



**Philadelphia University**  
**Faculty of Nursing**  
**First Semester 2009/2010**

**Course Syllabus**

<b>Course Title:</b> Clinical Training (Internship)	<b>Course code:</b> 910423
<b>Course Level:</b> 4 <sup>th</sup> year	<b>Course prerequisite:</b> 910421
<b>Course hours:</b> Theory 2 hrs/week x 14 wks (28 hours) Clinical: 16 hrs/week x 14 wks (224 hours)	<b>Credit hours:</b> 6 credit hours

**Academic Staff**

<b>Name</b>	<b>Rank</b>	<b>Office</b>	<b>Office hours</b>	<b>E-mail Address</b>
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**COURSE DESCRIPTION** This course is designed to facilitate transition from college to workplace through faculty and hospital preceptors in various clinical areas. Nursing students apply knowledge learned from previous courses and this course while carrying out their professional nursing role and increase their responsibility and accountability for nursing practice with patients and their families. The course examines material related to problem-solving, decision making, and critical thinking. Material related to professional nurses' roles, time management, employment considerations, communication, and quality and risk management will be explored. Other important issues include stress management, conflict resolution, delegation, and group process and team building will be highlighted.

The Course content was developed after consulting the literature on topics relevant to transition from student to work; a similar course offered by the University of Pittsburgh/ Australia guided the development process.

**COURSE OBJECTIVES**

1. Using information from nursing practice, nursing theory or other sciences, students shall apply knowledge to provide quality care to patients, families and community to promote, restore, and maintain their health.
2. Demonstrate ability in using concept maps in nursing care
3. Describe how certain health care trends impact on professional practice.
4. Examine the influence that certain health care policies influence nursing care of patients.
5. Examine the influence that an organization's mission, structure, and objectives have on nursing practice.

6. Manage nursing care for a group of patients in coordination with other health care professionals.
7. Understand facilitating and hindrant factors influencing the day-to-day operation of a unit.
8. Understand the responsibilities of the registered nurse in the supervision of auxiliary nurses.
9. Show good proficiency in critical thinking and decision making when using the nursing process to address the patient's health care problems.
10. Demonstrate responsibility and accountability for his/ her nursing practice within legal, ethical, and professional framework.
11. Demonstrate good level of effective communication with colleagues, faculty, hospital staff, patients and families.
12. Implement health education for patients and families this is relevant to their needs.
13. Attempts to integrate research findings into practice when caring for patients.
14. Develops awareness of strategies used to obtain employment.

## **COURSE REQUIREMENTS**

1. Students will be responsible for all assignments and material presented.
2. Attend all classes and demonstrate participation.
3. The lecture time is from 9 to 10 AM, or 7 to 8 pm and could be changed based on local circumstances. Classes will arranged to start as soon as possible after commencing the clinical shifts.
4. Attend all scheduled shifts (twenty eight 8-hours shift, A or B, or nineteen 12-hours shift) before the end of the course.
5. Students may not work less than a 7-hours shift or more than an 11-hours shift. However, some students may need to work 5-hour shifts (i.e. 7-12). In this case, they need to attend additional shifts to complete their scheduled hours.
6. Lunch is not counted as clinical hours. Therefore, a 7-hour shift is from 7:30 to 3:30 including 1 hour lecture time.
7. A satisfactory grade is required for the clinical behaviours to succeed in the course.
8. An average of 50% or above is a must to pass the course.
9. A student will lose marks if papers are not handed on time (1 point/ day).
10. Be on time for the clinical shift and lecture.
11. Dress according to Faculty of Nursing policy (Appendix 1). Student must maintain a good appearance all the time while in the hospital. Faculty reserves the right to send students home or adjust their grades any time the Policy is violated.
12. Be self-directed in planning learning experiences.

## **COURSE CONTENT**

1. Decision making, problem solving, and critical thinking.
2. Concept mapping
3. Time management.
4. Employment considerations.
5. Nurse-client communication.

6. Making transition from student to professional nurse.
7. Quality and risk management.
8. Stress management and conflict resolution.
9. Role relationship pattern.
10. Delegation in the clinical setting.
11. Group process and team building.
12. Group presentations.

### TEACHING METHODOLOGY

1. Assignment I- Concept maps
2. Assignment II- Cover letter and Resume Building
3. Assignment III- Leadership Interview
4. Assignment V- Group Presentation- A selected Jordanian health care organization.

### COURSE EVALUATION

Component of Assessment	Mark	Date
Concept maps No. 4	20%	Will be announced later
Cover letter and resume	5%	Will be announced later
Leadership interview	10%	Will be announced later
Group presentation	20%	Will be announced later
Professional behaviour	10	End of semester
Written Exam	35%	Between 24.01 & 02.02.10
<b>Total</b>	<b>100%</b>	

- *Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.*

### GRADE SCALE

**Excellent (A) = 84-100**  
**Very Good (B) = 74-83.9**  
**Good I = 68-73.9**  
**Fair (D) = 50-67.9**  
**Fail (E) = Less than 50**

### REQUIRED TEXTBOOKS [Available in the library].

Arnold, E. and Boggs, K. (2003). *Interpersonal Relationships: Professional Communication Skills for Nurses*. St. Louis: Saunders.

Cherry, B. and Jacob, S. (2002). *Contemporary Nursing: issues, trends, and management*. London: Mosby.

Yoder-Wise, P. (2003). *Leading and Managing in Nursing*. St. Louis: Mosby, Inc.

Zerwekh, J. and Claborn, J. (2003) *Nursing Today: Transition and Trends*. St. Louis: Saunders.

## **COURSE POLICIES**

- The responsibility of arranging the students schedule lies with the faculty member in cooperation with the student and the in-service education section. This schedule should end not later than 19.01.2010.
- The student's schedule should vary between A or B shifts. However, B shifts should not exceed 50% of clinical days.
- The student clinical shifts should be, when possible, on different units including medical & surgical units, ICU/CCU/Emergency/dialysis/Pediatric/Maternity. However, this could be dictated by the host hospital.
- Any absence with official excuse from any shift should be compensated anytime before 24.01.2010. After this, compensation is not possible. Hence, this will affect student evaluation.
- Students must NOT administer any medications unless supervised. Students acting on their own SHALL, not the University, be responsible for any consequences.
- Students assigned to female wards must never provide any care or come in contact with female patient unless supervised. Those who violate this guidance shall be solely responsible for any consequences.
- A student who reports to duty more than 30 minutes late will lose 2 marks for each tardy. The same applies to any student who leaves the hospital more than 30 minutes before the end of the shift.
- Students must not change their scheduled duty or clinical area without prior permission from the faculty member.
- The student should notify the nurse in charge and faculty member in any event occurs that jeopardizes him/her or patient safety.
- Smoking and chewing gum are prohibited behaviors inside the clinical agency.
- Students must conduct themselves in a professional manner at all times including break times which should be arranged with in charge nurse.
- In case of any incident (any act which is not consistence with policies and procedures of the nursing program or one of which the well being of the patient is in danger) the student must act according to the hospital policy; the University will provide health insurance that covers the incident.
- All students must submit evidence of receiving the appropriate dose(s) of hepatitis B vaccine before starting the clinical shifts.
- Students must use the forms provided by the Faculty of Nursing and no other forms. No other forms are accepted.

15.10.09

**ATTENDANCE POLICY**

Absence from lectures and/or clinical shifts shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

**ACADEMIC HONESTY**

Students must not copy any material from their peers or the Internet and paste it into their logs. Any student copying a material from another, both shall get zero on a particular assignment. Any student copying material from any other source shall get zero.

15.10.09

N 910423 Clinical Training Course Syllabus.

### Signature Page for Study Syllabus

I have read and clarified the information included in the course study Syllabus and I will be responsible for its content.

Signature:

Name printed:

Date:

**Philadelphia University**  
**Faculty of Nursing**  
**0910423**

**Clinical Training Course**  
**First Semester 2009/ 2010**

**Dr. Belal M. Hijji, PhD, RN**

<b>Faculty</b>	<b>Topic</b>	<b>Lecture Objectives</b>	<b>Textbook</b>
<b>All</b>	<b>Decision making, problem solving &amp; critical thinking</b>  <b>1<sup>st</sup> &amp; 2<sup>nd</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Describe a decision-making format for problem solving.</li> <li>2. Investigate the decision-making style of a nurse leader.</li> <li>3. Evaluate the effect of faulty information gathering on a decision making experience.</li> <li>4. Increase skills in problem solving and decision making.</li> <li>5. Design a flowchart for a personal or professional project.</li> <li>6. Investigate resources on the Internet that focus on critical thinking, problem solving, and decision-making.</li> </ol>	Yoder-Wise, Patricia, pp 75-90.
<b>All</b>	<b>Concept Mapping</b>  <b>3<sup>rd</sup> &amp; 4<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Define concept mapping</li> <li>2. Describe benefits to concept mapping.</li> <li>3. Design a concept map.</li> <li>4. Evaluate a concept map.</li> </ol>	Multiple sources
<b>All</b>	<b>Time management</b>  <b>5<sup>th</sup> &amp; 6<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Integrate the value of time management as a self-management process.</li> <li>2. Critique 14 myths associated with time management.</li> <li>3. Differentiate between external and internal time wasters.</li> <li>4. Create an action plan to overcome procrastination.</li> <li>5. Write an action plan outlining 10 management strategies designed to promote more effective self-management.</li> </ol>	Cherry, B. & Jacob, S. pp 517-539
<b>All</b>	<b>Employment considerations: Opportunities and resumes</b>  <b>7<sup>th</sup> &amp; 8<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Discuss trends in job market</li> <li>2. Describe important parts of the resume.</li> <li>3. Describe essential steps involved in the interviewing process.</li> <li>4. Discuss typical questions asked by interviewers.</li> </ol>	Zerwekh, J. & Claborn, J. pp 479-519.
<b>All</b>	<b>Nurse-client communication</b>  <b>9<sup>th</sup> &amp; 10<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Describe the component systems of communication.</li> <li>2. Identify five communication style factors that influence the nurse-client relationship.</li> <li>3. Identify client interpretation of nurses' nonverbal communication strategies.</li> <li>4. Define therapeutic communication, its purpose,</li> </ol>	Arnold, E. & Boggs, K. pp 217-264

		<p>and its characteristics.</p> <ol style="list-style-type: none"> <li>5. Apply active listening and therapeutic communication strategies and skills.</li> <li>6. Compare and contrast the use of some verbal strategies to facilitate therapeutic communication.</li> </ol>	
<b>All</b>	<b>Making transition from student to professional nurse</b>  <b>11<sup>th</sup> &amp; 12<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Compare and contrast the phases of reality shock.</li> <li>2. Differentiate between the novice nurse and the expert nurse.</li> <li>3. Design strategies to ease the process of transition.</li> <li>4. Make the transition from novice to professional nurse.</li> </ol>	Cherry, B & Jacob S. pp 497-515
<b>All</b>	<b>Quality and risk management</b>  <b>13<sup>th</sup> &amp; 14<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Apply quality management principles to clinical examples.</li> <li>2. Understand and use the six steps of the quality improvement.</li> <li>3. Practice using selected quality improvement strategies certain selected activities.</li> <li>4. Differentiate between quality management and risk management.</li> <li>5. Employ the “five-why” technique and triangulation method to obtain data about a situation or problem.</li> </ol>	Yoder-Wise, P. pp 173-189.
<b>All</b>	<b>Stress management</b>  <b>15<sup>th</sup> &amp; 16<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Define stress and identify its sources.</li> <li>2. Analyse selected strategies to decrease stress.</li> <li>3. Assess the manager’s role in helping staff to manage stress.</li> </ol>	Yoder-Wise, P. pp 414-422.
<b>All</b>	<b>Conflict resolution</b>  <b>17<sup>th</sup> &amp; 18<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Identify factors that lead to conflict.</li> <li>2. Discuss ways to resolve conflict.</li> <li>3. Discuss techniques to use in dealing with difficult people.</li> </ol>	Zerwekh, J. & Claborn, J. pp 163-173.
<b>All</b>	<b>Role relationship patterns</b>  <b>19<sup>th</sup> &amp; 20<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Define role and role performance.</li> <li>2. Describe the four components of professional role socialization.</li> <li>3. Discuss the professional roles of the nurse.</li> <li>4. Describe the nature of role performance as a nursing diagnosis.</li> <li>5. Discuss the implications of role relationships for clients in health care.</li> </ol>	Arnold, E. & Boggs, K. pp 167-184.
<b>All</b>	<b>Delegation in the clinical setting</b>  <b>21<sup>st</sup> &amp; 22<sup>nd</sup> clinicals</b>	<ol style="list-style-type: none"> <li>1. Define the terms delegation, supervision, and accountability.</li> <li>2. Delegate tasks successfully on the basis of outcomes.</li> <li>3. Select the right person for the right task.</li> <li>4. Apply the “four Cs” of initial direction for a clear understanding for student expectations.</li> <li>5. Provide reciprocal feedback for the effective evaluation of the delegate’s performance.</li> </ol>	Zerwekh, J. & Claborn, J., pp 205-224.
<b>All</b>	<b>Group process</b>	<ol style="list-style-type: none"> <li>1. Identify the different types of groups.</li> </ol>	Zerwekh, J. &



	<b>and team building</b> <b>23<sup>rd</sup> &amp; 24<sup>th</sup> clinicals</b>	<ol style="list-style-type: none"> <li>2. Discuss group process.</li> <li>3. Analyse group member role</li> <li>4. Discuss team building</li> </ol>	Claborn, J., pp 124-129.
<b>Group presentations</b>		<ol style="list-style-type: none"> <li>1. Describe the goals and objectives of a national health care organization. This may involve the Jordanian Nursing Council (JNC), Ministry of Health (MOH), Health Care Accreditation Council (HCAC), and the Royal Medical Services.</li> <li>2. Describe a patient care issue that the organization has addressed.</li> <li>3. Describe a health care policy that resulted from the organization's research on the issue.</li> <li>4. Describe how the policy has influenced the nursing profession.</li> <li>5. Analyse a research article related to the health care policy.</li> </ol>	

## **Appendix 1**

### **PHILADELPHIA UNIVERSITY FACULTY OF NURSING**

#### **DRESS CODE POLICY<sup>1</sup> FOR CLINICAL DAYS**

**ORIGINAL DATE:** October 13, 2009.

**POLICY:** The uniform identifies an individual as a student in the Philadelphia University, Faculty of Nursing and is to reflect a positive and professional image of the individual and the Faculty. The following regulations govern Student Dress Code for hospitals.

#### **General Regulations**

The student name tag consists of the student's Philadelphia University identification card, encased in a clear plastic badge attached via a pin device to the top front of the uniform.

#### **Where Uniforms are Worn**

The uniform of the Faculty of Nursing is composed of black or navy blue trousers, white coat, and black shoes. The uniform is worn during clinical days in hospitals and must be neat and clean at all times. Solid black shoes must be neat and clean. No open-toed shoes or sandals.

Male student's hair is to be neatly groomed, off the collar, in a style appropriate for a professional person.

Male students are to be clean shaven or have a neatly trimmed beard.

Nails are to be clean, neat, short in length, and without polish.

Make-up maybe applied so that a natural look is conveyed.

Visible body jewelry must be removed.

Undergarments cannot be visible.

Tattoos cannot be visible.

It is the responsibility of each student to follow these regulations.

Adopted: 10/09

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<sup>1</sup> Adapted from the dress code policy of the University of Pittsburgh School of Nursing, Australia.