The Hashemite University

Faculty of Nursing
(FON)

Course Syllabus

Course Name

Adult Health Nursing I / Theory

Course Number

1907021241

FACULTY OF NURSING (FON)

COURSE SYLLABUS

DEPARTMENT: Adult Heath Nursing

[First Semester 2022-2023]

The Mission of The Hashemite University

The Hashemite University as a youthful and prominent higher education institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, and a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

The Vision of The Faculty of Nursing

The Faculty of Nursing will be a benchmark in nursing education and research at the national and international levels. Our graduates will be creative, skillful, caring, knowledgeable nurses who will lead for excellence in health care and health promotion of individuals, families and communities in collaboration with other health disciplines.

The Mission of The Faculty of Nursing

To offer a quality undergraduate program in nursing that prepare life-long competent, skillful, and adaptive leaders to develop, disseminate, and perform latest evidence- based quality nursing knowledge in promoting and protecting the health and well-being of all individuals, families and communities, improving nursing profession and developing health care system.

Core Values of The Faculty of Nursing

Our values are derived from the Islamic Arabic heritage and the nursing profession which include:

Respect, Integrity, Professionalism, Caring, Excellence, Leadership Discipline.

1	**Course Title**	**Adult Health Nursing I / Theory**
2	**Course Number**	1907021241
3	**Credit Hours** (theory, practical)	4 Credit Hours / Week
	Contact Hours (theory, practical)	Two theoretical lectures / week Two hours for each lecture
4.	**Time / Class Room**	10 am – 12 pm / 12pm -2pm / 319
5.	**Prerequisites**/co-requisites	Health Assessment / Clinical 150702216 or concurrent & Pathophysiology 150702281 or concurrent
6.	**Program Title**	Bachelor Degree in Nursing
7.	**Awarding Institution**	The Hashemite University
8.	**School**	Faculty of Nursing
9.	**Department**	Adult Heath Nursing
10.	**Level of Course**	2nd Year
11.	**Other department(s) involved in teaching the course**	None
12.	**Language of Instruction**	English
13.	**Learning (teaching) Methods**	☒Face to face ☐Blended (Face to face + Online learning) ☐Full online learning
14.	**If the course blended or full online; Forms (models) of Learning** (See Teaching Methods)	☐ 2+1: 2 Synchronous and 1 Asynchronous ☐ 1+2: 1 Synchronous and 2 Asynchronous ☐1+1: 1 Synchronous and 1 Asynchronous
15.	**Electronic Platform(s)**	☒Moodle ☒Microsoft Teams ☐Skype ☐Zoom ☐Others……
16.	**Date of production/revision**	2022-2023

Faculty Member:	Dr. Nijmeh Al-Atiyyat (Course coordinator)
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Course Coordinator:	**Dr. Nijmeh Al-Atiyyat (Course coordinator)**
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Other Instructors:	Associate Professor. **Ala Ashour**, Ph.D., MSN, RN
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17. Course Description

This is a full face to face learning theory based course builds on the basic knowledge and skills of the Fundamentals of Nursing Courses. It prepares the student to use the nursing process in caring for adults with basic and commonly occurring health care needs. Emphasis is placed on the role of the professional nurse in the assessment of the patients' condition, planning of nursing care, nursing intervention, and evaluation of care in both medical and surgical settings. Theoretical content includes the basic terminology, common causes, specific diagnostic procedures, and nursing management of each specific alteration in health. Students are required to use critical thinking and problem-based learning techniques to utilize theoretical knowledge in the management of real-life clinical situations related to adult health in the acute health care settings.

18. Course general Objective and Outcomes:

A- General objective:

The objective of this course is to introduce students to the concept of advanced nursing care and conditions that affect the functional health patterns of adult patients.

B- Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to…

Student Learning Outcomes (SLO's)	
SLO 1: Utilize the nursing process to promote health, prevent diseases and provide holistic care of diverse individuals, families, and populations in various health care settings.	
Specific Course Objectives	• Identify relevant terms pertinent to the alterations in the functional health patterns of adult patients diagnosed with electrolyte imbalances, respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction. • Apply the nursing process and critical thinking skills to promote a professional, safe and holistic care for adults with alteration in electrolyte imbalances, respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction. • Integrate relevant research findings in the care of adult clients and their families with alteration in electrolyte imbalances, respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction. • Integrate the concept of holistic care in dealing with adult clients and their families in various health care setting. • Develop the skill of assessing adults with alterations in respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 2**: Person-Centered Care **Domain 3:** Population Health **Domain 5:** Quality & Safety **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**1. Performance:** Professional Practice, Holistic Care **2. Knowledge:** Evidence-Based Knowledge, Critical Thinking
JNC Program Outcome Competencies	1. Safe and effective care environment 35% 2. Health Promotion\prevention and maintenance 15% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10% 5. Global health and health economics 5%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar
SLO 2: Demonstrate competency and safety in providing professional, ethical and evidence based nursing care to individuals, families and populations across life span and health continuum.	

Specific Course Objectives	• Recognize the rights of individuals to choose their own values, practices, and life styles. • Discuss the legal and ethical principles that influence the practice of professional nursing to provide optimal care to adult patients. • Apply basic knowledge & skills principles for delivery of a safe and professional care of clients with alteration in electrolyte imbalances, respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction. • Develop the knowledge, skills, and attitudes needed to provide patient-centered care that is consonant with goals set through the quality and safety education for nurses.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 2**: Person-Centered Care **Domain 3:** Population Health **Domain 4:** Scholarship for Nursing Discipline **Domain 5:** Quality & Safety **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**1. Performance:** Professional practice, Ethics, Accountability, Safety **2. Knowledge:** Evidence-Based Knowledge, Critical Thinking
JNC Program Outcome competencies	1. Safe and effective care environment 35% 2. Health Promotion\prevention and maintenance 15% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10% 5. Global health and health economics 5%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar
SLO 3: Demonstrate critical thinking and problem-solving skills in clinical decision making, planning, implementing and evaluating evidence based nursing practice.	
Specific Course Objectives	• Identify appropriate and priority nursing diagnoses related to the conditions of alterations in with fluid and electrolyte, respiratory, cardiovascular, digestive and gastrointestinal, and hepatic and biliary systems. • Utilize nursing science and diagnostic reasoning in theory-based nursing care of individual adult clients. • Apply critical thinking and problem-solving skills in delivering nursing care of clients with alteration in electrolyte imbalances, respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction. • Apply the process, principles and strategies of problem-solving and decision making in nursing.

	• Relate research findings to describe nursing interventions grounded on evidence-based practice. • Develop critical thinking skills and promote clinical confidence and competence in delivering nursing care of clients with alteration in electrolyte imbalances, respiratory, cardiovascular, digestive and gastrointestinal disorders and hepatic and biliary dysfunction. • Formulate goals and outcome criteria for evaluating the effectiveness of nursing interventions for clients with alterations in physiological functioning.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 2:** Person-Centered Care **Domain 4:** Scholarship for Nursing Discipline **Domain 5:** Quality and Safety
Relevant JNC Standard & Core-Competencies	**1. Performance** **2. Knowledge:** Evidence-Based Knowledge, Critical Thinking
JNC Program Outcome Competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar
SLO 4: Apply leadership principles, management skills and quality improvement techniques within the scope of professional practice to ensure quality client-centered care.	
Specific Course Objectives	• Recognize the different principles and strategies employed to evaluate nursing personnel in healthcare settings. • Integrate relevant research findings in the care of adult clients and their families • Improve self-care management skills and enhance self-esteem, confidence, and a willingness to learn and apply leadership principles and quality improvement techniques within the scope of professional practice in the future. • Use professional and leadership skills while undertaking nursing activities for adults with alteration in fluid and electrolyte, respiratory, cardiovascular, digestive and gastrointestinal, and hepatic and biliary systems.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 6:** Interprofessional Partnerships **Domain 7:** Systems-Based Practice **Domain 9:** Professionalism **Domain 10:** Personal, Professional, and Leadership Development
Relevant JNC Standard & Core-Competencies	**5. Leadership and Management:** Leadership and Management **1.Performance**

	2. Knowledge
JNC Program Outcome Competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar
SLO 5: Collaborate professionally with individuals, families, communities, and members of the multi-disciplinary health care team to promote health.	
Specific Course Objectives	• Identify the importance of nursing documentation and reporting of significant data to the multidisciplinary health care team/ instructors in a timely manner. • Use therapeutic communication skills to foster caring relationship with clients and significant others. • Demonstrate caring and professional behaviors through effective communication, and providing comfort and privacy in caring for critically ill clients, their families, and health team members. • Apply collaboration skills with other health care providers in giving supportive and follow-up counseling and coordinating follow-up and case management in caring for critically ill clients, their families, and health team members.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 6:** Interprofessional Partnerships **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**3. Relationship:** Communication, Therapeutic relationship, Collaboration, Coordination **1. Performance** **2. Knowledge**
JNC Program Outcome competencies	1. Safe and effective care environment 35% 2. Health Promotion\prevention and maintenance 15%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar
SLO 6: Utilize appropriate, cost-effective resources and use information and health care technologies in a variety of health care settings.	
Specific Course Objectives	• Identify high-impact, cost-effective interventions to prevent premature death due to chronic disease or conditions • Recognize adults teaching needs in the plan of safe care utilizing cost effective resources. • Use technology competently to access information necessary for identifying trends used in promoting quality improvement, and preserving safety, to provide patient care.

Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 7:** Systems-Based Practice **Domain 8:** Informatics and Healthcare Technologies **Domain 10:** Personal, Professional, and Leadership Development
Relevant JNC Standard & Core-Competencies	**6. Resource Utilization:** Evaluate safety, effectiveness, availability and cost benefits, Allocation of resources, Manage human, equipment and technologies resources **1. Performance** **2. Knowledge** **3. Relationship** **4. Leadership and Management**
JNC Program Outcome competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10% 5. Global health and health economics 5%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar
SLO7: Demonstrate ability for professional growth, self-development and performance improvement.	
Specific Course Objectives	• Clarify findings, interventions and approaches that may lend credence to nurses participating in self-development, performance improvement and continuous professional development. • Discus how students will continue to advance their education to maintain knowledge and nursing skills necessary to provide quality patient care. • Demonstrate ability for self-development and performance improvement through identification of personal learning goals.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**4. Professional Development:** Promotes quality improvement program, Professional development, Continuing competence **1. Performance** **2. Knowledge**
JNC Program Outcome competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10%
Evaluation Methods	• Multiple choice questions exam • Case Presentation \ Seminar

19. Teaching Methods and Assignments:

Teaching Methodologies: The following approaches that are guided by *Adult Learning Theory* will be used to achieve course objectives and related to the SLOs:	
Instructional Methods	**Learning Activities (Examples)**
• Indirect Instruction	• Evidence-based articles • Case Study-based method • Activities and tasks such as watching educational videos • Literature searches and reviews
• Interactive Instruction	• Interactive lectures that integrates group work, classroom discussions, presentation, brainstorming, and guided discussion to promote individual competencies in **critical thinking**, **problem solving** and **clinical judgment**. • Clinical Scenarios • Audio-visual aids • E-learning using Moodle and Microsoft teams
• Independent Study	• Self-directed literature review and group-based written assignment

20. Evaluation Methods and Course Requirements:

I. Evaluation Methods	
Exams	**Assigned Points**
First Exam	30%
Second Exam	30%
Final Exam	40%
Total	**100%**

21. Textbooks and Study Resources

Required Text Book	
Title	Brunner & Suddarth's Textbook of Medical-Surgical Nursing
Author(s)	Brunner & Suddarth's
Publisher	North America Edition Philadelphia: J.B. Lippincott.
Year	2022
Edition	15th

Title	
Author(s)	
Publisher	
Year	
Edition	

Other Study Resources:

Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th ed. (2018). Philadelphia: Lippincott Williams & Wilkins.

Brunner and Suddarth's Handbook of Laboratory and Diagnostic Tests, 3rd ed. (2018). Philadelphia: Lippincott Williams & Wilkins.

Hinkle, J.L. & Cheever, K.H. (2018). Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th ed. Philadelphia: Lippincott Williams & Wilkins.

Adaptive Learning Powered by PrepU for Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th ed. Philadelphia: Lippincott Williams & Wilkins.

Study Guide for Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th ed. (2018). Philadelphia: Lippincott Williams & Wilkins

Lewis, S., Heitkemper, M., & Direksen, S. (2016). Medical Surgical Nursing: Assessment and Management of Clinical Problems 10th ed. St. Louis: Mosby

Susan deWit, Holly Stromberg & Carol Dallred (2016). Medical-Surgical Nursing: Concepts and Practice (3rd edition).

Timby, B., and Smith, N. (2017). Introductory Medical-Surgical Nursing, (12th Edition). Lippincott Williams & Wilkins. Philadelphia.

Evidence-Based Articles

Edmiston, C. E., & Spencer, M. (2014.) Patient care interventions to help reduce the risk of surgical site infections. *AORN Journal*, 100(6), 590–602

Allison, J., & George, M. (2014). Using preoperative assessment and patient instruction to improve patient safety. *AORN Journal*, 99(3), 364–375

Tewfik, T. (2015). *Medical treatment for acute sinusitis.* Retrieved on 10/12/2015 at: www.emedicine.medscape.com/article/861646-overview

Krings, J., Kallogjeri, D., Wineland, A., et al. (2014). Complications of primary and revision functional endoscopic sinus surgery for chronic rhinosinusitis. *The Laryngoscope*, 124(4), 838–845

Drake, A. F., & Carr, M. M. (2015). *Tonsillectomy.* Retrieved on 3/4/2016 at: reference.medscape.com/article/872119-overview#showall

Amsterdam, E. A., Wenger, N. K., Brindis, R. G., et al. (2014). 2014 AHA/ACC Guideline for the management of patients with non–ST-elevation acute coronary syndromes: Executive summary a report of the American College of Cardiology/American Heart Association Task Force on Practice. *Circulation,* 130(25), 2354–2394.

American Heart Association. (2016). *Heart disease and stroke statistics—2016 update.* Retrieved on 3/12/2016 at:

circ.ahajournals.org/content/early/2015/12/16/CIR.0000000000000350.long
McSweeney, J. C., Rosenfeld, A. G., Abel, W. M., et al. (2016). Preventing and experiencing ischemic heart disease as a woman: State of the science: A scientific statement from the American Heart Association, *Circulation*, 133(10), 949–1048
Camp, M. A. (2014). Hemostatic agents: A guide to safe practice for perioperative nurses. *AORN Journal*, 100(2), 131–147
Cartwright, S. L., & Knudson, M. P. (2015). Diagnostic imaging of acute abdominal pain in adults. *American Family Physician*, 91(7), 452–459.
Ang, D., Fock, K. M., Law, N. M., et al. (2015). Current status of functional gastrointestinal evaluation in clinical practice. *Singapore Medical Journal*, 56(2),69–80.
Chen, J., Athilingam, P., Saloum, Y., et al. (2015). Enhancing bowel preparation for screening colonoscopy: An evidence-based literature review. *The Journal for Nurse Practitioners*, 11(5), 519–525.

Available university services that support achievement in the course:

1. Computers with internet access
2. E-library and electronic resources
3. Library resources
4. Audiovisual aid and well equipped teaching halls

22. Grading Scale

I. Grading Scale

Note. In-course assessment mark is provided in two decimal points and the final exam marks in one decimal.

Letter Grade	Numeric Value	Range	Description
A+	4.00	> 88.0%	Exceptional performance
A	3.75	84.0 – 87.9	
A $^{-}$	3.50	80.0 - 83.9	
B $^{+}$	3.25	76.0 - 79.9	Very good performance
B	3.00	73.0 - 75.9	
B $^{-}$	2.75	70.0 - 72.9	
C $^{+}$	2.50	65.0 - 69.9	Satisfactory performance
C	2.25	60.0 - 64.9	
C $^{-}$	2.00	57.0 - 59.9	
D $^{+}$	1.75	54.0 - 56.9	Minimally acceptable performance
D	1.50	50.0 - 53.9	
F	0.0	< 50.0	Unacceptable performance

23. Course Policies

Code of Ethics:

- Academic misconduct is defined as the use of any dishonest or deceitful means to gain some academic advantage or benefit. This can take many forms, including but not limited to, the following:

I. **Examinations**

a. Copying, or attempting to copy, from another student's work, or permitting another student to copy from your work.
b. Using notes of whatever kind in the formation of answers in a closed book examination.
c. Impersonation of another student in an examination, seminar or other form of presentation.
d. Disrupting the conduct of examinations by illegally obtaining access to examination papers or answers, and/or distribution of this material to others.

II. Assignements

a. *Copying:* Copying another person's answers in a paper, assignment, essay, etc. and presenting it as if it were the student's own work.
b. *Collusion:* Incorporating material into your work that was a results of working with others on an assignment which is intended to be an individual assignment.

c. *Plagiarism:* Using the thoughts, ideas, words, results, etc., of another person in a written assignment, without recognizing the source, as if it were the student's own work.
d. *Falsification:* altering data or Inventing data that have been obtained from legitimate sources

III. Forging University Documents

- Submitting or using forged academic documents or forged signatures for the purpose of personal gain or fraud. If a student commits an act of academic misconduct, whether defined above or of different nature, it may be documented and then one or more of the following penalties may be applied:
    a. Written warning.
    b. Deducting of an assignment or examination.
    c. An 'Zero' grade given to the assignment or examination.
    d. An 'F' grade given to the course.
    e. Suspension from the University for a Specified Period.
    f. Dismissal from the University.

Attendance, Preparation, and Participation Policy

A. It is the student's responsibility to attend all classes. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours.
B. Failure to attend classes without prior approval for whatever reason is considered as part of the percentage missed.
C. Students bear full responsibility for checking their own attendance record. Attendance records are kept.
D. Compulsory attendance is required for all in-course assessment and final examination. The examination will not be postponed for any student without an emergency reason or approved medical certificates.
E. Compulsory participation in discussions, written assignments, use of case scenarios and e-learning. Moodle) is expected to complete the course requirements.
F. Students should interact with the teacher on Moodle for discussion related to the content taught in the classroom. Students should register for the course work on Moodle and use it frequently for the teaching learning sessions and instructions. The students should actively involve in these interactive classroom and online learning sessions.
G. Absenteeism: Students who remain absent should meet the Course Co-ordinator. Those who are sick will produce a medical certificate certified by the University's Medical Center and submit it.

Clinical Policies (if applicable)

1. **Attendance:** students are expected to attend all classes and practice days. If a student cannot attend a class session or practice day, the instructor must be notified prior to that. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours. This is equal to one day clinical. Students are expected to take written and clinical exams when scheduled. If a student cannot attend a testing session, the faculty must be notified prior to the scheduled examination. Please refer to the Hashemite University's Student Handbook for further explanation. Also please note that it is a new university policy that if a student failed to take an examination as scheduled, there will be one make-up examination. A committee of three examiners will present the students with a set of oral and written essay type questions. Only students with acceptable reasons (i.e., urgent medical condition approved by the University Health Center, death of a first-degree relative, etc.) for absence will have the opportunity for a make-up examination.

2. **Practice:** There is a set of guidelines for practical training that will also be provided to each student on a separate sheet to keep with them at hospitals. These guidelines include:

A. Practical training starts at 8:00 and ends at 2:00.

B. The student has to manage his/her own transportation to the hospital except for those who will be trained in specific areas (will be announced), a university bus will be provided.

C. The student has to wear the specified uniform and shoes at all times while at the hospital. The uniform must be clean and ironed properly.

D. All students have to maintain a professional appearance. This includes shaving for male students who do not grow their beards, and a proper hair cut, and tied hair for female students, and for those who wear a scarf, it should not be left dangling.

E. It is the student's responsibility to maintain good personal hygiene.
F. Jean pants are not allowed as well as colored scarves other than cream or page.
G. Students are not allowed to chew gum or smoke in the clinical areas.
H. Students should have their break time as scheduled and shall not exceed that.
I. The following items are prohibited at clinical training: bracelets, rings other than the wedding ring, high heels or sandals, nail polish, long nails, and improper make-up.
J. Every student must have the following on a clinical day: a pocket-size note book, a pen, scissors, a torch, and a stethoscope.
K. The student has to inform either the nurse in-charge or the instructor when leaving his/her assigned clinical area.
L. Clinical seminar and case-studies will be started and ended according to the schedule. Students are expected to report to these learning activities on time.
M. Students are expected to use proper communication skills and to be cooperative with their instructors, colleagues, and other health team members.
N. **Students <u>Must NOT</u> perform the following:**

1. Perform venipuncture.
2. Take verbal orders or phone orders from physicians or laboratory reports.
3. Act as a witness to signing of documents (surgical permits, etc.)
4. Carry medication/narcotic keys.
5. Give any medications IV push
6. Add anticoagulant or insulin to IV solutions.
7. Insert or remove intestinal decompression tubes.
8. Insert or remove small lumen feeding tubes such as feeding tubes

24. Course Outlines

Week 1			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
9 Oct 2023 Week 1	**-Introduction** **-Fluids and Electrolytes: Balance and Disturbances** -Fluid Volume Imbalances: Hypervolemia & Hypovolemia -Electrolyte Imbalances (Na+, K+,Ca++) **-Fluids and Electrolytes: Acid-Based Balance (ABGs)**	⊙ Book Unit 3 – Chapters 13 ⊙ Activities: ⊙ Content Review and Discussion.	☞ None

Week 2			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 2	**Periopreative Nursing Care:** -Preoperative Nursing Care -Intraoperative Nursing Care -Postoperative Nursing Care -Surgical Classifications -Post Anesthesia Care Unit -Wound Healing (Postoperative Dressings)	⊙ Book Unit 4 – Chapter 17, 18, 19 ⊙ **Activities:** ⊙ Contents Review and Discussion. ⊙ Clinical Scenarios.	☞ None

Week 3			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 3	**Assessing Respiratory Function:** **Respiratory care modalities** -noninvasive respiratory therapies -Airway management **Upper Respiratory Tract Infections** -Rhinosinusitis, -Pharyngitis -Tonsilitis -Laryngitis -Cancer of the Larynx **Obstruction and Trauma of the Upper Respiratory**	⊙ Book Unit 5 – Chapter 20, 21, 22 ☞ **Activities:** ☞ Contents Review and Discussion. .	☞ Discuss in groups the nurse care process of a client with most common upper respiratory tract infections disorders.

	Airway -Obstructive sleep apnea -Epistaxis -Fracture of the nose		
Week 4			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 4	**Chest and Lower Respiratory Tract Disorders** -Atelectasis **Respiratory Infections:** -Acute Tracheobronchitis -Pneumonia -Tuberculosis (TB) -Pleural Infection & -Pleural Effusion **Chronic Pulmonary Disease:** -Chronic Obstructive Pulmonary Disease (COPD) -Chronic Bronchitis and Emphysema. -Bronchiectasis -Asthma -Cystic fibrosis	- Book Unit 5 – Chapter 23, 24 - **Activities:** - Contents Review and Discussion.	☞ Discuss in groups the medical and nursing care of a client with COPD. Take into consideration what assessment tool and pharmacological and nursing interventional management will be used for this client. ☞ **1st Examination**
Week 5			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 5	**-Pulmonary Edema** **-Acute Respiratory Failure (ARF)** **-Acute respiratory distress syndrome (ARDS)** **-Pulmonary Hypertension (PH)**	⊙ Book Unit 5 – Chapter 23, 24 🕮 **Activities:** 🖝 Contents Review and Discussion.	☞ Discuss in three groups the main risk factors, medical and nursing care of a client with ARDS, PH and ARF.
Week 6			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 6	**-Pulmonary Heart Disease** **-Pulmonary Embolism (PE)** **-Chest Trauma** -Pneumothorax	⊙ Book Unit 5 – Chapter 23, 24 🖝 **Activities:** 🖝 Contents Review 🖝 Clinical Scenarios.	Read recent and evidence-based articles about

			Pulmonary Heart Disease
Week 7			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 7	**Cardiovascular and circulatory function:** **-Assessment & management** **-Dysrhythmias &** **ECG interpretation**	⊙ Book Unit 6 – Chapter 25, 26 **Activities:** Contents Review	Discuss in groups how to make ECG Interpretation with examples
Week 8			
	Subject	**Reading and Activities**	**Assignment And Exams**
Week 8	**-Coronary Artery Diseases (CAD)** -Atherosclerosis -Angina Pectoris -Acute Coronary Syndrome -Invasive Coronary Artery Procedures (PTCA,PCI, CABG)	⊙ Book Unit 6 – Chapter 27 **Activities:** Contents Review and Discussion.	Read recent and evidence-based literatures about medical and nursing management for a clients with MI and CABG
Week 9			
	Subject	**Reading and Activities**	**Assignment And Exams**
Week 9	**-Acquired Valvular Disorders:** -Mitral & Aortic Regurgitation & Stenosis **-Cardiomyopathy** **-Infectious Diseases of the Heart**: -Endocarditis -Myocarditis -Pericarditis -Pericardial Effusion and Cardiac Tamponade **-Heart Failure (HF)**	⊙ Book Unit 6 – Chapter 28, 29 **Activities:** Contents Review and Discussion.	None **2nd Examination**
Week 10			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 10	**-Thromboembolism**	⊙ Book Unit 6 – Chapter	Read about DVT

	-Vascular Disorders: -Arterial disorders, Thoracic Aortic Aneurysms -Venous disorders, DVT, Varicose vein **-Assessment and management of HTN**	30 , 31 **Activities:** Contents Review and Discussion.	Management and Non-Pharmalogical Interventions for reduce the DVT and discuss in class the various modalities of HTN management using student reflection on the clinical scenario.
Week 11			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 11	**Hematologic Disorders:** -Anemia -Polycythemia -Bleeding Disorders -**Acquired coagulation disorders:** -Disseminated intravascular coagulation (DIC) -**Therapies in Blood disorders** **Digestive and -Gastrointestinal Disorders** -Gastritis -Peptic Ulcer -Duodenal Ulcer	Book Unit 7 – Chapter 32, 33 Book Unit 10 – Chapter 43, 44, 46 **Activities:** Contents Review and Discussion.	Practice Questions.
Week 12			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 12	**-Digestive and Gastrointestinal (GI) Disorders** -Irritable Bowel Syndrome **-Conditions of Malabsorption:** -Celiac disease -**Inflammatory bowel diseases**: -Crohn's Disease	Book Unit 10 – Chapter 46 , 47 **Activities:** Contents Review and Discussion.	Practice Questions.

	- Ulcerative Colitis **-Appendicitis** **-Intestinal and Rectal Disorders** -Intestinal Obstruction -Diseases of the Anorectum (Hemorrhoids)		
Week 13			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
Week 13	**Hepatic and Biliary Dysfunction:** -Jaundice -Portal Hypertension -Ascites -Hepatic Encephalopathy **-Viral Hepatic Disorders** -Hepatitis A, B,C,D,E) -Hepatic Cirrhosis **-Biliary (Gallbladder) Disorders:** -Cholelithiasis, -Cholecystitis	⊙ Book Unit 11 – Chapter 49 , 50	Practice Questions.

25. Additional information:

1. ***Readiness for Learning:*** Students are expected to come prepared to each class by reading the assigned material. They are also expected to actively participate in all class and clinical learning activities.
2. ***Academic Dishonesty.*** It is the philosophy of the Hashemite University that academic dishonesty is a completely unacceptable code of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with university rules and procedures. Scholastic dishonesty includes but not limited to, cheating, plagiarism, collusion, or submission for credit of any work or material that is attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
3. **Conduct.** The Hashemite University's Student Guide details student conduct and responsibilities. It is expected that each student abide by these policies.
4. **Beepers/ Cell Phones.** Students are expected to turn beepers on vibrate/silent mode and cellular phones off during class.
5. **Religious Holydays.** All course instructors will abide by the university's policy on religious holy days. The Academic Calendar for 2021 - 2022 includes official University holidays. Therefore, requests to be excused from class to observe a religious holy day must be received in writing two weeks before.

Students with Special Needs. The Hashemite University makes reasonable accommodations for students with disabilities. Students with special needs should make arrangements with the Instructor to request accommodations.