Jordan University of Science and Technology
Faculty of Nursing
Department of Adult Health nursing
First Semester 2023/2024
Course Specifications

Title & Instructor	
Course Title	Advanced Adult Health Nursing
Course Number	Nur409
Number of credit hours/ contact hours	3 Credit Hours
Prerequisites	NUR 227, NUR 342, NUR 352, NUR 464
Course Level (JNQF)	Level 7
Course Website	NA
Instructors	Dr. Wejdan Khater, RN, PhD Dr. Jehad Rababah, RN, PhD.
Office Location	Dr Wejdan N3-L-1 Dr. Jehad M1 L-4
Office Phone	Dr. Wejdan 23715 Dr, Jehad 26059
Office Hours	Dr. Wejdan Khater: Monday & Wednesday 11:30-1:30 pm Dr. Jehad Sunday: 9-10am Monday: 10-11am Tuesday: 11:30am-1pm Thursday: 9:30-10:30am
E-mail	Dr. Wejdan wkhater@just.edu.jo Dr. Jehad jarababah@just.edu.jo
Teaching Assistant	NA

Course Description

This course focuses on the process of decision making in managing the care of adult clients experiencing critical conditions that are life threatening and/or involve multiple body systems. Complex medical-surgical conditions in adults are discussed in terms of pathophysiology, etiology, diagnosis, and treatments that are based on current research. A collaborative care approach will be stressed to meet the critically ill client and his family`s physiological, psychological, and developmental needs taking into consideration the client and his family`s sociocultural context. Students will use critical thinking and problem-solving skills to integrate knowledge acquired in class into the nursing process while caring for clients and their families.

Course Aim

This course will provide the student with the basic knowledge and skills required for the provision of nursing care and comfort to the critically ill adult. The focus of this course is on enhancing students' critical thinking skills and abilities and, consequently, improving their decision making and clinical reasoning. Evidence-based teaching strategies and materials are integrated in this course to better address the complexity of the health needs of the critically ill patients and their family members. Examples of the innovative teaching strategies used in this course are problem-based learning (PBL) and concept maps.

Course Map						
Course Student Learning Outcomes (CSLOs)	**Weights**	**End of Program Students Learning Outcome (EPSLOs)**	**National Qualification framework K: Knowledge S: Skills C: Competency**	**Relevant Competency**	**Competency mastery level I: Introduced R: Reinforced P: Proficient**	**Evaluation Methods**
1) Discuss actual and potential life-threatening, critical conditions affecting the cardiovascular, respiratory, and neurological systems as well as other multi-organ/system dysfunctions.	25%	**EPSLO 1:** Integrate knowledge from nursing, arts, humanities, and other sciences and disciplines to make judgments relative to the practice of nursing that is based on research findings and evidence.	**L7, K**: (Methodological understanding of the theories, concepts, principles and circulars associated with the fields of learning some of which are state-of-the-art).	**Role-Specific Competency:** Inter-professional Care. **Core-Competencies:** Evidence Based Knowledge. Critical Thinking. Reflection.	P	1. Exam (multiple choice and essay questions).
2) Integrate evidence-based knowledge from nursing, medicine, and other sciences to meet the health needs of critically ill patients and their families.	10%	**EPSLO 1:** Integrate knowledge from nursing, arts, humanities, and other sciences and disciplines to make judgments relative to the practice of nursing that is based on research findings and evidence.	**L7, K**: (Methodological understanding of the theories, concepts, principles and circulars associated with the fields of learning some of which are state-of-the-art).	**Role-Specific Competency:** Inter-professional Care. **Core-Competencies:** Evidence Based Knowledge. Critical Thinking. Reflection.	P	Evidence based project.
3) Utilize critical thinking, problem solving, and decision-making skills in planning	35%	**EPSLO5:** Use critical thinking to provide holistic	**L7, S1:** Mastering the skills and tools required to	**Role-Specific Competency:** Care Provider.	P	1. Exam (multiple choice and essay questions).

and providing care to patients at different critical care settings (e.g. ICU, CCU, ER, and general hospital floors).		nursing care across the lifespan in a variety of complex healthcare settings utilizing the nursing process to promote health, prevent diseases, and maintain the well-being of individuals, families, groups, communities and populations.	solve complex problems in a specialized field of study.	**Core-Competencies:** Patient Centered Care. Decision-Making. Holistic-Care. Patient Safety**:**		
4) Demonstrates effective communication and professional behavior with critically ill patients, their families, and healthcare providers.	10%	**EPSLO 3:** Communicate effectively through verbal, written and electronic medium with individuals, families, groups, organizations, communities and members of the healthcare team, and in documentation of data in the delivery of quality client-centered care.	**L7, S1:** Mastering the skills and tools required to solve complex problems in a specialized field of study. **L7, S2:** Demonstrating specialized and conceptual skills in the field of study.	**Role-Specific Competency:** Interpersonal Relationship. **Core-Competencies:** Interdisciplinary Care. Therapeutic communication. Collaboration.	P	1. Exam (multiple choice and essay questions).
5) Demonstrates leadership as a collaborative member of the interdisciplinary critical care team.	10%	**EPSLO 2:** Apply concepts and skills of leadership, management,	**L7, S1:** Mastering the skills and tools required to solve	**Role-Specific Competency:** Manager/ Leader.	R	1. Exam (multiple choice and essay questions).

		quality improvement and patient safety in the delivery of high-quality therapeutic nursing interventions for individuals, families, groups, communities, and populations.	complex problems in a specialized field of study. **L7 ,S2:** Demonstrating specialized and conceptual skills in the field of study.	**Core-Competencies:** Leadership.		
6) Recognize the standards of nursing care, the scope of practice, and the codes of ethics while providing care to critically ill patients.	10%	**EPSLO 6:** Accept responsibility and accountability for professional nursing practice including the inherent values of ethics, altruism, autonomy, human dignity, integrity and social justice.	**L7, C2:** Taking responsibility for making decisions in work or study contexts. **L7, C3:** Taking responsibility for group work and work effectively under peer guidance	**Role-Specific Competency:** Professional responsibility **Core-Competencies:** Responsibility Accountability	R	1. Exam (multiple choice and essay questions)

Text Book & References (1)	
Title	Critical Care Nursing: A Holistic Approach
Author(s)	Morton, P & Fontaine, D
Publisher	Lippincott Williams & Wilkins
Year	2018
Edition	11th Edition
Book Website	www.lww.com
References	Morton, P. G &Fontaine, D (2018). Critical care nursing: a holistic approach. Philadelphia: Wolters Kluwer.

Useful Resources

Examples of useful resources that are expected to enhance students' academic achievement and lifelong learning include:

- Nursing Skills and Simulation Labs (including the videos library).
- Lippincott Procedures.
- JUST Library References & Books.
- Class notes, PPT slides, and other teaching aides used in the classroom.

Concept maps creators other useful resources will be provided during class time.

Teaching & Learning Methods
We will be using a whole host of modalities to help individual students gain better insight into the critically ill patient. Lectures, PBL, concept mapping, discussion, study assignments, readings, case study and care plans, reflective journaling, audiovisual materials, and simulation and interactive scenarios are among the methods of instruction used for learning in this course. The students are also responsible for revising and integrating knowledge previously learned in other courses including anatomy and physiology, fundamentals of nursing, health assessment, medical surgical nursing, nursing research, and nursing ethics and issues.

Assessment		
Assessment Type	**Expected Due Date**	**Weight**
First Exam	TBA	25%
Second Exam	TBA	25%
Evidence based project	TBA (See Appendix)	10%
Final Exam	Final`s week	40%

Grading Scale			
A+	100-95	C+	69-67
A	94-85	C	66-63
A-	84-80	C-	62-60
B+	79-77	D+	59-57
B	76-73	D	56-53
B-	72-70	D-	52-50

Course Schedule

Module	Date	Topics	Readings & Assignments Due	Achieved SLOs
Module I: Course	Week #1	• Course introduction and overview • Defining the critical care nurse and environment	Course syllabus	

	Week #2	• The patient's experience with critical illness • The family's experience with critical illness	Ch. 9 (99-100) Ch. 2 (15-28)	3,5 , 6
		• Relieving pain and providing comfort	Ch. 3 (29-38) Ch. 5 (51-66)	3,5 ,6
	Week #3	• Hemodynamic monitoring	Ch. 17 (263-292)	1,2,4
		• Hemodynamic monitoring	Ch. 17 (263-292)	1,2,4
Module II: Cardiovascular System	Week#4	• Patient assessment (H & P) • Diagnostic procedures	Ch. 17 (206-242)	1,2
		• Acute Myocardial Infarction (AMI) • Thrombolytics	Ch. 21 (417-443) Ch. 18 (294-297)	1.2.4
	Week#5	• Percutaneous coronary intervention (PCI) • Cardiac surgery	Ch. 18 (305-317) Ch. 22 (444-463)	1,2,4,
		• Dysrhythmias	Ch. 17 (242-263)	1,2,,4
	Week # 6	• Dysrhythmias	Ch. 17 (242-263)	1,2,4,
		• Dysrhythmias management: - Antiarrhythmics - Cardioversion - Ablation - Pacemaker - Defibrillation & Implantable cardioverter-defibrillator	Ch. 18 (297-305) Ch. 18 (341-343) Ch. 18 (343-345) Ch. 18 (345-358) Ch. 18 (367-368)	1,2,4,5
		• Module II review		
Module III: Neurological System	Week #7 &8	• Patient assessment (H & P) • Diagnostic procedures	Ch. 33 (723-743)	1,2
		• Intracranial dynamics • Intracranial pressure (ICP) • Increased ICP	Ch. 34 (744-761)	1,2,4,5
	Week #8 &9	• Traumatic brain injury (TBI)	Ch. 36 (805-823)	1,2,4,5
		• Traumatic brain injury (TBI)		
	Week #10	• Spinal cord injury (SCI)	Ch. 37 (824-850)	1,2,4,5
		• Module IV review		
Module IV: Respiratory System	Week# 11	• Patient assessment (H & P) • Diagnostic procedures	Ch. 24 (485-505) Ch. 25 (513-516)	1,2
		• Artificial airways • Ventilatory support & mechanical ventilation	Ch. 25 (516-521) Ch. 25 (524-549)	1,2,4,5

	Week # 12	• Acute respiratory failure (ARF)	Ch. 26 (582-589)	1,2,4,5
		• Acute respiratory distress syndrome (ARDS)	Ch. 27 (590-605)	1, 2,4,5
		• Module III review		
Module V: Multisystem and Dysfunction	Week # 13	• Shock • Systemic inflammatory response syndrome (SIRS)	Ch. 54 (1209-1233)	1,2,4,5
	Week #14	• Multiple organ dysfunction syndrome (MODS)	Ch. 54 (1209-1233)	1,2,4,5
		• Module IV review		
	Week #15	**Evidence based project presentation**		

Additional Notes	
Exams	All exams are closed book and notes. The final exam is comprehensive (covers all the material). Incomplete exams need approval from the instructor and the dean of the Faculty of Nursing
Cheating	Prohibited; and in case of cheating the student will be subject to JUST regulations (could be accessed through this link http://www.just.edu.jo/aboutjust/RegulationsTemp/40%201/الطلبة%20تأديب%20نظام.pdf
Attendance	The instructor will keep track of attendance according to JUST regulations. In case of exceeding the permitted percentage of absenteeism (20%), the student will be dismissed from the course.
Participation	The instructor will serve as a facilitator of learning in the classroom and through posting various assignments on E-Learning. This approach is expected to facilitate successful achievement of the SLO's and course objectives. In the classroom, the instructor will implement different methods to encourage in-class participation.
Laboratory	N.A
Withdraw	Should any student decide to withdraw from the class, s/he should refer to the university calendar for due date regarding the last date to withdraw.