفى  
( رئيس القسم أو من ينوبه )



## Appendix 4

The University of Jordan  
Faculty of Nursing  
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### **UNSAFE PRACTICES THAT THREATEN PATIENT'S HEALTH**

**Patient safety is an important and overriding principle in the delivery of healthcare. Unsafe practice is defined as any action threatening or jeopardizing patient's life.**

**Doing any of the following is considered as unsafe practice, will lead to failing the student in the course:**

1. Patient/ Client identification mistake.
2. Medication error related to any rights of medications.
3. Not following the infection control policy, including poor aseptic technique, while caring for central lines, providing care to patient with low immunity, repeatedly contaminating lines, avoiding hand washing...
4. Leaving patients unattended — newborn, infants, toddler, child, unconscious, confused, or disoriented patient, patient immediately after an operation, disabled patients, and patients with suicidal attempts or tendencies.
5. Causing any environmental hazards - that endanger patient's safety and wellbeing and excessive property damage such as fire, lack of infection control, and causing patient's fall.
6. Improper handling and disposing of sharp instruments.
7. Unsafe handling of equipment — for example, syringe pump, lifesaving equipments.
8. Omission of critical steps in nursing procedures. e.g. not checking pulse or BP not checking nasogastric tube placement before each feeding, and not testing Blood sugar, intake and output measurement as required.
9. Negligence — threatening patient's life. e.g. oxygen therapy, suctioning, vital signs.
10. Inaccuracy in communicating important and or significant information — documentation/ reporting.
11. Ignorance of Patients' rights-such as respect, confidentiality and privacy

12. Any other activity that is not listed above, that is judged as unsafe by the clinical exam committee.