

خطة وتوصيف مساق

| اسم المساق   | أسس التمريض (1) | رقم المساق | BNUR1322    | نوع المساق     | تخصص                 | عدد فصول المساق  | 10            | عدد محاضرات المساق | 24         |
|--|-----------------|------------|-------------|----------------|----------------------|------------------|---------------|--------------------|------------|
| القسم  | تمريض           | التخصص     | تمريض       | المتطلب السابق | المفاهيم الصحية      | المتطلب اللاحق   | أسس تمريض (2) | عدد ساعات المساق   | 3          |
| المحاضر  | د. عزات العسكري | رقم الجوال | 059 9334010 | بريد إلكتروني  | easkari@israa.edu.ps | الساعات المكتبية |               | الفصل الدراسي      | الثاني     |
| <p>This course introduces classic nursing principles that underpin future clinical practice. Principles include nursing process focus, familiarity with its components will reinforce its use in the skills and nursing care plans throughout the text. Performing basic client needs, comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, Infection Control: isolation techniques, PPE, infection control precautions. Recording &amp; Reporting, Admission, discharge, transfer, &amp; referral, vital signs: measuring pulse, respiration, and blood pressure, hygiene, use of the nursing process with particular emphasis on the intervention component and maintaining oxygenation. The laboratory will afford practical experience in application of the principles and skills taught in the theory portion. Highlighting essential education points for nurses to communicate to clients and their families.</p> |                 |            |             |                |                      |                  |               |                    | وصف المساق |

أهداف المساق ومخرجاته

| #  | أهداف المساق<br>مع نهاية هذه المساق، سيتمكن الطلاب من ... | مخرجات المساق   | معرفة وفهم  | مهارات ذهنية  | مهارات تقنية وفنية  | مهارات عامة                                |
|----|---|---|---|---|---|--|
| 1. | Maintain quality & safety in nursing practice             | Knowledge and understanding, Cognitive skills, practical skills, and General skills | Describe six characteristics of the nursing process.<br>Understand the nursing process at a beginning level of skill.<br>Differentiate between data base, focus, and functional assessments | Interpret and manage human responses of clients either actual or potential health problems.<br>Give examples for objective and subjective data.<br>Discuss three outcomes that result from evaluation | Demonstrate fundamental nursing psychomotor skills in a safe manner.<br>Try to apply the nursing process steps.<br>Interpret the data collected from a client | Ability to apply the nursing process steps |
|    |   | Knowledge and understanding, Cognitive skills, practical skills                     | Ability to assess the patient condition<br>Name at least two outcomes   | Able to identify health problems<br>Able to formulate short- and long-term goals  | Utilize the nursing process in the care of all clients<br>Apply assessment step of the and diagnosis  |  |
| 2. | Fostering Communication                                   | Knowledge and understanding, Cognitive skills,                                      | Identify seven uses for medical records.<br>Identify six methods of charting  | Differentiate between source oriented and problem-oriented records.   | Uses the different charting methods.  | Able to document data in client's records. |

| نوع مخرجات التعليم (مختصر)   |  |  |   | مخرجات المساق   | أهداف المساق<br>مع نهاية هذه المساق، سيتمكن<br>الطلاب من ... | #  |
|--|--|--|---|---|--|----|
| مهارات عامة  | مهارات تقنية وفنية   | مهارات ذهنية   | معرفة وفهم  |   |  |    |
| Able to use written forms and communicate information about clients              | Writing the nursing notes using the approved abbreviations.<br>Converting time from traditional to military time                       | Discuss why it is important to use only approved abbreviations when charting.<br>Explain how to convert traditional time to military time  | Identify four written forms used to communicate information about clients   | practical skills, and General skills  |  |    |
|  | Able to do:<br>Hand washing – surgical hand antisepsis<br>Creating a sterile field<br>Donning sterile gloves<br>Donning a sterile gown | Differentiate between pathogenic and nonpathogenic<br>Differentiate between medical and surgical asepsis<br>Discuss the concepts of asepsis  | Know how to prevent infection<br>Name six components in the chain of infection  | Knowledge and understanding, Cognitive skills, practical skills                     | Performing basic client needs                                | .3 |
|  | Use the personal protective equipment properly.<br>Choose the suitable transmission-based precautions properly.                        | Discuss situations in which nurses use standard precautions & transmission-based Precautions.<br>Discuss the unique characteristic of older adults in relation to infectious diseases.<br>Discuss the rationale for removing PPE in a specific sequence after caring for a client with an infection. | Differentiate between infection and colonization.<br>List five stages in the course of an infectious disease.<br>Describe the rationale for using airborne, droplet, and contact precautions. | Knowledge and understanding, Cognitive skills, practical skills                     |  |    |
| Arrange for discharging a client to go home easily                               | Preparing the client's room<br>Providing discharge instructions  | Discuss the purpose of minimum data set (MDS)  | List four major steps involved in the admission process<br>List the steps involved in the discharge process   | Knowledge and understanding, Cognitive skills, practical skills, and General skills |  |    |
| Able to communicate data concerning normal and abnormal findings in vital signs. | Able to measure temperature, pulse, and respiration  | Explain at least four terms used to describe abnormal breathing characteristics  | List four signs or symptoms that accompany a fever or subnormal body temperature  | Knowledge and understanding, Cognitive skills,                                      |  |    |

| نوع مخرجات التعليم (مختصر) |   |   |   | مخرجات المساق   | أهداف المساق<br>مع نهاية هذه المساق، سيتمكن<br>الطلاب من ... | #  |
|----------------------------|---|---|---|---|--|----|
| مهارات عامة                | مهارات تقنية وفنية  | مهارات ذهنية  | معرفة وفهم  |   |  |    |
|                            |   |   |   | practical skills, and<br>General skills                               |  |    |
|                            | Able to measure a blood pressure.   | Discuss the physiologic data that can be inferred from a blood pressure assessment          | Name the most commonly used site for pulse assessment.  | Knowledge and understanding,<br>Cognitive skills,<br>practical skills |  |    |
|                            | Providing a tub bath or shower<br>Administering perineal care.<br>Giving a bed bath.<br>Giving oral hygiene to unconscious client.<br>Shampooing hair | Discuss the reasons for sound disturbances experienced by people.                           | Define hygiene<br>Name five hygiene practices that most people perform regularly.<br>Name three items recommended for oral hygiene. | Knowledge and understanding,<br>Cognitive skills,<br>practical skills | Assisting with basic Needs                                   | .4 |
|                            | Making an unoccupied bed<br>Making an occupied bed<br>Giving a back massage   | Differentiate between comfort, rest and sleep.  | Describe four ways to modify the client environment to promote comfort, rest, and sleep   | Knowledge and understanding,<br>Cognitive skills,<br>practical skills |  |    |
|                            | Apply all measures needed to promote comfort, rest and sleep  | Discuss unique characteristics of sleep among older adults                                  | Name 10 factors that affect sleep.<br>Describe four categories of sleep disorders   | Knowledge and understanding,<br>Cognitive skills,<br>practical skills |  |    |
|                            |   | Discuss the purpose of the national patient safety goals and methods for implementing them. | Name six injuries that result from environmental hazards.   | Knowledge and understanding,<br>Cognitive skills                      |  |    |
|                            | Using physical restraints   | Explain why older adults Are prone to falling   | Name at least six common substances associated with poisoning<br>Give at least four criteria for applying a physical restraint      | Knowledge and understanding,<br>Cognitive skills,<br>practical skills |  |    |
|                            | Preparing a patient-controlled analgesia infuser  | Explain the differences between pain perception, pain threshold, and pain tolerance         | Give a general definition of pain.<br>Name at least five types of pain.<br>Define addiction   | Knowledge and understanding,<br>Cognitive skills,<br>practical skills |  |    |

| نوع مخرجات التعليم (مختصر)                         |  |  |  | مخرجات المساق  | أهداف المساق<br>مع نهاية هذه المساق، سيتمكن<br>الطلاب من ... | # |
|--|--|--|--|--|--|---|
| مهارات عامة  | مهارات تقنية وفنية   | مهارات ذهنية   | معرفة وفهم   |  |  |   |
|  |  |  | Define placebo and explain the basis for its positive effect.  |  |  |   |
| Documenting the administration of oxygen correctly | Using a pulse oximeter<br>Administering oxygen<br>Maintaining a water-seal<br>Chest tube drainage system | Explain the difference between ventilation and respiration   | Name two methods for assessing the oxygenation status of clients at the bedside.   | Knowledge and understanding,<br>Cognitive skills,<br>practical skills,<br>and General skills |  |   |
|  | Uses suitable items to provide oxygen therapy safely.  | Differentiate between external and internal respiration<br>Discuss two hazards related to the administration of oxygen<br>Discuss at least two facts concerning oxygenation that affect the care of older adults | List at least five signs of inadequate oxygenation<br>Name two nursing interventions that can be used to improve ventilation and oxygenation.<br>Identify four items that may be needed when providing oxygen therapy. | Knowledge and understanding,<br>Cognitive skills,<br>practical skills                        |  |   |

| مصفوفة التعليم والتعلم             |                   |                |                    |        |                                   |                        |                 |                                |         |                            |                 |                          |                |   |         |       |         |
|------------------------------------|-------------------|----------------|--------------------|--------|-----------------------------------|------------------------|-----------------|--------------------------------|---------|----------------------------|-----------------|--------------------------|----------------|---|---------|-------|---------|
| أساليب التقويم المرحلية<br>3-2-1-0 |                   |                |                    |        | أساليب التعليم والتعلم<br>3-2-1-0 |                        |                 |                                |         | مخرجات المحاضرة<br>3-2-1-0 |                 |                          |                | محتويات المقرر  | التاريخ | اليوم | الأسبوع |
| اختبار<br>نهائي                    | اختبارات<br>قصيرة | اختبار<br>نصفي | واجبات/<br>تكليفات | مناقشة | تكليفات/<br>واجبات                | أسئلة<br>حل/<br>مشكلات | عروض<br>تقديمية | مناقشة جماعية<br>/استضافة خبير | محاضرات | معرفة<br>وفهم              | مهارات<br>ذهنية | مهارات<br>تقنية<br>وفنية | مهارات<br>عامة |   |         |       |         |
| 2                                  | 3                 | 3              | 3                  | 3      | 3                                 | 3                      | 3               | 3                              | 3       | 3                          | 1               | 3                        | 3              | Nursing Process: Steps of Nursing process                                   |         |       | 1.      |
| 2                                  | 3                 | 3              | 3                  | 3      | 3                                 | 3                      | 3               | 3                              | 3       | 3                          | 1               | 3                        | 3              | Nursing Process: Steps of Nursing process                                   |         |       | 2.      |
| 2                                  | 2                 | 2              | 2                  | 3      | 1                                 | 2                      | 2               | 3                              | 3       | 3                          | 1               | 3                        | 3              | Asepsis: Handwashing, personal protective equipment (PPE)                   |         |       | 3.      |
| 2                                  | 2                 | 2              | 2                  | 3      | 1                                 | 2                      | 2               | 3                              | 3       | 2                          | 2               | 3                        | 3              | Infection Control: isolation techniques, PPE infection control precautions. |         |       | 4.      |
| 2                                  | 2                 | 2              | 2                  | 3      | 1                                 | 1                      | 2               | 2                              | 3       | 3                          | 3               | 3                        | 3              | Recording & Reporting   |         |       | 5.      |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |     |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|-----|
| 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | 1 | 3 | Admission, discharge, transfer, & Referral                    |  |  | .6  |
| 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | Vital signs: measuring temperature                            |  |  | .7  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   | <b>Midterm Exam</b>   |  |  | .8  |
| 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | Vital signs: measuring pulse, respiration, and blood pressure |  |  | .9  |
| 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | Personal Hygiene & bed making                                 |  |  | .10 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | Comfort & Rest  |  |  | .11 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | Sleep & Relation techniques                                   |  |  | .12 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | Pain Management   |  |  | .13 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | Maintaining Oxygenation                                       |  |  | .14 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   | <b>Final Examination</b>                                      |  |  | .15 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   | <b>Final Examination</b>                                      |  |  | .16 |

|  |                    |
|--|--------------------|
| Timby B.K. (2017). Fundamentals nursing skills and concepts. (11th ed.). Unites States: Lippincott Williams and Wilkins.   | الكتاب المقرر      |
| Berman, A., Snyder, S. J., Kozier, B., Erb, G. L., Levett-Jones, T., Dwyer, T., ... & Parker, B. (2014). <i>Kozier &amp; Erb's Fundamentals of Nursing Australian Edition</i> (Vol. 3). Pearson Higher Education AU. | كتاب مساعد / إضافي |
| Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2016). <i>Fundamentals of Nursing-E-Book</i> . Mosby: Elsevier health sciences.   |                    |
| Carol Taylor, Carol Lillis, Pamela Lynn, (2015). Fundamentals of nursing: The art and science of person-centered nursing care (8 <sup>th</sup> ed.). Philadelphia: Lippincott.                                       |                    |
| Potter, P. A., Perry, A. G., Stockert, P., Hall, A., Astle, B. J., & Dugleby, W. (2018). <i>Canadian Fundamentals of Nursing-E-Book</i> . Elsevier Health Sciences.  |                    |
| Scully, N and Wilson, D. (2014). <i>Clinical Cases: Fundamentals of Nursing Case Studies</i> . Elsevier Australia  |                    |
| Williana, P. (2018). <i>Study Guide for Dewit's Fundamental Concepts and Skills for Nursing</i> . (5 <sup>th</sup> ed.) Williams Saunders: Elsevier.   |                    |

| المجموع  | اختبار نهائي | اختبار نصفي | أنشطة فصلية      |                      |              | توزيع درجات المساق |
|----------|--------------|-------------|------------------|----------------------|--------------|--------------------|
|          |              |             | تكاليفات وواجبات | اختبارات قصيرة (1،2) | حضور ومشاركة |                    |
| 100 درجة | 40 درجة      | 30 درجة     | 10 درجات         | 10 درجات             | 10 درجات     |                    |

|         |                 |                 |                  |                   |                   |
|---------|-----------------|-----------------|------------------|-------------------|-------------------|
| المسؤول | محاضر المساق    | رئيس القسم      | عميد الكلية      | المناهج والمقررات | الشؤون الأكاديمية |
| التوقيع | د. عزات العسكري | د. عزات العسكري | د. طالب أبو معلا |                   |                   |

## تعريف المصطلحات

المعرفة والفهم: تعني المعارف والمفاهيم التي يكتسبها الطالب من المساق

المهارات الذهنية: تعني القدرات العقلية التي تتنامى بتحصيل المعارف والمناقشات الصفية، وما يصاحبها من الاستدلال والاستنتاج، وما يكتسب الطالب من الأنشطة غير الصفية

المهارات التقنية والفنية: تعني المهارات التي يكتسبها الطالب لتحويل ما حصله من معارف نظرية إلى قدرات ومهارات تطبيقية عملية، تمكنه من توظيف معارفه في أدائه المهني

المهارات العامة: وهي التي يكتسبها الطالب من البرنامج، لتمكنه من التواصل مع المؤسسات المجتمعية كالتفاعل معها

الجوانب الوجدانية: ونعني بها القيم والاتجاهات وأوجه التقدير التي توجه انفعالات الطالب وسلوكياته

تعريف الأرقام: (0: لا يستخدم)، (1: بدرجة قليلة)، (2: بدرجة متوسطة)، (1: بدرجة كبيرة)

مصفوفة أساليب التعليم والتعلم ونواتج التعلم المرجوة لمقرر أسس تمريض (1)

| نواتج التعلم المستهدفة            |   |   |  |   |   |                                      |   |   |   |   |   | أساليب التعليم والتعلم |
|-----------------------------------|---|---|--|---|---|--------------------------------------|---|---|---|---|---|------------------------|
| المهارات العامة<br>General Skills |   |   | المهارات المهنية والعملية<br>Professional Skills |   |   | المهارات الذهنية<br>Cognitive Skills |   |   | المعرفة والفهم<br>Knowledge & Understanding |   |   |                        |
| G                                 |   |   | P  |   |   | I                                    |   |   | K   |   |   |                        |
| 3                                 | 2 | 1 | 3  | 2 | 1 | 3                                    | 2 | 1 | 3   | 2 | 1 |                        |
|                                   | 2 |   | 3  |   |   |                                      | 2 |   | 3   |   |   | محاضرات                |
|                                   | 2 |   | 3  |   |   | 3                                    |   |   | 3   |   |   | مناقشات                |
| 3                                 |   |   | 3  |   |   | 3                                    |   |   |   | 2 |   | ورش عمل                |
|                                   | 2 |   | 3  |   |   |                                      | 2 |   |   |   | 1 | حالات عملية            |
|                                   | 3 |   |  | 2 |   |                                      | 2 |   |   | 2 |   | تكليفات وواجبات        |
| 3                                 |   |   | 3  |   |   | 3                                    |   |   | 3   |   |   | البحث                  |

| مصفوفة أساليب التقويم ونواتج التعلم المرجوة لمقرر أسس تمريض (1) |   |   |  |   |   |   |   |   |   |   |   |                |                 |
|---|---|---|--|---|---|---|---|---|---|---|---|----------------|-----------------|
| نواتج التعلم المرجوة  |   |   |  |   |   |   |   |   |   |   |   |                |                 |
| المهارات العامة<br>General Skills                               |   |   | المهارات المهنية والعملية<br>Professional Skills |   |   | المهارات الذهنية<br>Intellectual Skills |   |   | المعرفة والفهم<br>Knowledge & Understanding |   |   | أساليب التقويم |                 |
| G   |   |   | P  |   |   | I                                       |   |   | K   |   |   |                |                 |
| 3   | 2 | 1 | 3  | 2 | 1 | 3                                       | 2 | 1 | 3   | 2 | 1 | العلامة        |                 |
|   |   |   |  | √ |   | √                                       |   |   |   |   | √ | 10             | مشاركة          |
|   | √ |   | √  |   |   |   | √ |   |   | √ |   | 10             | واجبات وتعيينات |
|   |   |   |  |   |   | √                                       |   |   | √   |   |   | 05             | اختبار قصير (1) |
| √   |   |   |  | √ |   | √                                       |   |   |   |   | √ | 30             | اختبار نصفي     |
|   |   |   |  |   |   | √                                       |   |   | √   |   |   | 05             | اختبار قصير (2) |
| √   |   |   | √  |   |   | √                                       |   | √ |   |   | √ | 40             | اختبار نهائي    |
|   |   |   |  |   |   |   |   |   |   |   |   | 100            | الإجمالي        |