|  |  |  |
| --- | --- | --- |
| **Approval date:** 7/10/2021 |  | **Philadelphia University** |
| **Issue: Summer**  | **Faculty: Nursing** |
| **Credit hours: 3** | **Department: Nursing** |
| **Bachelor**  | **Course Syllabus** | **Academic year 2021/2022** |

**Course information**

|  |  |  |
| --- | --- | --- |
| **Co /Pre-requisite**  | **Course title** | **Course#** |
| **Course prerequisite(s):****Adult Health Nursing****(2)/Theory (0911223)** | **Communication Skills and Nursing Ethics** |  **091034500** |
| **Room #** | **Class time** | **Course type** |
| **Microsoft Teams** | **1:30-3:00****(Thursday, Friday)** | [ ]  University Requirement [x]  Faculty Requirement [ ]  Major Requirement [ ]  Elective [x]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **m.atout@philadelphia.edu.jo** | **9:15-10:30****(Mon,Wed)****12:45-2:15****(Sun, Tue** | **2138** | **1st floor**  | **Dr.Maha Atout**  |

**Course Delivery Method**

|  |
| --- |
| **Course Delivery Method** |
| [ ]  **Physical** [x]  **Online** [ ]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **100 %** |  |  |

**Course Description**

|  |
| --- |
| This course is divided into two sections: one focusing on the fundamental communication skills necessary for working with clients of various ages, and another on the recent trends, ethical and legal issues affecting the nursing profession in the modern world.The first section discusses the role of interpersonal communication in nursing. Additionally, it identifies the interprofessional collaborative practice's core competencies. Additionally, it enables students to participate in activities that allow them to develop skills for resolving client problems.The second section of this module examines the clinical and nonclinical facets of the professional nursing role. Additionally, it focuses on the profession's development and the threats to its professional standing, preparing students to participate in nonclinical activities and discussions that are an integral part of nursing. Besides that, this course will openly discuss the nurse's role in promoting client rights via informed consent and advance directives. Furthermore, there will be a conversation of the notions of ethics and morality and their application in the field of healthcare. Finally, it will explain how to deal with disruptive behavior in the workplace effectively. |

**Table: Course intended learning outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge** |
| KP1 | Integrate evidenced-based knowledge from communication and ethics fields in nursing to assess, plan a client-centered care for clients considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **K1** |
| KP2 | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **K2** |
|  | **Skills** |
| SP1 | Equip students with an evidence-based, critical thinking and analytical skills to be able to plan and implement desired health change within terms of contextual legislations.  | **S1** |
| SP2 | Enable students to apply the gained nursing skills, including the physiological, psychological, social, and management and leadership to ensure planning and implementing a safe and secure change for clients. | **S2** |
| SP3 | Implement and manage care at all health levels (primary, secondary, tertiary) for clients according to an accurately documented plan considering clients' confidentiality | **S3** |
| SP4 | Determine accurately and effectively the progression of clients towards planned change and care plan | **S4** |
|  | **Competencies** |
| CP1 |  Enable students to apply national and global professional and ethical standards, in applying maternal health nursing roles ranging from educating to advocacy in different fields with acknowledgment and awareness of clients and their families’ dignity, culture, values. | **C1** |
| CP2 | Apply the gained skills related to resilience, communication, coordination and collaboration in all interactions with peers, individuals, families, groups, and healthcare team, keeping all relationship goal-directed and professionally bounded for the aim of demonstrating a quality nursing practice, achieving therapeutic relationships, and providing a quality client healthcare. | **C2** |
| CP3 | Promotes effective mechanisms for the development, implementation and evaluation of holistic clinical experience to enhance the quality of the provided care in all health care settings | **C3** |

|  |  |
| --- | --- |
| 1. Julia Riley (2020). Communication in Nursing. Ninth edition. Elsevier
2. Amy J Buckway, Holli Sowerby. (2023). Nursing in Today’s world: Trends, Issues and Management. Wolters Kluwer
 | Course textbook |
| * Overcoming Obstacles in Professional Development During COVID-19
* Pearls of Wisdom for the Novice Clinical Nurse Specialist.

<https://cdnproxy.thepoint.lww.com/download/wolterskluwer_vitalstream_>com/journal\_library/nur\_08876274\_2021\_35\_2\_98.pdf* Immunity from Civil Liability, Part 1

<https://cdnproxy.thepoint.lww.com/download/wolterskluwer_vitalstream_com/>journal\_library/naj\_0002936X\_2021\_121\_4\_61.pdf* Journal Article: An Ethics Early Action Protocol to Promote Teamwork and Ethics Efficacy

<https://cdnproxy.thepoint.lww.com/download/wolterskluwer_vitalstream_com> /journal\_library/dcc\_07304625\_2021\_40\_4\_226.pdf | Supporting References |
| * American Nurses Association (ANA)—https://www.nursingworld.org
* National Council of State Boards of Nursing (NCSBN)—https://www.ncsbn.org
* National League for Nursing (NLN)—https://www.nln.org
* U.S. Bureau of Labor Statistics healthcare occupations—https://www.bls.gov/ooh/healthcare
* Joint Commission—https://www.jointcommission.org
* American Association of Colleges of Nursing (AACN)—https://www.aacnnursing.org
* Setting personal goals—https://www.skillsyouneed.com/ps/setting-personal-goals.html
* http://www.nursingworld.org/code-of-ethics
* http://samples.jbpub.com/9781284053708/Chapter2.pdf
* https://www.deathwithdignity.org/take-action/
* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2949364/
* https://www.emedicinehealth.com/informed\_consent/article\_em.htm
* http://healthcare.findlaw.com/patient-rights/understanding-informed-consent-a-primer.html
* https://www.ncsbn.org/ProfessionalBoundaries\_Complete.pdf
* https://www.aha.org/other-resources/patient-care-partnership
* https://www.ncsbn.org/alternative-to-discipline.htm
 | Supporting websites  |
| [ ] **Classroom** [ ]  **laboratory** [x] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Learning resources**

| **Week no.** | **Topic** | **Title**  |  | **Competency**  | **ilos** | **Learning methods**  | **Tasks**  | **Learning Material** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week 1** | * Responsible, Assertive, Caring Communication in Nursing
 | * The Functions of Interpersonal Communication in Nursing
* Assertive, Nonassertive, and Aggressive Communication
* Responsible Communication in Nursing
* The Role of Caring in Nursing
 | * Identify the functions of Interpersonal Communication in Nursing
* Distinguish between Assertive, Nonassertive, and Aggressive Communication
* Identify three types of assertion
* Describe the behavior of an assertive nurse
 | * 4,1
* 4
* 4,1
* 5
 | * K1, K2, C2
 | * Lecture
* Video demonstration & discussion
 | Midexam | Chapter 1 (communication in nursing ) |
| **Week 2** | * The Client–Nurse Relationship: A Helping Relationship
 | * The Purpose of the Client–Nurse Relationship
* Characteristics of a Successful Client–Nurse Relationship
* Therapeutic Communication Techniques
* Nontherapeutic Communication Techniques
 | * Identify the purpose of the Client–Nurse Relationship
* Identify the therapeutic communication techniques
* Identify the non- therapeutic communication techniques
* Discuss listening skills
* Identify qualities of story catcher
 | * 4
* 4,1
* 4,
* 4,1
 | * K1
* S1
* S2
* C2
 | * Pre-lecture Quiz (1)
* Lecture
* Video demonstration & discussion
 | Midterm exam, | Chapter 2(communication in nursing ) |
| **Week 3**  | * Understanding Each Other: Communication and Culture
 | * Define Culture, Ethnicity, and Ethnocentrism
* Values That May Interfere With Recognition and Appreciation of Diverse Cultures
* Components of Communication for Cultural Competence
* How Age and Gender Relate to Culture and Communication
 | * Provide patient-centered care with sensitivity and respect for the diversity of human experience.
* Seek learning opportunities with patients who represent all aspects of human diversity.
* Recognize personally held attitudes about working with patients from different ethnic, cultural, and social backgrounds.
* Willingly support patient-centered care for individuals and groups whose values differ from own”
 | * 4
* 4
* 5
* 4
 | * K1
* C1
* C2
 | * Lecture
* Case study demonstration
 | Midterm exam, Quiz  | Chapter 5(communication in nursing ) |
| **Week 4**  | * + Being Genuine
	+ Being Empathetic
	+ Using Self-Disclosure
	+ Being Specific
 | * Genuine and Nongenuine Behavior
* Benefits of Empathy
* Self-Disclosure in the Helping Relationship
* Usefulness of Specificity and Its Effect
 | * Differentiate between Genuine and Nongenuine Behavior
* Define and discuss the benefits of empathy
* Define self-disclosure in the helping relationship
* Identify the usefulness of specificity and its effect on communication behaviors
 | * 4,
* 4
* 4
* 4
 | * K1
* K2
* C1
 | * Lecture
* Video demonstration & discussion
* Case study demonstration
 | Midterm exam | Chapter 8.9.10.11(communication in nursing ) |
| **Week 5** | * Asking Questions
* Expressing Opinions
* Using Humor
 | * The Skill of Asking Effective Questions
* Closed, Open, and Indirect Questions
* Giving Advice Versus Expressing Opinions
* Therapeutic Humor
 | * Discuss the importance of the skill of asking effective question
* Define Closed, Open, and Indirect Questions
* Distinguish between Giving Advice Versus Expressing Opinions
* Define therapeutic Humor
 | * 1,4
* 1,4
* 1,4
* 1,4
 | * K1
* K2
* C1
* C2
 | * Lecture
* Video demonstration & discussion
* Case study demonstration
 | Midterm exam | Chapter 12, 13,14(communication in nursing ) |
| **Week 6** | * Requesting Support
* Working With Feedback
 | * Social Support and Health
* Support System Assessment
* Feedback in Communication
* Giving and receiving feedback
 | * Discuss the relationship between social support and health
* Complete Support System Assessment
* Discuss the importance of the feedback in the communication
* Discuss steps for giving and receiving feedback
 | * 4,2
* 4
* 4,1
* 1
 | * K1
* S1
* C1
* C2
 | * Lecture
* Video demonstration & discussion
* Case study demonstration
 | Midterm exam | Chapter 16, 18 (communication in nursing ) |
| Week 7  | * Make Professional Goals a Reality (1)
 | * Employment opportunities today
* Competencies of the new graduate
* Personal career goals
* Making goals reality
 | * Describe the various employment opportunities available to nurses today and discuss the educational requirements of each.
* Describe the competencies needed by the new graduate as outlined by the job analysis study that is the basis for the National Council Licensure Examination (NCLEX).
* Analyze the eight common expectations employers have of new graduates explaining why each is important and relate them to your own background and education.
 | * 5
* 5
* 1
* 1
 | * K1
* C1
* C2
* C3
 | * Lecture
* Video demonstration & discussion
* Pediatric Case study
 | Final Exam | Chapter 4, (Nursing in today’s Wrold) |
| Week 8 | * Make Professional Goals a Reality (2)
 | * Preparing an Effective Résumé
* Completing an Application
* Successful Interviewing
* Telephone and Online Interviews
 | * Develop a list of your personal short- and long-term career goals.
* Prepare a personal résumé and sample letters of application, follow-up, and resignation.
* Describe aspects to consider when preparing for an interview.
* Formulate possible responses to an employment interview.
 | * 1,5
* 1,5
* 1,5
* 1,2
 | * K2
* C1
* C2
* C3
 | * Lecture
* Video demonstration & discussion
* Case study demonstration
 | Final Exam | Chapter 4, (Nursing in today’s World) |
| **MidTerm Exam** |
| Week 9  | * Legal responsibilities for Practice
 | * Understanding the Scope of the Law
* Classification of Laws
* Criminal Law and Nursing
* Civil Law and Nursing
* Liability
 | * Differentiate the three general sources of law and explain how they apply to nursing.
* Explain the role of institutional policies and protocols in legal decision-making.
* Identify nursing actions that violate criminal law and discuss how such violations may be avoided.
* Explain liability in relationship to nursing practice, including situations in which liability is shared by employers or supervisors.
* Analyze the benefits to individual nurses of purchasing professional liability insurance.
 | * 1.5
* 1.5
* 1
* 1
 | * K1
* K2
* S1
* C1
 | * Lecture
* Video demonstration & discussion
* Critical thinking activity
 | Final Exam | Chapter 7 (Nursing in today’s World) |
| Week 10 | * Legal responsibilities for Practice
 | * Legal Issues Common in Nursing
* Factors That Contribute to Malpractice Claims
* Preventing Malpractice Claims
* Elements of a Legal Action
 | * Explain the nurse’s role in supporting client rights through informed consent and advance directives.
* Identify specific issues that can constitute malpractice, and discuss the nurse’s responsibility in relationship to them.
* Identify factors that contribute to a suit being instituted against a healthcare professional, and explain how an individual nurse might prevent legal suits.
* Explain the various phases of a legal action.
* Differentiate the possible roles of a nurse when testifying for a legal proceeding.
 | * 1.2
* 1.5
* 1,5
* 1,2
 | * K1
* S1
* C1
* C2
 | * Lecture
* Journal article discussion
 | Final exam  | Chapter 7 (Nursing in today’s World) |
| Week 11 | * تشريعات عن التمريض في الأردن
 | * نظام ترخيص مزاولة مهنة التمريض والقبالة
* تعليمات عقد مزاولة المهنة
* تعليمات الإختصاص والتصنيف الفني في مهنة التمريض والقبالة
* قانون مجلس التمريض الأردني
 | * التعرف على التشريعات الأردنية فيما يتعلق بنظام ترخيص مزاولة مهنة التمريض والقبالة
* فهم تعليمات عقد مزاولة المهنة
* دراسة تعليمات الإختصاص والتصنيف الفني في مهنة التمريض والقبالة
* الإطلاع على قانون مجلس التمريض الأردني كمؤسسة تشريعية أردنية رائده في مهنة التمريض
 | * 1
* 1,2
* 1,5
* 1,2
 | * K1
* S1
* C1
* C2
 | * Lecture
* Video demonstration & discussion
* Journal article discussion
 | Final Exam | موقع مجلس التمريض الأردني  |
| Week 12 | * Ethical concerns in nursing practice
 | * Understanding the Concept of Ethics and Bioethics
* Basic Ethical Concepts
* Ethical Theories
* Applying Basic Concepts
 | * Discuss the concepts of ethics and morality and how they are applied in the healthcare field.
* Explain how nurses and their clients benefit from an understanding of bioethical issues.
* Describe four ethical theories that may be used to guide ethical decision-making and give an example of each applied to a nursing situation.
* Explain the ways in which personal religious and philosophic viewpoints, the Codes for Nurses, and documents addressing clients’ rights are used as a basis for ethical decision-making.
* Analyze ways sociocultural and occupational factors affect ethical decision-making for nurses.
* Outline a framework for ethical decision-making.
 | * 4,3
* 4,3
* 4,2
* 4,5
 | * S1
* C1
* C2
 | * Lecture
* Video demonstration & discussion
* Case study demonstration
 | Final Exam | Chapter 8 (Nursing in today’s World) |
| Week 13  | * Ethical concerns in nursing practice
 | * Factors That Influence Ethical Decision-Making
* Personal Values and the Work Environment
* A Framework for Ethical Decision-Making
* Specific Ethical Issues Related to the Profession of Nursing
 | * Discuss how ethical standards are associated with commitment to the client, personal excellence, and the nursing as a profession.
* Analyze how ethics affect specific work situations, particularly your obligations related to a chemically impaired nursing colleague.
* Analyze the multiple factors in right-to-die issues, including physician-assisted suicide and the difference between active and passive euthanasia.
* Analyze the various points of view related to withholding and withdrawing treatment.
* Discuss the ethics that establish the foundation for providing clients with informed consent and involving them in decisions regarding treatment.
* Discuss the importance of recognizing and adhering to boundaries with clients.
 | * 4,5
* 4
* 4,5
* 4,2
 | * S1
* C1
* C2
 | * Lecture
* Video demonstration & discussion
* Journal article discussion
 | Final Exam | Chapter 8 (Nursing in today’s World) |
| Week 14  | * Facing the challenges of Today’s workplace
 | * Moving From “Novice to Expert”
* Reality Shock
* Burnout
* Workplace Safety and Health for Nurses
 | * Compare the skills and abilities in each stage of “novice to expert” with the expectations of employers regarding new graduates.
* Construct personal strategies to prevent or alleviate reality shock.
* Analyze your own values and life situation and relate those to your personal risk for burnout.
 | * 1
* 1
* 1
* 1
 | * K2
* S1
* C1
* C2
 | * Lecture
* Video demonstration & discussion
* Case study demonstration
 | Final Exam | Chapter 13 (Nursing in today’s World) |
| Week 15 | Review  |
| **Week 16** | **Final Exam** |

**Course Contributing to Learner Skill Development** Table: Percentage of content titles covering competencies

|  |  |  |
| --- | --- | --- |
| National competencies | #of covering titles | Percentage of coverage |
| 1. Safe and effective environment
 | 32 | 38% |
| 1. Health promotion\prevention maintenance
 | 6 | 7% |
| 1. Physiological integrity
 | 2 | 2% |
| 1. Psychosocial integrity
 | 29 | 35% |
| 1. Global and health economics
 | 15 | 18% |

**Table: Matrix of ILOS and Content chapters**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ILOS** | **K1** | **K2** | **S1** | **S2** | **S3** | **S4** | **C1** | **C2** | **C3** |
| **Week #** |  |  |  |  |  |  |  |  |  |
| Week 1 | X | X |  |  |  |  |  | X |  |
| Week 2 | X |  | **X** | **X** |  |  | X |  |  |
| Week 3 | X |  |  |  |  |  | X | X |  |
| Week 4 | **X** | **X** |  |  |  |  | **X** |  |  |
| Week 5 | X | X |  |  |  |  | X | X |  |
| Week 6 | **X** |  | **X** |  |  |  | X | X |  |
| Week 7 | **X** |  |  |  |  |  | X | X | X |
| Week 8 | X | X | **X** |  |  |  | **X** |  |  |
| Week 9 | X | X | **X** |  |  |  | **X** |  |  |
| Week 10 | **X** |  | **X** |  |  |  | X | X |  |
| Week 11 | **X** |  | **X** |  |  |  | X | X |  |
| Week 12 |  |  | **X** |  |  |  | X | X |  |
| Week 13 |  |  | **X** |  |  |  | X | X |  |
| Week 14 |  | **X** | **X** |  |  |  | X | X |  |
| Week 15 |  | **X** | **X** |  |  |  | X | X |  |

**Table: Course Contributing to Learner Skill Development**

|  |  |
| --- | --- |
| Measurement criteria | Skill specification |
| Able to use health information systems | 1. Using Technology
 |
| Searches databases effectively and write a draft for health education, …etc acc. To updated guidelinesProvides evidence-based rationale for all decisions and actions  | 1. Use databases effectively to support evidence-based knowledge and practice
 |
| Applies communication skills in home, school, factory, special settings visitsCollaborates effectively with other interdisciplinary healthcare team members to provide quality effective care. | 1. Communication skills
 |
| Absent record of violation of the ethical code, regulations and code of conduct specified by JNC.Nominate the self for services and tasks to enhance nursing services as required in response to call. | 1. Self-Reflection, Friendliness, Confidence, Empathy, Respect, Responsiveness, Morality
 |
| Provides evidence-based rationale for all decisions and actions Participates and recommends guidelines and procedures based on updated evidence.  | 1. lifelong learning skills
 |
| Knows how and where to access information to support decision making in practice and knowledge development for module.Participates in teams and activities.  Delegates professional practices and aspects of care to others according to their competence and scope of practice.  Provides effective supervision to ensure that delegated care and professional practices are provided safely and accurately during the leadership assignment.  Influences the decision making process in class and in clinical area. Provides direction to enhance effectiveness of interdisciplinary and multidisciplinary team.  Develops innovative solutions and take actions to resolve conflict.  | 1. Leadership and management skills
 |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
| K1, S1 | **8th week** | **30 %** | **Mid Term Exam** |
| K2, S2, S3, S4 C1, C2 | **Overall course duration**  | **30 %** | **Various Assessments \*** |
| K1,K2, S1, S2, S3, S4, C1, C2 | **16th week**  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| **Exam and evaluation sheet**  | Lecture, role play, discussion  | Integrate evidenced-based knowledge from communication and ethics fields in nursing to assess, plan a client-centered care for clients considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **K1** |
| **Exam** **Homework****discussion** | Lecture, case study, video  Critical thinking activity | Understand current research, recent technology, available resources, and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **K2** |
|  **Skills**  |
| **Exam and assignments** | Lecture, case study, video  Group work,  | Equip students with an evidence-based, critical thinking and analytical skills to be able to plan and implement desired health change within terms of contextual legislations.  | **S1** |
| **Homework, quiz**  | Group work, role play, video | Enable students to apply the gained nursing skills, including the physiological, psychological, social, and management and leadership to ensure planning and implementing a safe and secure change for clients. | **S2** |
| **Exam and assignments** | Lecture, case study, video  Group work,  | Implement and manage care at all health levels (primary, secondary, tertiary) for clients according to an accurately documented plan considering clients’ confidentiality | **S3** |
| **Homework, quiz**  | Group work, role play, video | Determine accurately and effectively the progression of clients towards planned change and care plan | **S4** |
|  **Competencies** |
| **In class assignment****Exam**  | LectureRole playCase study Group discussion  |  Enable students to apply national and global professional and ethical standards, in applying maternal health nursing roles ranging from educating to advocacy in different fields with acknowledgment and awareness of clients and their families’ dignity, culture, values. | **C1** |
| **In class assignment****Exam**  | LectureRole playCase study Group discussion  | Apply the gained skills related to resilience, communication, coordination and collaboration in all interactions with peers, individuals, families, groups, and healthcare team, keeping all relationship goal-directed and professionally bounded for the aim of demonstrating a quality nursing practice, achieving therapeutic relationships, and providing a quality client healthcare. | **C2** |
| **In class assignment****Exam**  | LectureRole playCase study Group discussion  | Promotes effective mechanisms for the development, implementation and evaluation of holistic clinical experience to enhance the quality of the provided care in all health care settings |  |
|  |  |  |  |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

|  |  |
| --- | --- |
|  **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.
* A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.
* A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (Sunday, Thursday) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance**  |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty**  |

**Program Learning Outcomes to be assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method**  | **Course Title** | **Learning Outcome**  | **Number**  |
| 90% of students get 60% or above from the exam marks | Short exam  | Communication and ethics in Nursing  | Integrate evidenced-based knowledge from communication and ethics fields in nursing to assess, plan a client-centered care for clients considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **KP1** |
| 90% of students get 60% or above from the exam marks | Short exam  | Communication and ethics in Nursing | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **KP2** |

**Description of Program Learning Outcome Assessment Method**

|  |  |
| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| Short exam will be done at 4th year with exam of training course  | **K1** |
| Short exam will be done at 4th year with exam of training course  | **K2** |