

Faculty of Nursing

The Faculty of Nursing at Al-Zaytoonah University was established in 1994 as one of the leading faculties of nursing education in the Kingdom, which seeks to enrich the profession of nursing with graduates who are competent in knowledge, professional practice, and community service.

Program Description:

The Faculty of Nursing at Al-Zaytoonah University grants the bachelor's degree in general nursing after completing 132 credit hours successfully, as the following: 27 hours as a university requisite, 20 hours as a faculty requisite, and 85 hours as a specialization requisite. The program covers the six main knowledge domains in nursing including Adult health nursing, maternity, pediatric, psychiatric, management and leadership, and community health. The program courses cover both theoretical and practical aspects, in which the training takes place in the faculty laboratories and many other places such as hospitals, primary centers, and rehabilitation centers. The program qualifies graduates to serve in different seating at the national, regional, and international levels.

Faculty Vision

Towards a faculty rival in the field of nursing education, scientific research, and community service.

Faculty Mission

Employ academic standards and quality assurance in the application of modern teaching and learning methods to provide the labor market with nurses with professional competencies and the ability of leadership, innovation, and creativity through proper

planning and partnership with leading local and international institutions in the field of scientific research and sustainable development in the community.

Goals of the Faculty

- Review the executive plan of the strategic plan periodically in line with the vision, mission, and values of the college.
- Ensure the integrity, transparency, and effectiveness of the decisions of the governing councils of the faculty.
- Develop specialized nursing programs, modify the study plans continuously, and adopt modern learning methods to suit the labor market requirements.
- Encourage the conducting of applied scientific research within national research priority areas and follow the recommendations of the Jordanian Nursing Council with an emphasis on creativity, leadership, and innovation.
- Employ financial, quality material, and human resources and direct them towards achieving the goals of the faculty.
- Improve students' services continuously, raise the level of job competition for the graduates in the labor market, and activate vast mechanisms to communicate with them in their working places.
- Enhance the social responsibility roles of the faculty members in the field of health for different groups of society in partnership with the relevant local, regional, and international institutions for the aim of sustainable development of society.

- Seek quality assurance certificates and achieve advanced rank positions in local and international classifications.

Goals/ objective of the Program

1. Apply student knowledge, skills, and scientific competencies when providing nursing care and contribute to the development of the nursing profession according to the national qualifications framework.
2. Enable the student to master practical and applied skills related to the nursing profession based on evidence-based practice and the use of modern technology in employing these skills.
3. Promote student's ability to self-learning, creativity, and leadership in light of globalization and global transformations through the implementation of various teaching and learning strategies.

Faculty philosophy:

In accordance with the mission of the Al-Zaytoonah University of Jordan, the nursing faculty believes that nursing students should be equipped with the knowledge, skills, and quality competencies such as effective communication, initiative, teamwork, critical thinking, self-confidence, coping, and empathy, to fulfill the faculty mission. The faculty is seriously working on achieving quality academic objectives by using contemporary learning modalities that encourage active learning with an emphasis on caring for individuals, families, and communities in illness and wellness states.

We believe in the dignity of each individual, the value of human life, and the right of each individual to achieve the maximum potential of daily activities. The faculty does not only seek to prepare students for a professional career in nursing, but also encourages them to develop a higher sense of morality and social responsibility, creativity, leadership, innovation, and decision-making.

The philosophy of the faculty addresses the commitment to creating a conducive environment in which each person is valued, supported, and capable of being creative and a lifelong learner. The program is designed to promote the total development of each student as a unique, holistic human being prepared for employment as a professional nurse able to act within the scope of nursing that is realised by the JNC and including: entails patient and peer education, mentorship, leadership and management of the practice environment, improving nursing practice through research utilization and implementation of meaningful research findings.

The faculty do believe in its significant role in preparing nursing able to work in the following job roles and titles: medical surgical nurse, pediatric nurse, community health nurse, maternity nurse, oncology nurse, psychiatric nurse, ICU nurse, orthopedic nurse, ER nurse, clinical instructor, and nursing supervisor; in the following seating: hospitals, factories, schools, universities, homes, clinics, primary health centers, and rehabilitation centers.

The nursing program in ZUJ is based on international standards, National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and the Jordanian

Nursing Council (JNC) core competency-based education to assure practicing nursing professionally and guarantee a sustainable working environment.

Core concept

The following four core concepts are central to the content development of the curriculum, as they are meta-paradigm of nursing:

Person/individual

A person is a unique being and holistic in nature, with interrelated and interacting and inseparable dimensions (physical, mental, emotional, social, and spiritual) from which needs arise throughout the lifespan and exist within the context of families, groups, and communities. A person has an inherited capacity to grow and develop throughout their life cycle. At the same time, a person has certain basic rights, which include the right to access care and participate in decision-making related to their own health and the right to pursue the highest level of health and quality of life. A person is influenced by their external and internal environment to preserve vital functioning, dignity, and meaningful existence.

Health

Health is a goal that all people, including Jordanian citizens, hope to achieve. Healthcare is a multidisciplinary, collaborative effort aimed at promoting and maintaining good health, as well as treating illnesses, rehabilitating patients, and providing end-of-life care. It is a dynamic life experience of human beings that implies

continuous adjustment to internal and external stressors through optimal use of resources to achieve the maximum potential of daily life. The person exists at varying points along the wellness-illness continuum, and their health may fluctuate as they interact with varying entities in their environment. Wellness and illness are relative states of health and are a matter of one's perception. Health is affected throughout the life cycle by genetics, environmental factors, lifestyle, and the availability of healthcare services. A ZUJ nursing student focuses on all aspects of human life: physical, mental, social, spiritual, and emotional.

Nursing

Nursing education aims to encourage scholarship, service, social responsibility, and academic achievement via the development of knowledge, skills, critical thinking, and values. In accordance with their level of education and practice, our nursing programs equip graduates to function in an increasingly complex healthcare system, which involves dealing with global, technological, and environmental concerns. The nurse considers the client a partner in their care and helps to keep them informed throughout their health journey. Nursing provides a therapeutic intervention that assists a person to promote health and preventing disease. Nursing is a discipline with a unique body of knowledge upon which diagnosis and treatment decisions are made by synthesizing the basic biological, social, and human sciences. The nursing process is the framework of care that is based on critical thinking, decision-making, scientific evidence, and ethical principles. Nursing encourage applied scientific research within the national priorities and recommendations of the Jordanian Nursing Council and focuses on creativity, leadership, and innovation.

Environment

Nursing education aims at preparing a person who is an active participant in the planned learning activities in a formal educational environment that is flexible and sensitive to learners' needs. Students gained knowledge, skills, required competencies, and values essential to practice as a professional nurse and safe public caregiver. Nursing education facilitates the development of competencies in nursing practice derived from the JNC core recommendations. The nursing program prepares the students to assume different roles in the healthcare delivery system as caregivers, change agents, leaders, educators, and researchers.

Learning, as well as the outcome of education, is impacted by environmental factors. Open dialogue, inclusion, constructive advice, the chance for innovation, acknowledgment, acceptance of responsibility, involvement in decision-making, and cooperative partnerships all contribute to a positive learning environment. The nursing faculty at Jordan's Al-Zaytoonah University fosters an environment in which students can explore and grow emotionally, professionally, and intellectually. Furthermore, enhance the role of the faculty in social responsibility in the field of health for different groups of society in partnership with the relevant institutions locally and internationally, which contributes to sustainable development.

The nursing faculty is responsible for ensuring the quality of the program outcomes and meeting and maintaining the standards of nursing education. The faculty of nursing directs learning through the development and implementation of the nursing

curriculum and through planned periodical evaluation based on JNC, AQACHEI, and ACCEN criteria.

BSN Conceptual Framework and Educational Theory

The Faculty of Nursing at Al-Zaytoonah University offers a BSN curriculum that is in alignment with Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) (National Accreditation Standards for Nursing (2021) and the Jordan National Qualifications Framework (2021)), and Jordanian nursing council regulation, licensure, and competencies (2016).

The nursing program must specify all generic and field competencies and their requirement within the context of their field at a minimum degree level and before graduation. Generic/ general competencies are those related to professionalism (safe and effective care environment; management of care, safety, and infection control) and field competencies are those related to each domain of nursing (practice competencies) (provision of client-centered care; health promotion/prevention and maintenance, physiological integrity, psychosocial integrity, and global health and health economics) (See figure 1).

Integrated Processes are fundamental processes to the nursing profession and are integrated throughout the general and practice competencies overall nursing domains and are integrated throughout the Client Needs categories and subcategories:

- Nursing Process – a scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation, and evaluation.

- Caring – the interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.
- Communication and Documentation – verbal and nonverbal interactions between the nurse and the client, the client's significant others, and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.
- Teaching/Learning – facilitation of the acquisition of knowledge, skills, and abilities promoting a change in behavior.
- Culture and Spirituality – the interaction of the nurse and the client (individual, family, or group, including significant others and populations) which recognizes and considers the client-reported, self-identified, unique, and individual preferences to client care, the applicable standard of care and legal considerations

Competencies are applied using many processes such as problem-solving, clinical judgment, and critical thinking approaches. Outcome competencies (Intended Learning Outcomes (ILO)) in each area are given a percentage of the total curriculum (minimum and maximum). Each program can select the percentage depending on the program's emphasis and philosophy knowing that they should comply with the percentage in the framework and should reach 100% for the total program (see table 1).

Table 1: Competency-based Framework: learning outcomes, the percentage required in each area, domains, and integrated processes

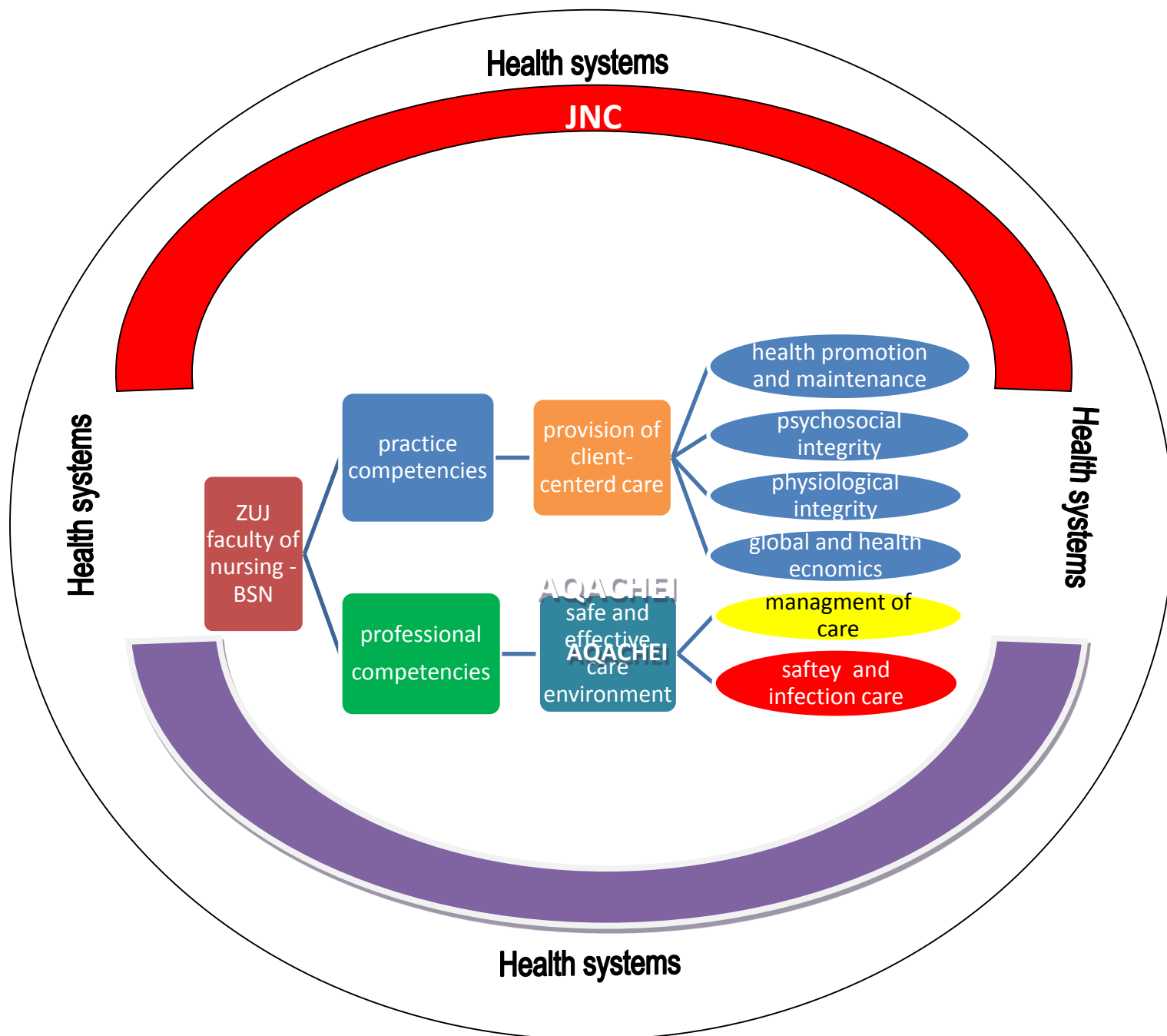
N	Program outcome competencies	% of competencies in each area	Domains	Integrated process	General/fields competencies
1	Safe and effective care environment	35-25%	Adult, Maternity, Child, community, mental health, and leadership and management	Nursing process, Communication and documentation, caring, learning	Professional competencies
2	Health promotion/ prevention and maintenance	10-15%			
3	Physiological integrity	25-35%			
4	Psychological integrity	5-10%			
5	Global health and health economics	5-10%			

The conceptual framework of the BSN program consists of five major program outcomes competencies (learning outcomes): safe and effective care environment, health promotion/ prevention and maintenance, physiological integrity, psychosocial integrity, and global health and health economics). The faculty chose the five major program outcomes competencies (learning outcomes), which are based on Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) (National Accreditation Standards for Nursing (2021) and the Jordan National Qualifications Framework (2021)), and Jordanian nursing council regulation, licensure, and competencies (JNC). as guiding principles for the development and delivery of the BSN curriculum. The six end-of-program student learning outcomes (PILOS), which are generated from the major five program outcomes competencies (learning outcomes), help

to organize the curriculum, drive the development of level outcomes and course objectives, and direct learning activities.

The BSN program draws upon various educational theories which are incorporated throughout the curriculum. Bloom's taxonomy, Constructivism, and Knowles' Adult Learning Theory are reflected throughout the curriculum. ***Bloom's taxonomy*** is used to level end-of-program student learning outcomes, course outcomes, assessments, and learning activities. ***Constructivism*** assumes that the student's knowledge grows throughout the program thus courses are leveled according to prior knowledge and experiences. In addition, the faculty facilitates the educational experiences of the students with the expectation that adult learners are self-directed, internally motivated, and ready to learn. The curriculum, instructional processes, and learning experiences reflect the educational theories and promote competence and critical thinking in the ever-changing and complex healthcare environment. It is through the conceptual framework and educational theories that the BSN program can prepare graduates for the art and science of nursing.

Figure1: BSN Conceptual Framework and Educational Theory Model



Program outcomes competencies (learning outcomes) in the BSN Program

Student Learning Outcome (competency 1): Safe and Effective Care Environment

- ✓ Apply theoretical and empirical knowledge, based on research and evidence-based practice, in order to provide a safe and effective care environment upon the management of care and safety and infection control to achieve identified health outcomes.
- ✓ Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups and consistent with legal, ethical, and professional standards of practice.

Congruent with National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and JNC competency

Competency1: Safe and Effective Care Environment					
Key Concept	Jordan National Qualifications Framework				JNC competencies
	Main Knowledge (MK1)	Main Skills (MS1)	Main value (MV1)	Main competencies (MC1)	
Professional and Core Values	Understand how professional and core values provide the basis for professional nursing practice.	Reflect on personal core values relating to professional practice when working with individuals, families, groups, and communities	articulating professional and core values provide the basis for professional nursing practice when working with individuals, families, groups, and communities	Model professional and core values while performing the knowledge, skills, and attitudes of the nursing profession.	Standard 1 (core competencies 1,2,3,4,5) Standard 3 (core competencies 1,2,3,4)
Professional Growth and Development	Describe the relationship of professional growth	Apply behaviors that reflect practice excellence and lifelong learning.	Articulate the value of pursuing practice excellence, lifelong learning, and	development practice excellence while articulating the knowledge, skills, and attitudes of the	Standard 4 (core

	and development to practice excellence		professional development	Professional Growth and Development	competencies 1,2,3,4)
Accountability and Responsibility	Identify the Code of Ethics and identify professional standards of moral, ethical, and legal conduct.	Adhere to the professional standards of moral, ethical, and legal conduct when working with individuals, families, groups, and communities	Appraise professional standards of moral, ethical, and legal conduct across all healthcare settings.	Recognize ethical dilemmas and take appropriate action to promote moral, ethical, and legal practice	Standard 5 (core competencies 1,2)
Advocacy	Describe the role of the nurse as a patient/client advocate.	Apply social justice across the healthcare system.	Incorporate personal and society attitudes, values, and expectations when advocating for individuals, families, groups, and communities	Utilize advocacy resources appropriately when advocating for individuals, families, groups, and communities across the healthcare system	Standard 6 (core competencies 1,2,3)
Client rights	Discuss treatment options/decisions with client and recognize the client's right to refuse treatment/procedures	Provide education to clients and staff about client rights and responsibilities	Evaluate client/staff understanding of client rights and advocate for client rights and needs	Advocate for client rights and needs while perform articulate the knowledge, skills, and attitudes of the client rights	
Collaboration	Identify significant information to report to other disciplines (e.g., health care provider, pharmacist, social worker, respiratory therapist)	Review plan of care to ensure continuity across disciplines	Collaborate with healthcare members in other disciplines when providing client care	Discuss and solve complex patient care problems in hopes that this collaboration will lead to high quality outcomes for the patient.	

Continuity of care	Define the concept of continuity of care	Use documents to record and communicate client information (e.g., medical record, referral/ transfer to maintain the quality of care over the time	Perform procedures necessary to safely admit, transfer or discharge a client and follow up on unresolved issues regarding client care	Maintaining the continuity of care requires that the nurse, identify current client needs and then move the client to the appropriate clinical area, to the appropriate level of care in a timely and effective manner.	
Referrals	Assess the need to refer clients for assistance with actual or potential problems (e.g., physical therapy, speech therapy)	Recognize the need for referrals and obtain necessary orders	Appraise nurse and the entire healthcare team assesses clients and determines their need for referrals relating to actual and potential problems.	Manage and coordinate care along the continuum of care by the nurse and healthcare team in order to meet the needs of the client at the appropriate level of care and in the appropriate setting.	
Concept of management	Identify roles/responsibilities of health care team members	Plan overall strategies to address client problems	Manage conflict among clients and health care staff	Evaluate management outcomes while articulate knowledge, skills, and attitudes of the Concept of management	
Case manager	Explore resources available to assist the client with achieving or maintaining independence such as materials and equipment (e.g., oxygen, suction	Plan individualized care for client based on need (e.g., client diagnosis, self-care ability, prescribed treatments)	Provide client with information on discharge procedures to home, hospice, or community setting.	Initiate, evaluate, and update plan of care for client based on need in order to maintaining independence	

	machine, wound care supplies).				
Performance and Quality Improvement	Define performance improvement/quality assurance activities	Participate in performance improvement/quality improvement process by utilize research and other references for performance improvement actions	Evaluate the impact of performance improvement measures on client care and resource utilization	Report identified client care issues/problems to appropriate personnel based on knowledge, skills, and attitudes of the performance improvement/quality assurance activities	
Injury prevention	Identify factors that influence accident/injury prevention (e.g., age, developmental stage, lifestyle, mental status) and describe the role of the nurse in injury prevention.	Integrate strategies for injury prevention when working with individuals, families, groups, and communities.	Evaluate the effectiveness of strategies for injury prevention across the healthcare continuum.	Protect the client from injury while articulate knowledge, skills, and attitudes of the strategies for injury prevention across the healthcare continuum when providing care	Standard 1 (core competency 6)
Use safety devices	Identify the relationship between information technologies and safe practice.	Apply tools embedded in patient/client care technologies and information systems to support safe practice	Practice application of patient/client care technologies and information systems to support safe practice	Monitor/evaluate client response to safety device to support safe practice	
Handling hazardous and infection material	Identify Handling hazardous and infection material concept	Demonstrate the safe handling techniques to staff and client	Ensure safe implementation of handling techniques to staff and client	The careful handling and disposal of all hazardous materials based on knowledge, skill, attitude of the hazardous and infection	

				material in order to protect staff, clients from harm.	
safety	Identify factors to promote safety in the healthcare settings.	Implement strategies that promote safety when providing care to individuals, families, groups, and communities	Evaluate the client care environment for fire/environmental hazard	Integrate processes used in understanding causes of error and allocation of responsibility and accountability to promote safety when providing care to individuals, families, groups, and communities.	
Standard precautions/ transmission based precautions/ surgical asepsis	Understand communicable diseases and the modes of organism transmission (e.g., airborne, droplet, contact)	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	Evaluate infection control precautions implemented by staff members and whether the aseptic technique is performed correctly	Utilize appropriate precautions based on knowledge, skill, attitude of the Standard precautions/ transmission in order to be performed correctly	
Member of the Nursing Profession	Describe how nursing practice is based on standards of care.	Implement standards of care when caring for individuals, families, groups, and communities.	Evaluate the effectiveness of standards of care in achieving positive outcomes throughout the healthcare system	Demonstrate your knowledge, skills, and attitude of nursing practice is based on standards of care.	
Evidence-Based Practice	Discuss the components and purpose of evidence-based practice.	Incorporate current research when working with individuals, families, groups, and communities.	Synthesize current research into scholarly writing and evidence-based practice activities.	Articulating your knowledge, skills, and attitude of evidence-based practice activities based on standards of care.	

Caring and Spirituality	Define factors that impact the spiritual well-being of individuals, families, groups, and communities.	Demonstrate respect for the inherent dignity and worth of each individual.	Integrate an authentic presence to promote the dignity and spiritual well-being across the healthcare continuum	Utilize your knowledge, skills, and attitude of the dignity and spiritual well-being across the healthcare continuum	
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Student Learning Outcome (competency 2): Health Promotion/ Prevention and Maintenance

- ✓ Utilize attentiveness and appropriate interventions to promote health promotion and maintenance, and prevention of disease in all aspects of nursing care with respect to social and cultural aspects.

Congruent with National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and JNC competency

Competency 2: Health Promotion/ Prevention and Maintenance					
Key Concept	Jordan National Qualifications Framework				JNC competencies
	Main Knowledge (MK2)	Main Skills (MS2)	Main value (MV2)	Main competencies (MC2)	
Techniques of physical assessment, self-care lifestyle choices	Recognize techniques of physical assessment, self-care lifestyle choices with respect to social and cultural aspects	Apply knowledge of nursing procedures and psychomotor skills to techniques of physical assessment, self-care lifestyle in order to perform comprehensive health assessment	Practice, Choose physical assessment equipment and techniques appropriate for the client needs.	Initiate, evaluate, and update plan of nursing procedures and psychomotor skills to techniques of physical assessment, self-care lifestyle for client needs	Standard (7.1,7.2, 7.3, 7.4, 7.5)

Health Risk Behaviors	Identify client lifestyle practice risks that may impact health	Assist the client to identify behaviors/risks that may impact health	Display client lifestyle practice risks that may impact health	Provide information for prevention and treatment of high risk health behaviors while articulate the knowledge, skills, and attitudes of the client lifestyle practice risks	
Health Screening	Understand knowledge of to health screening in order to identify risk factors linked with clients needs	Perform targeted screening assessments	Practice health history/health and risk assessments	Utilize appropriate procedure and interviewing techniques when taking the client health history	
Health promotion and disease prevention	Describe the role of the nurse in health promotion and disease prevention.	Integrate strategies for health promotion and disease prevention when working with individuals, families, groups, and communities.	Evaluate the effectiveness of strategies for health promotion and disease prevention across the healthcare continuum.	Assist the client in maintaining an optimum level of health by Provide information about health promotion and maintenance recommendations	
Developmental stages and transition	Identify expected physical, cognitive and psychosocial stages of development	Compare client development to expected age/developmental stage and report any deviations	Modify approaches to care in accordance with client developmental stage (use age appropriate explanations of procedures and treatments)	Provide education to client/staff members about expected age-related changes and age-specific growth and development in order to client's achievement of expected developmental level	

Aging process	Assess client's reactions to expected age-related changes	Provide care and education for the newborn less than 1-month-old through the infant or toddler client through 2 years Provide care and education for the preschool, school-age and adolescent clients ages 3 through 17 years Provide care and education for the adult client ages 18 through 64 years Provide care and education for the adult clients ages 65 through 85 years and over	Seek, display clients reactions to expected age-related changes	Integrate all clients' responses to expected age related changes and plan their care as based on these assessed responses and reactions to their expected age related changes.	
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Home safety	Assess the need for client home modifications	Apply knowledge of client patho-physiology to home safety interventions	Evaluate the client care environment for fire/environmental hazard	Encourage the client to use protective equipment when using devices that can cause injury to promote safety when providing care to individuals, families, groups, and communities.	
Provider of Holistic Care	Understanding the concept of holistic care.	Incorporate the essential concept of holism in the provision of care to individuals, families, groups, and communities.	Design holistic, patient-centered care that reflects an understanding of the health-illness continuum and life-span variations in all health care settings.	articulating the knowledge, skills, and attitudes of the client using an essential concept of holism in the provision of care to individuals, families, groups, and communities	

Student Learning Outcome (competency 3): physiological integrity

- ✓ Demonstrate physiological integrity concepts and critical thinking, clinical judgment, and analytical skills and their roles in assessing, interpreting, and evaluating health conditions for healthcare recipients through providing holistic nursing care based on evidence when working across the healthcare system.

Congruent with National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and JNC competency

Competency 3: Physiological Integrity					
Key Concept	Jordan National Qualifications Framework				JNC competencies
	Main Knowledge (MK3)	Main Skills (MS3)	Main value (MV3)	Main competencies (MC3)	
A. Basic care and comfort					Standard (7.1,7.2, 7.3, 7.4, 7.5)
Assistive devices	Assess the client's use of assistive devices for actual/potential difficulty with communication and speech/vision/hearing problems	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	Evaluate the correct use of assistive devices by the client	Manage the client who uses assistive devices while articulating the knowledge, skills, and attitudes of the client using an assistive device	
Elimination	Identify alternative methods of elimination	Use alternative methods to promote voiding	Evaluate whether the client's ability to eliminate is restored/maintained	Assess and manage client with an alteration in elimination	
Mobility and Immobility	Assess the client for mobility, gait, strength, and motor	Perform skin assessment and implement measures to	Evaluate the client's response to interventions to prevent	Articulate knowledge of nursing procedures and psychomotor skills when	

	skills and Identify complications of immobility (e.g., skin breakdown, contractures)	educate the client regarding proper methods used when repositioning an immobilized client	complications from immobility	providing care to clients with immobility	
Non pharmacological comfort interventions	Assess the client's need for alternative and/or complementary therapy	Apply knowledge of pathophysiology to non-pharmacological comfort/palliative care interventions	Evaluate the client's response to non-pharmacological interventions and/or complementary therapy practices	incorporate alternative/complementary therapies into client plan of care based on knowledge, skills, and attitudes of the non-pharmacological comfort interventions	
Nutrition and oral hydration	Assess client for actual/potential specific food and medication interactions	Consider client choices regarding meeting nutritional requirements and/or maintaining dietary restrictions, including mention of specific food items	Evaluate the impact of disease/illness on the nutritional status of a client Evaluate client intake and output and intervene as needed Evaluate side effects of client tube feedings and intervene, as needed (e.g., diarrhea, dehydration)	Promote the client's independence in eating and provide/maintain special diets based on the client diagnosis/nutritional needs and cultural considerations	

Personal hygiene	Assess the client for personal hygiene habits/routine	Perform and intervene in client performance of activities of daily living	Evaluate in client performance of activities of daily living	Provide information to the client on required adaptations for performing activities of daily living	
Rest and Sleep	Assess client need for sleep/rest and intervene as needed	Apply knowledge of client pathophysiology to rest and sleep interventions	Schedule client care activities to promote adequate rest	demonstrate your the knowledge, skills, and attitudes of rest and sleep in order to maintain adequate sleep and rest	
Critical Thinking	Identify evidence-based resources that guide safe, patient-centered, nursing practice	Utilize evidence-based rationales to manage the safe care of individuals, families, groups, and communities.	Integrate evidence-based practice in the provision and evaluation of safe, patient centered care	Demonstrate your the knowledge, skills, and attitudes of critical thinking in order to maintain patient centered care	
Nursing Process / Clinical Competence	Identify the components of the nursing process in the provision of patient-centered care.	Implement the nursing process to demonstrate clinical competence in the provision of care with individuals, families, groups, and communities.	Assume responsibility for maintaining clinical competence in all patient-care settings.	Demonstrate your the knowledge, skills, and attitudes of nursing process / clinical competence in all patient-care settings.	
B. Pharmacological & Parenteral Therapies					
Adverse effects, contradictions, side effects and	Understand a contraindication to the administration of a	Notify the primary health care provider of side effects, adverse	Evaluate and document the client's response to actions taken to	Monitor, Document side effects and adverse	

interactions of medications	medication to the client and actual and potential incompatibilities of prescribed client medications and symptoms/evidence of an allergic reaction	effects and contraindications of medications and parenteral therapy	counteract side effects and adverse effects of medications and parenteral therapy	effects of medications and parenteral therapy	
Blood and blood products	Identify the client according to facility/agency policy prior to administration of red blood cells/ blood products	Check the client for appropriate venous access for red blood cell/blood product administration	Administer blood products and evaluate client response	Monitor, Document necessary information on the administration of red blood cells/blood products	
Central venous access devices	Educate the client on the reason for and care of a venous access device	Access venous access devices, including tunneled, implanted and central lines	Apprise the clients need for access device and care of a venous access device	Provide care for client with a central venous access device while articulating knowledge, skill, and attitude of the Central venous access devices	
Medication administration	Educate client on medication self-administration procedures	Prepare and administer medications, using rights of medication administration	Evaluate appropriateness and accuracy of medication order for client	Administer and document medications given by common and parenteral routes	
Dosage calculations	Understand calculations needed for medication administration	Perform calculations needed for medication administration	Appraise calculations needed for medication administration	Use clinical decision making/critical thinking when calculating dosages	

Parenteral and intravenous therapies	Identify appropriate veins that should be accessed for various therapies	Perform appropriate veins that should be accessed for various therapies	Evaluate the client's response to intermittent parenteral fluid therapy	Articulate knowledge and concepts of mathematics/nursing procedures/psychomotor skills when caring for a client receiving intravenous and parenteral therapy	
Expected actions and outcomes	Obtain information on a client's prescribed medications	Use clinical decision making/critical thinking when addressing expected effects/outcomes of medications	Evaluate the client's use of medications over time	Articulate your the knowledge, skills, and attitudes of expected actions and outcomes	
Pharmacological pain management	Assess client need for administration of a pain medication	Apply pharmacological measures for pain management and controlled substances within regulatory guidelines	Evaluate and document the client's use and response to pain medications	Administer and document pharmacological pain management appropriate for client age and diagnoses	
Total parenteral nutrition	Identify side effects/adverse events related to TPN and intervene as appropriate	Administer parenteral nutrition and intervene as appropriate	evaluate client response to parenteral nutrition and intervene as appropriate	Apply knowledge of nursing procedures and psychomotor skills when	

				caring for a client receiving TPN	
C. Reduction of Risk Potential					
Changes and abnormalities in vital signs	Assess and respond to changes in client vital signs	Apply knowledge of client pathophysiology when measuring vital signs	Evaluate invasive monitoring data and respond to changes in client vital signs	Articulate knowledge needed to perform related nursing procedures and psychomotor skills when assessing vital signs	
Laboratory values	Identify laboratory values for ABGs (pH, PO ₂ , PCO ₂ , SaO ₂ , HCO ₃), BUN, cholesterol (total) glucose, hematocrit, hemoglobin, glycosylated hemoglobin (HgbA1C), platelets, potassium, sodium, WBC, creatinine, PT, PTT & APTT, INR	Obtain blood specimens peripherally or through central line	Compare client laboratory values to normal laboratory values	Educate client about the purpose and procedure of prescribed laboratory tests in order to detect any differentiation between normal and abnormal	

Diagnostic tests	Identify the results of diagnostic testing and intervene as needed	Perform diagnostic testing	Compare client diagnostic findings with pre-test results	Apply knowledge of related nursing procedures and psychomotor skills when caring for clients undergoing diagnostic testing	
Potential for alterations in body systems	Identify client potential for an alterations in body systems	Perform methods to prevent complications associated with activity level/diagnosed illness/disease for an alterations in body systems	Compare current client data to baseline client data in order to detect any alterations in body systems	Articulate your knowledge, skills, and attitude of potential for alterations in body systems	
System specific assessments	Assess the client for abnormal for specific assessments	Perform a risk or focused assessment	Compare current client data to baseline client data in order to detect any alterations during specific assessments	demonstrate your knowledge, skills, and attitude of system specific assessments	
Therapeutic procedures	Educate client about therapeutic treatments and procedures	Monitor the client before, during, and after a procedure/surgery	Manage client during and following a therapeutic treatments and procedures	Articulate knowledge of related nursing procedures and psychomotor skills when caring for clients undergoing therapeutic procedures	
D. Physiological Adaptation					
Fluids and electrolyte imbalances	Identify signs and symptoms of client fluid and/or electrolyte imbalance	Apply knowledge of pathophysiology when caring for the client	Evaluate the client's response to interventions to correct	Articulating your knowledge and skills for fluids and electrolyte imbalances in order	

		with fluid and electrolyte imbalances	fluid or electrolyte imbalance	Manage the care of the client with a fluid and electrolyte imbalance
Hemodynamics	Identify an alteration in hemodynamics, tissue perfusion and hemostasis	Apply knowledge of pathophysiology to interventions in response to client abnormal hemodynamics	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	Articulate your knowledge, skills, and attitude of hemodynamics
Illness management	Identify client data that needs to be reported immediately	Apply knowledge of client pathophysiology to illness management	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	demonstrate your knowledge and skills in illness management in order to manage the client's recovery from an illness
Medical emergencies	Explain emergency interventions to a client	Apply knowledge of pathophysiology when caring for a client experiencing a medical emergency	Evaluate and document the client's response to emergency interventions	Articulate knowledge of nursing procedures and psychomotor skills when caring for a client experiencing a medical emergency

Student Learning Outcome (competency 4): Psychosocial Integrity

- ✓ Demonstrate psychosocial integrity concepts and their roles in assessing, interpreting, and evaluating health conditions for health care recipients during providing holistic nursing care based on evidence when working across the healthcare system.

Congruent with National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and JNC competency

Competency 4: Psychosocial Integrity					
Key Concept	Jordan National Qualifications Framework				JNC competencies
	Main Knowledge (MK4)	Main Skills (MS4)	Main value (MV4)	Main competencies (MC4)	
Abuse and Neglect	Identify risk factors for domestic, child, elder abuse/neglect and sexual abuse Assess the client for abuse or neglect and intervene as appropriate	Provide a safe environment for the abused/neglected client	Evaluate client response to interventions	Plan interventions for client while articulating knowledge, skills, and attitude of client suspected of abuse and neglect	Standard (7.1,7.2, 7.3, 7.4, 7.5)
Behavioral Interventions	learn the client to develop and use strategies to decrease anxiety	Assist the client with achieving and maintaining self-control of behavior	Incorporate behavioral management techniques when caring for a client	Assess the client's appearance, mood and psychomotor behavior and identify/respond to	

				inappropriate/ abnormal behavior	
Chemical and other dependencies and substance abuse disorders	Provide information on substance abuse diagnosis and treatment plan to the client	Apply care and/or support for a client with non-substance-related dependencies	Evaluate the client's response to a treatment plan and revise as needed	Articulate Plan and provide care to clients experiencing substance-related withdrawal or toxicity	
Coping mechanisms	Identify situations which may necessitate role changes for a client and ability to adapt to temporary/permanent role changes	Provide support to the client with unexpected role changes	Evaluate the constructive use of defense mechanisms by a client	Discuss whether the client has successfully adapted to situational role changes based on knowledge, skill, and attitude of the coping mechanism	
Crisis intervention	Identify the client in crisis	Use crisis intervention techniques to assist the client in coping	Guide the client to resources for recovery from crisis	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	
Cultural awareness and influences on health	Recognize cultural issues that may impact the client's understanding/acceptance of psychiatric diagnosis	Use appropriate interpreters to assist in achieving client understanding	Incorporate client cultural practice and beliefs when planning and providing care	Assess the importance of client culture/ethnicity when planning/providing/evaluating care	
End of life care	Identify end of life needs of the client	helps the client in resolution of end-of-life issues	Evaluate end of life care and education to clients	Articulate the need for and provide psychosocial support to the family/caregiver	

Family dynamics	Identify barriers/stressors that impact family functioning	Encourage, assist the client's participation in group/family therapy	Evaluate resources available to assist family functioning	Assess family dynamics based on knowledge, skill, and attitude in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	
Grief and loss	Inform the client of expected reactions to grief and loss (e.g., denial, fear)	Assist the client in coping with suffering, grief, loss, dying, and bereavement	Evaluate the client's coping and fears related to grief and loss	Provide the client with resources to adjust to loss/bereavement based on knowledge, skill, and attitude of Grief and loss	
Mental health concepts	Identify signs and symptoms of impaired cognition (e.g., memory loss, poor hygiene) Recognize signs and symptoms of acute and chronic mental illness (e.g., schizophrenia, depression, bipolar disorder) and the client use of defense mechanisms	Apply knowledge of client psychopathology to mental health concepts applied in individual/group/family therapy	Evaluate the client ability to adhere to treatment plan	Demonstrate your knowledge, skill, and attitude of mental health concepts in order to determine the client ability to adhere to treatment plan	
Religious and spiritual	Identify the emotional problems of client or client needs that are	Help the clients to assess psychosocial, spiritual and	Appraise whether the client's	Utilize and plan interventions that meet the	

influences on health	related to religious/spiritual beliefs	occupational factors affecting care, and plan interventions	religious/spiritual needs are met	client's emotional and spiritual needs	
Sensory and perceptual alterations	Identify time, place, and stimuli surrounding the appearance of symptoms	Assist client to develop strategies for dealing with sensory and thought disturbances	Provide care for a client experiencing visual, auditory, or cognitive distortions and Provide care in a non-threatening and non-judgmental manner	demonstrate your knowledge, skills, and attitude of sensory and perceptual alterations in order to maintain reality	
Stress management	Recognize nonverbal cues to physical and/or psychological stressors including environmental, that affect client care	Implement measures to reduce physical, psychological, and environmental stressors	Evaluate the client's use of stress management techniques	Utilize information to client on stress management techniques (e.g., relaxation techniques, exercise, meditation) while articulating knowledge, skills, and attitude of stress management	
Support systems	Encourage the client's involvement in the health care decision-making process	Assist the family to plan care for client with impaired cognition	Integrate the client's feelings about the diagnosis/treatment plan with support systems	Demonstrate your knowledge, skills, and attitude of support systems in order to meet treatment plan with support systems	
Therapeutic communication	Understands verbal and nonverbal client communication needs and respect the client's personal values and beliefs	Use therapeutic communication techniques to provide client support	Evaluate the effectiveness of communications with the client	Demonstrate your knowledge, skills, and attitude of therapeutic communication in order to encourage the client to	

				verbalize feelings and building trust with clients	
Inter-professional Collaboration and Communication	Discuss the roles of the inter-professional health care team members.	Participate as a member of the inter-professional health care team	Practice active, professional collaboration with members of the inter-professional team	Demonstrate your knowledge, skills, and attitude of inter-professional collaboration and communication between health care team	
Verbal, written, and technological communication	Explore the elements of effective verbal, written, and technological communication	Utilize effective communication strategies to actively participate as a member of the health care team	Appraise the ability to clearly, accurately, and professionally convey information across the healthcare setting.	Demonstrate your knowledge, skills, and attitude of verbal, written, and technological communication among health care team	
Therapeutic environment	Identify external factors that may interfere with client recovery	Provide a therapeutic environment for clients with emotional/behavioral issues	Make client room assignments that support the therapeutic milieu	Demonstrate your knowledge, skills, and attitude of the therapeutic environment in order to support the therapeutic milieu	

Student Learning Outcome (competency 5): Global and Health Economics

- ✓ Practice professional nursing roles with identification of major global health issues such as epidemics and challenging threats and their impact on the economics of healthcare systems.

Congruent with National Accreditation Standards for Nursing, the Jordan National Qualifications Framework, and JNC competency

Competency 5: Global and Health Economics					
Key Concept	Jordan National Qualifications Framework				JNC competencies
	Main Knowledge (MK5)	Main Skills (MS5)	Main value (MV5)	Main competencies (MC5)	
Health care policy	Recognize the impact of healthcare policy on nursing practice.	Discuss nursing's role in shaping healthcare policies and how these policies influence nursing practice	Explore strategies which influence healthcare policies.	Demonstrate your knowledge, skills, and attitude of the healthcare policies in order to nursing practice.	Standard (7.1,7.2, 7.3, 7.4, 7.5)
Global disease burden	Identify a tool to quantify health loss from hundreds of diseases, injuries, and risk factors	Apply a tools that allow to compare the effects of different diseases, and then use that information at home	incorporates both the prevalence of a given disease or risk factor and the relative harm it causes	Articulate your knowledge, skills, and attitude of global disease burden in order to improved and disparities can be eliminated	

Migration/ Refugee health	Identify inadequate access to health services, despite frequently occurring physical and mental health problems.	Discuss the human rights to health and countries an obligation to provide refugee and migrant sensitive health-care services.	Providing timely access to quality health services to refugees and migrants is the best way to save lives and cut care costs, as well as protect the health of the resident citizens.	Articulate your knowledge, skills, and attitude of migration/ refugee health in order to maintain quality health services to refugees and migrants	
Social determinant of health	Identify SDH includes such factors as socioeconomic status, environment , food insecurity and food safety, education, employment, social networks, homelessness, and racism	Apply effective strategies to maintain social determinant of health	links between SDH and health outcomes to pursue care that could delay relapses	Utilize your knowledge, skills, and attitude of Social determinant of health in order to maintain health outcomes	
Value-based care	Identify value- based care requires nurse leaders to develop enhance skills to transform health care	Apply value- based care requires nurse leaders to develop enhance skills to transform health care	Display Nurses role , from leadership to the frontline staff, must embrace innovations in care that support the Triple Aim	Use your knowledge, skills, and attitude while articulating value- based care in order enhance skills to transform health care	
Health reform	Identify major health policy creation or changes, including governmental and private policies affecting health care delivery are based on health care reform	Discuss major health policy including policies affecting healthcare delivery are based on health care reform	Integrated major health policy contains provisions that will produce more nurses to meet increasing demands for health care, prepare more highly-	Articulate your knowledge, skills, and attitude of health reform in order to affecting health care delivery are based on health care reform	

			skilled nurses to better meet the client's needs		
Health informatics	Identify the relationship between information technologies and health care.	Apply tools embedded in client care technologies and information systems to support health care	Practice application of client care technologies and information systems to support health care	Demonstrate your knowledge, skills, and attitude of health informatics in order to support safe practice	
Health insurance	Identify type of insurance that offers coverage to the policy holder for medical expenses in case of a health emergency	Discuss appropriate type of insurance that offers coverage to the policy holder for medical expenses in case of a health emergency	Evaluate health insurance to pay for the health care benefits specified in the insurance agreement can reimburse the insured for expenses incurred from illness or injury, or pay the care provider directly.	Articulate your knowledge, skills, and attitude of health insurance in order to maintain optimal health	
Equity- justice	Inform client/staff members of ethical issues(equity-justice) affecting client care	Apply equity-justice s and take appropriate action	Evaluate outcomes of interventions to promote equity-justice	Demonstrate your knowledge, skills, and attitude of Practice in a manner consistent with a code of ethics for registered nurses	

Health as human right	Recognize the health as human right to treatment/procedures	Provide education to clients and staff about human rights and responsibilities	Evaluate client/staff understanding of health human rights	Demonstrate your knowledge, skills, and attitude of health as human right in order to understanding of health human rights	
Fiscal Responsibility	Describe the relationship between fiscal resources and patient/client care.	Discuss the impact of economic factors and available resources in the care of individuals, families, groups, and communities.	Evaluate the impact of human, fiscal, and material resources on healthcare delivery	Demonstrate your knowledge, skills, and attitude of fiscal responsibility	

BSN End-of-Program Student Learning Outcomes

1. Apply theoretical and empirical knowledge, based on research and evidence-based practice, in order to provide a safe and effective care environment upon the management of care and safety and infection control to achieve identified health outcomes.
2. Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups and consistent with legal, ethical, and professional standards of practice.
3. Utilize attentiveness and appropriate interventions to promote health promotion and maintenance, and prevention of disease in all aspects of nursing care with respect to social and cultural aspects.
4. Demonstrate physiological integrity concepts and critical thinking, clinical judgment, and analytical skills and their roles in assessing, interpreting, and evaluating health conditions for health care recipients through providing holistic nursing care based on evidence when working across the healthcare system.
5. Demonstrate psychosocial integrity concepts and their roles in assessing, interpreting, and evaluating health conditions for health care recipients during providing holistic nursing care based on evidence when working across the healthcare system.
6. Practice professional nursing roles with identification of major global health issues such as epidemics and challenging threats and their impact on the economics of healthcare systems

Glossary: Definition of Terms

- **Competency- Based Education:** Is an “outcomes-based approach to the assessment, design, implementation, and evaluation of education programs” (Frank et al., 2010, p. 641). It refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Glossary of Education Reform, 2014). The essence of competency-based education is to ensure that graduates have the essential knowledge, skills, and attitudes to enter the workforce. (Anema, 2009)
- **Standard:** minimum requirements by which program providers determine program content, learning outcomes and assessment criteria, which is underpinned by requirements; a standard will be fully met only when all the requirements have been demonstrated.
- **Competency:** An ability of applying particular knowledge, skills, clinical judgment attributes and values to perform contextual tasks independently, safely, timely, and confidently. Throughout a competency-based curriculum, this might be referred to either specific or transferable (generic) abilities.
- **Competence:** Competence is a requirement for entry to practice. It is a holistic concept that may be defined as “the combination of skills, knowledge and attitudes, values and technical abilities that underpin safe and effective nursing practice and interventions”.
- **Nursing graduate:** Graduate of 4 years of Bachelor of Science in Nursing (BSN) and completed the compulsory year of the internship program in the Hashemite Kingdom of Jordan

- **Bloom's taxonomy:** is used to level end-of-program student learning outcomes, course outcomes, assessments, and learning activities.
- **Constructivism:** assumes that the student's knowledge grows throughout the program thus courses are leveled according to prior knowledge and experiences.
- **Knowledge:** Broad awareness, understanding and critical view of the principle theories, concepts and terminology of the discipline
- **Skills:** The ability and capacity of using the acquired knowledge effectively to demonstrate competence.

Teaching style			Course No.	Course name	Credit hour	Theory Hours	Practical Hours	Prerequisite Co-requisite	Indicative	
Fully electronic	Blended Learning	Traditional Learning							Semester	year
1. Requirements (27) Credit Hours										
1.1 Mandatory requirement (21 credit hour)										
•			0420101	Military Sciences	3	3	0		1	1
•			0420151	National Education	3	3	0		2	1
•			0420271	Life skills	3	3	0		1	2
•			0420115	Communication skills in Arabic	3	3	0	Remedial Arabic Language	1	1
•			0420123	Communication skills in English	3	3	0	Remedial English Language	2	1
•			0420261	Entrepreneurship and innovation	3	3	0		2	2
•			0420241	Leadership and social responsibility	3	3	0		1	2
1.2 University elective requirements (06 credit hour)										
•			0420142	Human Civilization	3	3	0		1	1
•			0420253	Development and environment	3	3	0		1	2
•			0420172	Digital skills	3	3	0	Remedial computer skills	2	1
•			0420201	First aid	3	3	0		2	2
•			0420134	Sports and health	3	3	0		1	1

.			0420212	Islamic culture	3	3	0		1	2
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Teaching style			Course No.	Course name	Credit hour	Theory Hours	Practical Hours	Prerequisite Co-requisite	Indicative		
electronic	Fully	Blended learning							Traditional learning	Semester	year
2. Faculty Requirements (20) Credit Hours											
		•	0120141	General Chemistry	3	3	0	None	1	1	
		•	0120151	Biology	3	3	0	None	1	1	
	•		0201163	Biochemistry for Nurses	2	2	0	General chemistry	2	1	
	•		0201261	Pathophysiology for Nurses	3	3	0	Physiology for nurses	1	2	
	•		0201263	Microbiology for Nurses	2	2	0	Biology	2	2	
	•		0301344	Therapeutic Communication	1	1	0	None	2	3	
	•		0301435	Health Education	3	3	0	None	1	4	
	•		0301436	Nutrition in Health and Illness	3	3	0	Biochemistry for Nurses	2	3	

Teaching style			Course No.	Course name	Credit hour	Theory Hours	Practical Hours	Prerequisite Co-requisite	Indicative	
electronic	Fully Blended learning	Traditional learning							Semester	year
3. Major requirements (85) Credit Hours										
3.1 Mandatory requirements (70) credit hours										
		•	0301103	Foundation of Nursing Profession / Theory	1	1	0	None	1	1
		•	0301104	Foundation of Nursing Profession / Laboratory	3	0	9	*Foundation to Nursing /Theory	1	1
		•	0301113	Fundamental of Nursing /Theory	2	2	0	* Anatomy for Nurses	2	1
		•	0301112	Fundamentals of Nursing/ Laboratory	3	0	9	*Fundamentals of Nursing/ Theory	2	1
		•	0301213	Physical Assessment/ Theory	2	2	0	Anatomy for Nurses	1	2
		•	0301214	Physical Assessment / Laboratory	2	0	6	*Physical Assessment/ Theory	1	2
		•	0301215	Adult Nursing I/ Theory	3	3	0	Fundamentals of Nursing/ Laboratory	1	2
		•	0301216	Adult Nursing I/ Practice	3	0	12	*Adult nursing I / Theory	1	2
		•	0301217	Adult Nursing II / Theory	3	3	0	Adult Nursing I/ Theory	2	2
		•	0301220	Adult Nursing II / Practice	3	0	12	*Adult Nursing II / Theory	2	2
		•	0301218	Advanced Adult Nursing/ Theory	3	3	0	*Adult Nursing II/ Theory	2	2



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Faculty of Nursing



عراقة وجودة
Tradition and Quality

		•	0301219	Advanced Adult Nursing/ Practice	3	0	12	*Advanced Adult Nursing/ Theory	2	2
		•	0301321	Gynecology and Maternity Nursing/ Theory	3	3	0	Advanced Adult Nursing/ Practice	1	3
		•	0301322	Gynecology and Maternity Nursing / Practice	3	0	12	*Maternal and Gynecological Nursing/ Theory	1	3
		•	0301323	Pediatric and Newborn Nursing/ Theory	3	3	0	Advanced Adult Nursing/ Practice	1	3
		•	0301324	Pediatric and Newborn Nursing/ Practice	3	0	12	*Pediatric and Newborn Nursing/ Theory	1	3
	•		0301325	Growth and Development from Nursing Perspective	3	0	0	Pediatric and Newborn Nursing/ Theory	1	3
		•	0301341	Psychiatric Nursing/ Theory	3	3	0	Advanced Adult Nursing/ Practice	2	3
		•	0301342	Psychiatric Nursing/ Practice	3	0	12	*Psychiatric Nursing/ Theory	2	3
		•	0301431	Community Nursing/ Theory	3	3	0	Maternal and Gynecological Nursing/ Practice Pediatric and Newborn Nursing/ Practice	1	4
	•		0301432	Community Nursing/ Practice	3	0	12	*Community Nursing/ Theory	1	4
	•		0301433	Administration and Leadership in Nursing/ Theory	3	3	0	None	2	4
		•	0301434	Administration and Leadership in Nursing/ Practice	1	0	4	*Administration and Leadership in Nursing/ Theory Advanced Clinical Training	2	4
		•	0301444	Research in Nursing	3	3	0	None	1	4
		•	0301462	Clinical Training	5	0	20	Graduation Semester	2	4
3.2 Electives requirements (6) credit hours										
	•		0301201	Emergency Care	3	3	0	*Advanced Adult Nursing/ Theory	1	3
	•		0301439	Quality in Health Care	3	3	0			
	•		0301202	Oncology Nursing	3	3	0	*Adult Nursing1 / Theory	2	3
	•		0301404	Geriatric Care	3	3	0	None	1	4
	•		0301453	Epidemiology and Biostatistics	3	3	0	None	1	4
3.3 Supporting requirements (9) credit hours										
	•		0201162	Physiology for Nurses	3	3	0	Anatomy for Nurses	2	1
	•		0201262	Pharmacology for Nurses	3	3	0	Physiology for Nurses	1	2
	•		0201161	Anatomy for Nurses	3	3	0	Biology	2	1

❖ * Co-requisite



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