gPhiladelphia University

Faculty of Nursing

20١1 / 2012

First Semester

CONTENT

Philadelphia University
Faculty of Nursing

Message from the Dean

Caring is the Heart of Nursing

It is my privilege to welcome you to the Faculty of Nursing at Philadelphia University where you will be exposed to a 'hands on' comprehensive program that will equip you to become a competent general nurse for the Jordanian health care market as well as the regional and international markets.

As you may realise, there is a global shortage of nursing that shapes trends in nursing education and practice; here at Philadelphia Faculty of Nursing, we are privileged to work in close collaboration with the Jordanian Nursing Council to keep abreast with the latest developments in the profession at the national, regional and international levels. Our aim is to provide the students with an education that will enhance their professional skills, as well as increase their commitment to this unique profession and promote a dedication to serve their community in the most profound and sustainable manner;

This program of study aims at raising the students' awareness about the determinants of health and how they affect the quality of life of individuals, families and the Jordanian community at large. The nursing program stresses life skills, critical thinking and acquiring healthy habits and behaviours; Clinical skills as well as community nursing skills are built in-depth using mostly group projects, that base on evidence from literature review of scholarly articles from the university library and on-line searches of academic databases as well as research projects that teach them various research methodologies and how to adopt an evidence-based approach to learning.

The students are mentored by a diverse faculty that try to instil the essence of nursing in their day to day nursing practice and that is the attitude of caring. Caring based on respect for human dignity and rights in wellness and illness across the different stages of the life-span. Different strategies of teaching and learning are used to motivate the

students to acquire various skills such as analytical skills used in health care policies and crisis management, people, communication and coordination skills acquired in courses at the advanced level such as nursing research, leadership and management, mental health nursing and scholarly and journalistic skills such as in nursing research; Ethical practice and challenges are explored to highlight best practices throughout the program from the Fundamentals of Nursing and Nursing Assessment courses, as well as specialised nursing courses that stress on Maternal and Child health as well as Adult health in wellness, disease, emergency and critical conditions till the senior year courses and especially during the clinical training just before graduation.

In addition, a 360 degrees comprehensive quality control program is implemented aiming at promoting and maintaining patient safety through an 'avant-garde' academic nursing program that stands out in the market; our alumni are currently running health service programs in King Hussein Cancer Center and other leading national institutions as well as other countries of the region.

I wish you a gratifying educational experience that will shape your future career and life choices,

All the best,

Fadia Hasna

Dean of Nursing

Mission and Philosophy

Philosophy of Nursing

The Faculty of Nursing at Philadelphia University cares about the quality of life and maintaining the wellbeing of the community. We believe that the nursing profession contributes to the society through the promotion of health, prevention of diseases and care for individuals and families in a variety of settings. Nursing therapeutics refer to the work of nursing, including application of cognitive, behavioral, psychomotor and affective processes to the design of nursing interventions with client systems. The practice of nursing is committed to the values of caring, sharing, trusting, listening, and respecting. It is influenced by a multi-cultural population and occurs in diversified health settings. Emphasis is placed on the nursing process as a systematic method of assisting clients to attain, regain, and maintain maximum functional health status. Various roles of the nurse as educator, clinician, leader and researcher are also emphasized. The philosophy of the faculty is consistent with the philosophy of the university, its goals and mission and focuses on the nature of the person, environment, health and nursing.

Person is a holistic, interactive unique being that is continuously evolving and interacting to attain optimal health and well-being and in continuous pursuit of discovery of self and self- actualization throughout their life- cycle. Every thing external to the person supports or challenges the person's evolving being.

Environment All conditions influencing the life and development of the person. The determinants of health are focused upon in health promotion of individuals, families, communities and populations as well as the health system and policy environment.

The Determinants of Health include human biology, the surrounding environment, community lifestyle and ways of life as well as the health care system.

Health A dynamic state of physical**,** mental**,** social, spiritual and economic well-being arising from a continuous process of interaction within the person and between the person and the environment.

The faculty views the promotion, maintenance and restoration of health as a multi-dimensional complex process involving the shared responsibility of the individual and his family, health care providers and society.

Nursing Science and art for advocacy, diagnosis, treatment, and rehabilitation in order to protect and promote the health and abilities of the individual, families and the community; nursing also deals with the prevention of illness and injury; and for this must exhibit 'avant-garde' leadership and management in influencing the health care system and society by influencing policy as well as social, economic, legal, and political factors affecting the health care system.

Professional nursing is a discipline based on theories and requires evidence-base that inspires best practices. Nurses explore these bases of knowledge and standards of care to further test theories of nursing and develop new knowledge and theories that are based on sciences, arts and humanities to provide the best care for their clients based on ethical values; this requires cultural sensitivity as well as critical and analytical thinking and empathy.

Philosophy of Nursing Education

Education is an ongoing life process that involves learning and co- learning. Educators are facilitators of learning who are able to identify the unique abilities and potentials of the learners and provide them with suitable opportunities for learning that match their learning style.

The focus of the learning and co- learning process is to equip the students with skills to face realities, analytical thinking, and other transferable competencies

The faculty believes that the educational process facilitates continuing personal and professional growth. The intent of our educational program is to focus on the learner with active participation using self-directed learning principles and enhancing knowledge transfer skills within our faculty.

The program includes a sound theoretical knowledge-base to support experiential learning and equip the learners with tools for life- long learning; and since education is a life-long process with the commitment of the learner to establish patterns of continued inquiry, thus the outcome of our nursing education will be professional and personally competent nurses that meet the demand of the Jordanian and regional market.

Professional competence involves a definition of value, attitudes and practice that the nurses embrace.

The curriculum builds on nursing care competencies adopted by the Jordanian Nursing Council that define nurses' ability to care in the context of the nurse-patient relationship, as well as knowledge, skills and attitudes that empower nurses in practicing the disciplines in addition to competencies related to the understanding of the ethical and legal aspects in the health care system. Nursing care competencies recognize that nurses provide quality safe care across the life span directed toward the goals of helping client in the healing process. Nurses will develop competencies of professional development in continuing education and quality improvement that will advance the profession of nursing.

Mission

The mission of the Faculty of Nursing at Philadelphia University is to:

- Educate nurses who will become known for their excellence in practice and so improving the quality of care in Jordan.
- Raise the standard of the nursing profession through providing accredited educational programs.
- Improve the nursing image.
- Prepare nurses leaders who contribute to the development of emerging health care system.

Educational Aims of the Program

- Prepare students to be able to deliver care and apply knowledge, understanding and skills in a variety of clinical settings;

- Enable students to develop effective practice in a multi-disciplinary environment, promote inter professional understanding, co-operation and communication for team working and contribute to maintaining and improving standards of care;

- Develop in students skills of enquiry, analysis and problem- solving which will result in professionally competent, reflective practitioners, able to integrate theory and research into practice;

- Foster an enthusiasm for learning and develop skills which will enable students to identify their own learning needs, engage in personal and professional development and develop a commitment to life long learning;

- Enable the student to develop the ability to deal with the ever- changing health care provision in a variety of clinical areas including public, private and voluntary sectors;

- Produce nurse practitioners who are accountable for their practice, and can become positive and pro-active leaders and change agents who will contribute to the development and progression of nursing in the 21st century to ensure the delivery high-quality clinical decision-making and patient or client care.

Care Management

- Contribute to public protection by creating and maintaining a safe environment of care through the use of quality assurance and risk management strategies.

- Demonstrate knowledge of effective inter - professional working practices that respect and utilize the contributions of members of the health and social care team.

- Delegate duties to others, as appropriate, ensuring they are supervised and monitored.

Care Delivery

- Engage in and develop therapeutic relationships through the use of appropriate communication and interpersonal skills

- Create and utilize opportunities to promote the health and well- being of patients/clients and groups.

- Undertake and document a comprehensive systematic and accurate nursing assessment of the physical, psychological, social and spiritual needs of patients/clients/communities.

- Formulate and document a plan of nursing care, where possible in partnership with patients/clients/caretakers / significant others within a framework of informed consent.

- Based on best available evidence, apply knowledge and appropriate repertoire of skills indicative of safe nursing practice.

- Provide a rationale for the nursing care delivered that takes account of social, cultural, spiritual, legal, political and economic influences.

- Evaluate and document the outcomes of nursing and other interventions.

- Demonstrate sound clinical judgment across a range of differing professional and care delivery contexts.

Professional/Ethical Practice

- Manage self, one's practice, and that of others in accordance with the JNC Code of Ethics

- Professional conduct, recognizing one's own abilities and limitations.

- Practice in accordance with an ethical and legal framework that ensures the primacy of patient/client interest and well-being and respects confidentiality.

- Practice in a fair and anti-discriminatory way, acknowledging the difference in beliefs and cultural practices of individuals or groups.

Personal/Professional Development

- Demonstrate a commitment to the need for continuing professional development and personal supervision activities in order to enhance knowledge, skills, values and attitudes needed for safe and effective nursing practice.
- Enhance the professional development and safe practice of others through peer support, leadership, supervision and teaching.

Intended Learning Outcomes –Competencies

The program provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Competencies Expected as (Learning Outcomes) include:

1. Integrates ethical principles in clinical practice.
2. Uses reflective evaluation of personal and professional behaviors and analyses their implications (toward professional standards).
3. Engages in self- directed learning.
4. Demonstrates leadership in nursing.
5. Collaborates with health care teams members.
6. Practices patient – centered care.
7. Communicates effectively.
8. Makes sound clinical judgment.
9. Uses best available evidence in care provision.

Competency 1:

Integrates ethical principles in clinical practice

Entry level:

- Unaware of ethical principles
- Unaware of own values and how these influence patient care
- May be aware that there is a code of ethics / content for nurses.

Level I:

End of first year

1. Articulates the elements of ethics in Jordan.
2. Aware of own values, and recognizes bases affecting his clinical judgment as a result of own values.
3. Seeks assistance to understand effect of ethics on client care.
4. May re-evolve own values using reflection.

Level II:

End of second year

1. Incorporates the provisions of JNC code into practice through assignments.
2. Refers to ethical principles to identify choices and consequences
3. Uses reflection to evaluate own values and the input of his conduct on future clinical situations.

Level III:

End of third year

1. Incorporates the provisions of JNC code with prompting.
2. Advocates for patients rights.
3. Identifies situations in which patients rights are in conflict with greater good.
4. Negotiates courses of actions and possible consequences to reach a decision.
5. Engages in reflection to decide future action.

Level IV:

End of fourth year

1. Incorporates the provision of JNC code into nursing practice at all times.
2. Integrates personal and professional values.
3. Creates a shared climate for core values.
4. Analyzes polices which conflict with individual human rights.

Competency 2:

Uses reflective evaluation of personal and professional behaviors and analyses their implications (toward professional standards).

Entry level:

- Lacks understanding of the importance and relevance of reflection to nursing action.
- Lacks self-awareness (does not question own pattern of behavior).
- Might not have a plan or goal for personal development.

Level I:

1. Begins to understand the values for self- reflection.
2. Uses forms for self-reflection.
3. Identifies own patterns of thinking and behavior.
4. Begins to develop insight into own values and behavior and its implication for nursing practice.

Level II:

1. Demonstrates recognition of the value and relevance of self--reflection.
2. Identifies specific areas for personal and professional development.
3. Questions personal and professional own patterns of behavior and thinking.
4. Participates in a structured format in self-development of identified areas.

Level III:

1. Practices self-monitoring strategies for simple professional and personal situations.
2. Continuously seeks understanding and analysis of situation as a basis for personal understanding and growth.

Level IV:

1. Practices self-monitoring strategies for complex professional and personal situations.
2. Establishes a plan for personal and professional development.
3. Reflects on implication of personal and professional behavior toward professional standards.
4. Commits to use multiples tools and resources for self-analysis and awareness.

<u>**Competency 3:**</u>

Engages in self-directed learning

Entry level:

- Has limited knowledge of technology, English – use of library.
- Might believe that knowledge and skills are static.
- Unaware of need for continuous learning.
- Might exhibit behavior of passive learners.
- Unaware of learning style.

Level I:

1. Open to new learning opportunities.
2. Recognizes own learning needs.
3. Completes assigned activities.
4. Occasionally, initiates additional learning activities.
5. Increases competence in use of available tools.
6. Uses resource with prompting.

Level II:

1. Seeks new experiences beyond assignments.
2. Recognizes that information evolves.
3. Takes responsibility for own learning.
4. Eager to share knowledge with peers.

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5. Actively engages in learning.

6. Identifies learning needs, and styles.

7. Asks question and seeks questions.

8. Uses available technology and other resources, without prompting.

Level III:

1. Views all situations as learning opportunities

2. Initiates reading to expand knowledge on encountered clinical situation.

3. Seeks new technology to facilitate learning.

4. Utilizes available resources.

Level IV:

1. Seeks learning opportunities.

2. Role models life learning behaviors.

3. Adopts learning to different situations and generalizes this learning to various situations.

4. Masters tools for learning.

5. Mentors others in health care situations, peers.

6. Explores more advanced options for technology.

Competency 4:

Demonstrates leadership in nursing

Entry level:

- May have leadership abilities without theoretical framework

- Might be unaware of his own leadership ability.

- Might be unaware of characteristic of leadership qualities.

Level I:
1. Identifies the qualities of a leader in the community.
2. Searches for leadership and abilities potentials within one self.
3. Begins understanding commitment to nursing.

Level II:
1. Incorporates some of his identified abilities in assignments and extra curricular activities in the school.
2. Seeks to support to develop his leadership potentials.
3. Looks for opportunities to apply leadership skill in nursing related activity including clinical settings.

Level III:
1. Develops nursing leadership ability through a systematic / planned schedule of activities
2. Applies leadership skills in "simple" nursing situations.
3. Identifies situations to empower nursing.

Level IV:
1. Provides appropriate levels of guidance, and role modeling.
2. Engages in leadership in and outside the school.
3. Takes on leadership responsibilities in the fields of nursing and within the health care team.

Competency 5:

Collaborates with health care teams members

Entry level:
- Might be unaware of his potential role.
- Might be unaware of this role on a health care team member.

Level I:

1. Awareness of his role as a nurse.
2. Identifies himself as a one member of health team.
3. Appreciates the value of team work, and the contribution of each team member.

Level II:

1. Identifies the sign of his leader role and contribution.
2. Practices in effective communication and reflective listening in nursing situation.

Level III:

1. Aware of the importance of his role in the health team,
2. Be an effective team member that motivates changes.

Level IV:

1. Engages in collaboration in health team in nursing.
2. Conveys the patients and families-views in decision-making.

Competency 6:

Practices patient – centered care

Entry level:

- May be aware of patient needs because of personal experience.
- Might not be aware of the difference between patients centering and provider centered care.
- May or may not be aware about models of care to meet patient needs.

Level I:

1. Identifies actual and potential human needs in health and in some deviations from health.
2. Begins to generalize knowledge to patient population and in understanding patient needs.
3. Begins to develop early tools to assess and cluster patient needs.
4. Seeks guidance in understanding the complexity of human / patient needs.

Level II:

1. Applies familiar knowledge of basic sciences and nursing to "Nursing Process" in simple situations,
2. Appreciates the complexity of human needs.
3. Plans nursing care with patients and other health care professionals in simple situations.

Level III:

1. Applies nursing process to more complex situations with supervision.
2. Plans nursing care in collaboration with patient and health team in more complex situations.
3. Able to appreciate complexity of human responses that is based on human individual differences.
4. Able to analyze nursing care as to patient vs provider-"Centeredness".

Level IV:

1. Applies nursing process to complex situations.
2. Collaborates with patient health care team in applying patient-centered care in simple and complex situation.

Competency 7:

Communicates effectively:

Entry level:

- Command of Arabic and some English.
- Able to express ideas and thoughts to others.
- Might be unaware of nonverbal communication.
- Lacks opportunity to communicate in formal settings.

Level I:

1. Uses policies and regulation and formal channels of communication at university and in nursing faculty.
2. Recognizes the significance of effective communication with patients in the interview and data collection situations.
3. Analyzes his strengths and weaknesses in communicating.

Level II:

1. Formalizes his knowledge of communication process and component through formal education.
2. Appreciates role of good communication in data collection.
3. Self–reflects to analyze strengths and areas of needs for more effective communication with others.
4. Writes formal reports.

Level III:

1. Able to apply communication effectively among various age groups.
2. Analyzes process of communication to identify strengths and weaknesses.
3. Uses communication as a therapeutic tool.

Level IV:

Establishes and maintains effective relationship with colleagues and professional team.

Competency 8:

Makes sound clinical judgment

Entry level:

- Might lack the optimal knowledge and experience that are needed for clinical judgment.
- May have critical thinking abilities.

Level I:

1. Identifies own limitation and strength in critical thinking.
2. Engages in problem-solving activities.
3. Engages in creative activities in curricular and para-curricular activities.

Level II:

1. Applies critical thinking to nursing process.
2. Strengthens problem-solving and creative ability through application of nursing process to simple situations.
3. Formalizes ability of logical clinical judgment in formal training.

Level III:

Analyzes and synthesizes data as applied to more complex situations

Level IV:

1. Uses sound clinical judgment in clinical situations.
2. Evaluates and re-evaluate nursing outcomes in all clinical situations.
3. Uses evidence in support of clinical judgment.

Competency 9:

Uses best available evidence in care provision.

Entry level:

- Might lack knowledge of some intervention in the care of family members.
- Might lack awareness of causality (cause – effect) model.

Level I:

1. Identifies sources of evidence.
2. Begins to utilize knowledge evidence in theory and practice.

Level II:

1. Begins to use of evidence (Meta analyses) in nursing practice to support clinical judgment.
2. Collects evidence to support clinical intervention in simple situations.

Level III:

1. Collects evidence to support planning of care in collaboration of team.
2. Uses evidence in provision of health education.
3. Evaluates evidence-based practice.
4. Begins to value research process and supports it.

Level IV:

1. Takes on responsibilities for research.
2. Uses evidence in care provision.
3. Uses evidence to promote quality of nursing care.

Faculty of Nursing

Academic Members

Name	Degree	Specialization
Dr. Fadia Hasna	Dean Faculty of Nursing Associate Professor	Nursing Administration Community Health Nursing
Dr. Ibraheem Bashayreh	Assistant Professor	Oncology & Palliative Care Nursing
Dr. Abdul-Monim Batiha	Assistant Professor	Critical Care Nursing
Dr. Rabia Ellari	Lecturer full time	Critical Care Nursing
Dr. Mayada Daibes	Lecturer full time	Critical Care Nursing
Miss Taghreed Marji	Lecturer full time	Adult Health Nursing

Administrative Members

Staff Member Name	Title
Sara Abed	
Eshrak Abu Shabib	
Sawsan Oweis	Clinical Instructor
Ghanem Gawanmeh	
Awad Khawaldeh	
Manal Khader Odeh	Secretary of the Dean

PROGRAM OBJECTIVES

Graduates of this program are prepared as professional nurses who are able to function in a changing and diversified health care setting.

Graduates are expected to:

1. Acquire knowledge, skills, competencies and values essential to the practice of professional nursing.
2. Utilize cognitive, psychomotor and affective abilities to provide nursing care to individuals, families, groups and communities.
3. Provide safe, competency based nursing practice at the primary, secondary and tertiary levels.
4. Use the nursing process as a systematic method of assisting clients to attain, regain and maintain a maximum functional health status.
5. Provide a knowledge base necessary for their expanded role as leaders, communicators, educators and researchers.

Curriculum 2011/2012
(132) Credit Hours

Requirements	Credit Hours
University Requirements:	
a- University Compulsory Subjects	**12**
b- University Electives	**15**
Faculty Requirements	**2ٺ**
Compulsory Courses	
a. Nursing Science Theory Subjects	**12**
b. Clincal Nursing Science Subjects	**63**
c. Subjects Assistants	**6**
Total	**132**

1. University Requirements: (27) Credit Hours

 a- University Compulsory Subjects (12 Credit hours):

Subject No.	Subject Title	Cr. hr.	Pre-req.
First Field/University compulsory Subjects (12) Credit hours			
0110101	Arabic Skills (1)	3	---
0111100	Military Science	3	---
9111101	National Education	3	---
0130101	English Skills (1)	3	---
b. University Electives (15 Credit hours) The student study (15) hour at least one or two from the following fields:			
Second Field/Human Sciences from (3-6) credit hours			
0110102	Arabic Skills (2)	3	110101
0130103	English Skills (3)	3	130102
0140101	French Skills (1)	3	---
0140104	Foreign Language (Italian Language (1)	3	---
0140106	Foreign Language (Hebrew Language (1)	3	---
Third Field/ Social & Economic Sciences from (3-6) credit hours			
9111111	Introduction to Sociology	3	---
9111112	Introduction to Psychology	3	---
9111133	Human Thoughts & Civilization (1)	3	---
9111142	Means of Communication & Society	3	---
0115255	Culture of Development	3	---
Fourth Field/ Science & Technology & Agriculture from (3-6) credit hours			
9240151	Humans and Environment	3	---
9620105	Automobile Essentials	3	---
9761111	Computer Skills (1)	3	---
9910101	Health Promotion of Individual & the Community	3	---
9910105	Principles of First Aid	3	---

All students should take a placement test of English, Arabic & Computer skills. Students who fail the placement test (>50%) will be required to pass remedial course for the one he/she failed.

2. Faculty Requirements: (24 Credit hours):

Subject No.	Subject Title	Cr. hr.	Pre-req.
0130102	English Skills (2)	٣	0130101
0210231	Principles of Statistics	٢	---
٠٢١٢١٠١	General Chemistry (1)	٣	---
٠٢٤٠١٠١	General Biology (1)	٣	---
٠٢٤٠٢١٤	Microbiology	3	0240101
٠٢٤٠٢٤٩	Biochemistry	2	0212101
0511142	Anatomy & Histology	3	240101
٠٥١١١٤٥	Physiology	٢	٢٤٠١٠١
٥١١١٤٧	Anatomy & Histology /Lab	1	511142

3. Compulsory Courses: (81 Credit hours):
a. Nursing Science Theory Subjects (12Credit hours):

Subject No.	Subject Title	Cr. hr.	Pre-req.
٠٩١٠٢٢٨	Growth and Development	٢	---
0910245	Communication Skills & Health Education	3	0130102
0910324	Clinical Nutrition	٢	---
0910341	Trends and Ethics in Nursing Profession	2	0911210
0910441	Nursing Research	3	0210231

b. Clinical Nursing Science Subjects (63 Credit hours):

Subject No.	Subject Title	Cr. hr.	Pre-req.
0911210	Fundamentals of Nursing	٣	0511145
0911215	Fundamentals of Nursing /Lab	3	With 0911210
0911212	Health Assessment	3	0511261
0911218	Health Assessment/Lab.	3	With 0911212
0911219	Adult Health Nursing	3	Pre-req 0530271 Pre-req. or with 0911210
0911216	Adult Health Nursing/clinical	3	with 910222 Pre-req. or with 530271
0910327	Maternal Health Nursing	3	910222
910316	Maternal Health Nursing/Clinical	3	With 910315
0910325	Child Health Nursing	2	Pre-req. or with 910426 With 910419
0910326	Child Health Nursing/Clinical	1	---
0910342	Mental Health Nursing	3	With 910220+910222
0910343	Mental Health Nursing/Clinical	3	With 910325
0911411	First Aid and Disasters Nursing	3	Pre-req. or with 910325+910315
0911412	First Aid and Disasters Nursing/Clinical	3	With 910331

0911410	Critical Nursing Care	3	0911219
0911414	Critical Nursing Care/ Clinical	3	With 0911410
0911415	Clinical Training	4	110 hours
0910431	Geriatric Nursing	3	0911219
0910432	Geriatric Nursing/ clinical	2	With 0910431
0910433	Nursing Leadership & Management	2	90 hours
0910434	Nursing Leadership & Management/Practice	2	With 0910433
0910435	Community Health Nursing	3	0910327 + 0910325
0910436	Community Health Nursing/Clinical	3	With 0910435

c. Subjects Assistants (6 credit hours):

Subject No.	Subject Title	Cr. hr.	Pre-req.
0511261	Path physiology	3	0511145
٠530271	Pharmacology	3	0240249

Curriculums for the Faculty of Nursing 2011 – 2012

Year	Semester	Module Number	Module Title	Prerequisites	Type of Requirements
First Year	First (18 Credit Hours)	0110101	Arabic Skills (1)	---------	(UR)
		9111101	National Education	---------	(UR)
		0130101	English Skills (1)	---------	(UR)
		0212101	General Chemistry (1)	---------	(FR)
		0240101	General Biology (1)	---------	(FR)
		0111100	Military Science	---------	(UR)
	Second (16 Credit Hours)	0130102	English Skills (2)	0130101	(FR)
		0240214	Microbiology	0240101	(FR)
		0511142	Anatomy & Histology	0240101	(FR)
		0511145	Physiology	0240101	(FR)
		0511147	Anatomy & Histology/La	0511142	(FR)
			University Electives	----------	(UR)
Second Year	First (17 Credit Hours)	0240249	Biochemistry	0212101	(FR)
		0511261	Path Physiology	0511145	(SA)
		0530271	Pharmacology	0240249	(SA)
		0911210	Fundamentals of Nursing	0511145	(FR)
		0911215	Fundamentals of Nursing/Lab	With 0911210	(FR)
			University Electives	---------	(UR)
	Second (16 Credit Hours)	0911212	Health Assessment	0511261	(FR)
		0911218	Health Assessment/lab	With 0911212	(FR)
		0911219	Adult Health Nursing	0911210 +0530271	(FR)
		0911216	Adult Health Nursing/Lab	With 0911219	(FR)
		0910228	Growth & Development	--------	(FR)
		0910245	Communication Skills & Health Education	0130102	(FR)
Third Year	First (17 Credit Hours)	0210231	Principles of Statistics	-----	(FR)
		0910324	Nutrition	-----	(FR)
		0910327	Maternal Health Nursing	0911219	(FR)
		0910323	Maternal Health Nursing/Lab	With 0910327	(FR)
		0910325	Child Health Nursing	09112119 + 0911212	(FR)
		0910326	Child Health Nursing/Lab	With 0910325	(FR)
	Second (17 Credit Hours)	0910435	Community Health Nursing	0910327 + 0910325	(FR)
		0910436	Community Health Nursing/Lab	With 0910435	(FR)
		0910341	Trends & Ethics in Nursing Profession	0910210	(FR)
		0910342	Mental Health Nursing	0910245	(FR)
		0910343	Mental Health Nursing/Lab	With 0910342	(FR)
			University Electives	-------	(UR)

Fourth Year	**First (15 Credit Hours)**	0910411	First Aid and Disasters Nursing	0911219	(FR)
		0911412	First Aid and Disasters Nursing/lab	With 0911411	(FR)
		0911410	Critical Nursing Care	0911219	(FR)
		0911414	Critical Nursing Care/lab	With 0911410	(FR)
		0910441	Nursing Research	0210231	(FR)
			University Electives	---------	(UR)
	Second (16 Credit Hours)	0910415	Clinical Training	110 Hours	(FR)
		0910431	Geriatric Nursing	0911219	(FR)
		0910432	Geriatric Nursing/ lab	With 0910431	(FR)
		0910433	Nursing Leadership & Management	90 Hours	(FR)
		0910434	Nursing Leadership & Management/ lab	With 0910433	(FR)
			University Electives	---------	(UR)

Nursing Modules Course Descriptions

Fundamentals of Nursing / Theory (0911210)

This course focuses on the theoretical knowledge and concurrent laboratory experiences to develop cognitive, psychomotor and affective skills that will help nursing students to provide basic nursing care. Definitions of Nursing and scope of nursing will be emphasized. Introduction to the role of the professional nurse and the relationship of nursing to nursing history will be emphasized. An overview of health care delivery models with emphasis on professional nursing role. It also focuses on concepts of health, wellness and well-being. Critical thinking and problem solving skills are emphasized. it is considered as a faculty requirement module for first year nursing students.

Fundamental of Nursing / Clinical (0911215)

This course provides nursing students with varied and intensive experience in the nursing lab that will provide competency and proficiency in clinical skills.
Skills in communication interpersonal relationships, critical thinking and problem solving are emphasized. Concepts of contemporary professional nursing as caring, wellness, health promotion, disease prevention, holistic care are stressed. This course is considered as a faculty requirement for first year students.

Adult Nursing Theory (0911219):

This course focuses on the theoretical and conceptual basis for nursing management of adult clients experiencing acute and chronic illness. The impact of social, cultural, psychological, physical, spiritual factors will be explored. It enables the students to develop assessment, critical thinking and decision making skills required for planning and implementing the appropriate nursing care to clients suffering a wide variety of commonly presenting acute and chronic illness.

Adult Nursing Clinical (0911216):

This course provides the nursing student with the clinical experiences regarding the care of patient with acute and chronic illnesses. It aims at providing essential clinical nursing skills to meet the physiological, psychological and safety needs of these patients. Students will be exposed to different learning opportunities using recent technology, developing decision making, critical thinking and clinical skills necessary for providing complex medical and surgical care. Core knowledge and skills from prerequisite courses will be used to support practice. A variety of health care settings will be utilized to maximize student skills and experience.

Communication Skills & Health Education (0910245)

The purpose of this course is to provide the nursing students with the knowledge and skills pertinent to health education by focusing on the principles and main concepts of interpersonal communication as well as the teaching and learning process used in raising health awareness of clients/ patients and empowering them to change their behavior. Strategies of teaching and learning are explored to help the students to identify the learning needs of their clients/patients, initiate a participatory teaching-learning process, and prepare a health education plan for them. Emphasis will be on assessment, planning, developing and evaluating a health education program applied to the well and sick individual, family, group and community, to improve their knowledge, attitude and health behaviors.

Health Assessment / Theory (0911212)

This course provides theoretical foundation for health assessment, physical examination and clinical experience for implementing knowledge in practice setting. Students will learn methods and techniques of interviewing history taking, physical examination, common and important symptoms. Assessment of mental status will also be included. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems.

Health Assessment / Clinical (0911218)

This course is designed for nursing students who are learning to interview patients, to examine them and to understand and assess their health problems. This course provides the skill foundation for health assessment, physical examination and clinical experience for implementing knowledge into practice setting. This course is also designed for mastering the different techniques of physical examination; identify abnormalities with special emphasis to the common and or important problems.

Nutrition / Theory (0910324)

This course introduces nursing students to the interrelationships among nutrition, food and the environment as they impact health status. Emphasis is placed on the multiple factors that influence food intake. The role and function of nutrients in health promotion and wellness throughout the life cycle (maternal and infant nutrition) will be discussed.

Maternal and Women Health Nursing /Theory (0910327)

The focus of this course is on normal pregnancy, physiologic and psychological changes experienced, and care of the normal newborn. The nursing process is used in

identifying and meeting the needs of the childbearing family to facilitate optimal functioning. This theory course provides opportunities for the student to acquire an adequate knowledge utilizing knowledge from the biophysical sciences, humanities, growth and development, problem solving abilities and the nursing process. The impact of psychosocial and cultural values and practices of the childbearing family are explored.

Maternal and Women Health Nursing / Clinical (0910323)

The course is designed to help students to integrates knowledge from the accompanying maternal health theory course and provide nursing care of the woman during normal and abnormal aspects of the maternity cycle and apply the nursing process to assess, plan and implement the quality care for women during their reproductive utilizing cycle and problem solving techniques to manage physical, emotional, social and ethical problems in the areas of reproductive health, safe-motherhood. It also considers neonate assessment and gynecological conditions of women in different stages of their lives.

Emergency and First Aid / Theory (0911411)

This course focuses on the theoretical knowledge about emergency nursing which is an essential component of health care delivery system. This course is designed to give students the chance to gain in depth understanding of nature of emergency nursing and role of nurse in meeting different needs of patient. It provides the students with knowledge that will help them to provide efficient nursing care during emergency and disaster situations either in pre-hospital settings or in hospital setting and also in disasters. This module will include three main parts namely basics of emergency , first aid and emergency nursing care for trauma in the different body systems and first aids and emergency nursing care for specific medical emergencies. Critical thinking and problem solving is emphasized

Emergency and First Aid / Clinical (0911412)

This course is designed to provide nursing students with the skills required to care competently and safely for seriously ill patient or injured victim. It will present the psychomotor skills associated with assessment and provision of first aid and emergency nursing care for patient in emergency situations or disasters either in pre-hospital or in-hospital settings. It focuses on the application of immediate rapid and accurate nursing assessment and provision of first aid and emergency nursing care according to priorities

Child Health Nursing / Theory (0910325)

This course enables the students to acquire knowledge, skills, and attitudes necessary to provide nursing care to infants, children (one month to adolescence) and their families sick or will, at different developmental stages. The course focuses on nursing care of infants, children and adolescence with actual / potential alterations in

health (common medical and surgical problems) with emphasis on care of infants and children with congenital anomalies. Guided learning experiences are provided in the laboratory, acute care pediatric sitting (MCH &hospitals)

Child Health Nursing / Clinical (0910326)

This module represents the clinical part of pediatric nursing and offered as a faculty requirement for the third year nursing students. The module focuses on the health problems of infancy and childhood in a developmental framework and stressing the importance of the nurses' role in health promotion and maintenance. The module also concerned with the principles and skills of nursing assessment, including interviewing, observation, physical and behavioral assessment. The preconception and prenatal influences on child health and well-being are also considered with special emphasis on the preventive aspects of care. Clinical evaluation and care plans will be assessed accordingly at faculty lab, nursery school, medical health centers, and pediatric inpatient departments (Medical, Surgical and Premature Units).

Mental Health Nursing / Theory (0910342)

This course is designed for senior nursing students. It aims at introducing the theoretical underpinnings of psychopathology symptomatology bio-psychosocial management of psychiatric disorders with focus on the adult population. Nursing process is introduced in the assessment, diagnoses planning intervention and evaluation of psychiatric disorders.
This course is consonant with a clinical practicum that uses the theoretical knowledge, in understanding disorders and in implementing the steps of the nursing process in the care of patients in hospitals and community settings..

Mental Health Nursing / Clinical (0910343)

This course is concurrent with the theory course o Mental Health Nursing. It is designed for senior nursing students and provides them with the opportunity to implement the concepts and theoretical background in the practice setting, and in simulation situations designed by the course facilitator. The students will spend the majority of the practicum in an inpatient acute or chronic setting. The students will learn the nursing role and nursing contribution to the treatment tram, and the management of the psychiatric ward. The students will utilize the nursing process to assess patients and plan their nursing care. They will have the opportunity to implement principles of health problems and while implementing appropriate therapeutic interventions to variety psychiatric disorders in clinical area.
The course will focus on the development of competencies necessary for the practice of mental health nursing with emphasis on the use of self in relationships with patients and health team members.
This course will assist the students to further consolidate their theoretical knowledge and their understanding of psychiatric disorders, its manifestation, identification and management.

Growth and Development (0910228)

The purpose of this course is to provide the nursing students with knowledge and skills necessary for effective assessment of growth and development, for promoting normal growth and development, and for detecting any disorders of newborns, infants and children.

This course is designed to explore the physiological and cognitive aspects of human growth and development throughout the life span, with special reference to applicability to nursing practice. It provides the students with a sound theoretical base. It additionally fosters an appreciation of the need for individualized health care.

Trends and Ethics in Nursing Profession (0910341)

This course explores the historical, educational, ethical and legal foundations of professional nursing practice; Its focus are concepts and perspectives in ethics and professional practice and career development based on international and national trends.

The objectives and content of this RN-BSN course are derived from the Faculty of Nursing philosophy and conceptual framework, as well as the strategy of nursing formulated by the Jordanian Nursing Council; this course also prepares the student for the role transition into the Jordanian health care system as well as the expectations in the regional health care systems; Current research and advancement in theory and clinical practice also determine content.

The course helps the students develop practical understanding of the ideals and standards of the nursing profession, and to equip them to apply general principles intelligently to changing situations to achieve effective outcomes. It also helps students to develop the core skills required of competent members of a moral community as follows: value clarification, sound ethical-decision making, collaborating with others to determine ethical standards or policy.

Health of Older Adults and Gerontology Concepts (0910431)
This course explores information and issues related to the physical, mental, emotional, economical and psychosocial health and needs of older adults in view of the aging populations with focus on Jordan in the different contexts. The course includes demographics, social attitudes and stigma and myths around aging, physiological and psychological changes in older age, health promotion, disease prevention, health care delivery settings, and ethical and legal issues.

Scientific Research Methods / Theory (0910441)

This course is designed to offer third year nursing students with teaching learning experiences that help them to value the importance of research in promoting nursing profession. This course introduces the learner to the basic concepts in nursing research and its purposes. It is considered an overview of research steps. It mainly provides an introduction to research proposal writing.

Community Health Nursing (Theory) (0910435)

This course is designed to help the fourth year level students acquire a broad perspective of community health nursing (CHN) by applying different concepts of community health nursing with emphasis on health promotion and primary health care; It familiarizes the students with best practices in community health nursing by building on knowledge and skills acquired in prerequisite courses; the students are taught community assessment as well as utilizing the nursing process. Health promotion and disease prevention strategies are used in primary health care, home health care, geriatric homes and rehabilitative care settings. Emphasis is placed on the family in wellness and illness in various community settings with focus on rural communities surrounding the University of Philadelphia in addition to environmental health; the three levels of prevention within the family are used for the well, sick and disabled individuals. Aspects of care are explored based on a demographic and epidemiological approach as well as building an environmental awareness, and acquiring problem-solving and critical thinking skills which act as a basis for nursing care in any community setting.
This course ultimately aims at developing, modifying and promoting students' and people's knowledge, attitude and health behaviors.

Community Health Nursing / Practice (0910436)

This Community Health Nursing (CHN) course is designed to orient the fourth year nursing student to the international and national community nursing disciplines, principles and gain abroad perspective of CHN at the three levels (i.e. individual, family, and community). The focus will be on the health status and health care need of Jordanian population groups, to develop strategies for health promotion, and illness prevention, mental health is included as well. Furthermore, the course provides student with opportunities for comprehensive practice in different community health nursing settings under close faculty supervision, based on a context of primary health care and current models of health promotion, in addition to the previous clinical knowledge and skills acquired in previous courses.

The CHN roles are family and community oriented rather than hospital –based, which focus on prevention rather than treatment .In addition the students are introduced to the nurses' role as a member of a multidisciplinary health team, who is able to apply the basic principles of epidemiology to nursing practice and taking professional responsibilities for improving the health of Jordanian population. Throughout this course, students will utilize the problem solving approach by the implementation of the nursing process in diverse community settings such as schools, health centers, industrial areas, homes, elderly homes, and rehabilitation centers.

Nursing Leadership and Management / Theory (0910433)

This course prepares the students to assume their nursing leadership and management roles with focus on their interactions with the health care team members in future work settings.

It familiarizes the students with management theories, organizational behavior theories and leadership styles that are relevant to the practice of nursing management. It explores the elements of the management process as well as change management strategies and their applications. It enhances students' leadership skills in maintaining

best practices and standards of care. Nursing units in hospitals are the framework used for the application of the theories and knowledge base included in this course.

Nursing Leadership and Management / Practice (0910434)

This course prepares the students to assume their nursing leadership and management roles with focus on their interactions with the health care team members in health care work settings in Jordan and the region.

It familiarizes the students with management theories, organizational behavior theories and leadership styles that are relevant to the practice of nursing management. It explores the elements of the management process as well as change management strategies with focus on leadership skills and best practices using a holistic approach.

Critical Care Nursing / Theory (0911410)

This course focuses on having the students acquire advanced scientific knowledge that moves them beyond fundamental techniques in the provision of care for patients within the critical care environment. This course is designed to give students the chance to gain in depth understanding of nature of critical care nursing and role of nurse in meeting the different needs of critically ill patient with the different acute and life threatening conditions. Knowledge developed through this course will enable students to collaborate in the provision of a comprehensive management to patients who are admitted to the critical care settings and their families and to identify the major system organ alterations that nurses frequently encounter in critical illnesses. Critical thinking and problem solving is emphasized in assessment and prioritizing patient's needs and nursing interventions

Critical Care Nursing / Clinical (0911414)

This course is designed to provide nursing students with the skills required to care competently and safely for critically ill patient. It focuses on having the students expand their knowledge base and master critical care nursing psychomotor skills associated with assessment and provision of comprehensive nursing care for patient with acute life threatening conditions and attitudes through reflection in and on action in clinical settings. It also focuses on the application of immediate rapid and accurate nursing assessment and provision of quality nursing care according to priorities. It enable the students to provide comprehensive quality nursing care for critically ill patient with different body system alterations, with different types of invasive devices and with different types of machines encountered in critical care settings and to understand the critical care environment in which practice occurs   in order to provide care for the critically ill patients in the different critical care settings. Nursing process is used as an approach of providing holistic patient care .Critical thinking, clinical judgment, decision making and team work are emphasized in this course.

Clinical Training / Internship (0911415)

A clinical training internship is an occupational-specific work experience designed to allow students to make practical applications of theory and research based knowledge taught in the classroom. This course will be supervised and followed up by nurse faculty and selected nurse in the clinical area in A or B shifts.

Essential Information About the Nursing Specialty

The Faculty of Nursing

❖ The Nursing program at Philadelphia University started in the year 2004, to meet the local, regional, and international demands for qualified registered nurses.

❖ The Faculty of Nursing developed a modern curriculum after an extensive review of available curricula, and utilizing the knowledge and expertise of professionals in nursing education and nursing curriculum development.

❖ The Faculty has been successful in recruiting and retaining qualified faculty members.

❖ The number of enrolled students has risen from 160 (students) in the year 2004/2005 to 560 students in the year 2005/2006. This number is expected to increase this number to (800) students in the coming years

System of Study

❖ The Faculty of Nursing at Philadelphia University uses the credit hour system.

❖ The total numbers of BSN credits are 132 credit hours.

❖ The academic year includes two mandatory semesters the 1st, and the 2nd. Semesters and one elective summer semester.

- The first semester: from October (10) till January (1).
- The second semester: from February (2) till June (6).
- The summer semester: from July (7) till August (8).

❖ The maximum number of credit hours permitted in the regular semesters is 18, and in the summer semester is 9 credit hour.

❖ The university fees are divided into educational and registration fees.

❖ The educational fees:

- Seventy Jordanian Dinars per credit hour.

❖ The registration fees:
  - Twenty Jordanian Dinars registration fees paid once
  - One hundred Jordanian Dinars insurance fees, refundable and paid once.
  - One hundred fifty Jordanian Dinars, general registration fees paid at the beginning of each regular semester.
  - One hundred ten Jordanian Dinars students' service's fees for the regular semesters and thirty Jordanian Dinars for the summer semester.
  - Three Jordanian Dinars for Educational guarantee.

Clinical Training

In harmony with the University of Philadelphia's philosophy, with respect to applied sciences the Faculty of Nursing emphasizes the importance of clinical application of nursing skills, and therefore the faculty chose the clinical areas to meet the needs of the students and utilize a variety of clinical training opportunities, including hospitals, health centers, and other community organizations as well as on-campus laboratories, to enrich the students experiences.

Nursing Laboratories

The Faculty of Nursing includes the following laboratories:
  ❖ Fundamentals of Nursing
  ❖ Clinical Assessment
  ❖ Adult Health
  ❖ Child Health and Pediatric Nursing
  ❖ Computer Laboratory
  ❖ Community Health Nursing
  ❖ Critical Care Nursing

In addition to nursing stations, the Nursing laboratories include an office for the laboratory supervisor, a store for drugs and disposables , models, community health bags, and an audio-visual aids room.

Future Plans

The Faculty of Nursing continues to implement measures to improve the quality of education by introducing modern methods and strategies of teaching, including connecting the faculty members and nursing students to the Internet, providing up-to-date educational resources, such as interactive videos, CDs and electronic, nursing journals.

Scholarships

Philadelphia University provides two scholarships to encourage academic competition among students provided they meet the following requirements:

- Outstanding high school average of 90 or more get 50% exemption from the semester's University fees.
- Siblings get 15% exemption from the educational fees.

Admission Requirements

∗ General High School Certificate with an average not less than 70 (For Jordanians).

∗ Required Documents:

1- Certified copies of the high school grades.
2- A copy of the passport or family register, or ID card.
3- Two (4 x 6) photographs.
4- A birth certificate

For Further Information

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