



**Philadelphia University  
School of Nursing  
First Semester, 2018 /2019**

<b><u>Course Syllabus</u></b>	
<b>Course Title:</b> : Adult health Nursing II (theory)	<b>Course code:</b>
<b>Course Level:</b> 2 <sup>nd</sup> year	<b>Course prerequisite(s) and/or Co-requisite(s):</b>
<b>Lecture Time:</b> Sunday, Tuesday: 2:15pm-3:45pm	<b>Credit hours:</b> 3 Credit hours

**Academic Staff Specifics**

- **Name:** Dr. Mayada Daibes (CNS), Associate professor
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**Course Description:**

This course provides an understanding of the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness. This course will address nursing care issues from a physiologic, pathophysiologic, and psychosocial context. Nursing students will develop up-to-date knowledge to apply through critical thinking and clinical reasoning

**Course Objectives:**

- Integrate biopsychosocial principles to understand selected alterations in health
- Interpret laboratory and diagnostic studies for clients experiencing health alterations.
- Utilize the nursing process as a framework to help clients adapt to alterations in health, health promotion, and disease prevention
- Institute appropriate nursing interventions based on acquired knowledge and skills
- Demonstrate beginning knowledge and use of evidenced- based practice in the care of clients with health alteration.
- Utilize the nursing principles of teaching and learning as they relate to health.

- Describe the basic concepts of nursing including healthcare delivery and evidence-based practice, community-based nursing, critical thinking, ethical decision making, the nursing process, health education, health promotion, and health assessment.
- Discuss biophysical and psychosocial concepts as they relate to nursing practice: individual and family homeostasis, stress, and adaptation; transcultural nursing, genetics and genomics, chronic illness, rehabilitation, and care of the older adult.
- Understand concepts and challenges regarding patient management including pain management, shock and multiple organ dysfunction syndrome, oncology, and end-of-life care.
- Describe the basic role of the nurse in perioperative care: preoperative, intraoperative, and postoperative of certain and defined issue.
- Implement safe, effective nursing care for individuals with lower respiratory, cardiovascular, hematologic, immunologic, metabolic and endocrine, burn, integumentary, sensory, and neurologic dysfunction.
- Describe the nurse's role in assessment and implementation of patients with infectious diseases.
- Understand the nurse's critical responsibilities related to emergency nursing, terrorism, mass casualty, and disaster nursing concepts

**Course Components:**

- Introduction to medical surgical and step care units.
- Hepatic and biliary disorders
- Endocrine disorders
- Respiratory disorders
- Cardiovascular disorders
- Burns
- Neurological dysfunctions
- Oncology

**Textbook:**

<b>Textbook</b>	
Title	Brunner and Suddarth's Textbook of Medical Surgical Nursing
Author(s)	By Janice L. Hinkle phd RN CNRN (Author), Kerry H. Cheever phd RN (Author)
Publisher	Lippincott: Williams & Wilkins
Year	2013
Edition	13 <sup>th</sup> ed.

In addition to the above, the students will be provided with handouts by the lecturer.

**Teaching Methods:**

- Interactive Lecture, discussion, , Reading Assignment

**Assessment instruments:**

- Quizzes
- Exams

**Course Evaluation**

<b><u>Allocation of Marks</u></b>	
<b>Assessment Instruments</b>	<b>Mark</b>
First examination (Tuesday 20/11/2018)	20%
Second examination (Sunday 23/12/2018)	20%
Quizzes, attendance	20%
Final Exam	40%
Total	100%

\* Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams

May be different from regular exams in content and format.

## Course schedule

Week	Lecture outline	Notes
1 +2	-Course Introduction -	
	Management of patients with respiratory problems -respiratory function <b>-lower respiratory system:</b> 1. <b>Atelectasis</b> 2. Respiratory Infections (acute tracheobronchitis, pneumonia, lung abscess, tuberculosis).  3. Pleural conditions (pleurisy, pleural effusion, and empyema). 4. pulmonary embolism 5. Chest trauma	Ch. 23
3	Sensory Function: vision and hearing disorders	Ch. 63+64
4+5	Cardiac system: 1. The Electrocardiogram. 2. Coronary Artery Disease, Angina Pectoris, Myocardial Infarction. 3. Heart Failure and Pulmonary Edema.	Ch. 25, 26, 27, 28, 30
6+7	Management of Hepatic and biliary disorders: 1. Diagnostic Evaluation of Hepatic Function. 2. Clinical Manifestations of Hepatic Dysfunction. 3. Hepatic Disorders (jaundice, portal hypertension, ascites, esophageal varices). 4. Hepatic Encephalopathy 5. Management of patients with Viral Hepatitis 6. Nursing Process: The Patient with Hepatic Cirrhosis 7. Cancer of the liver. 8. Disorders of the Gallbladder (Cholecystitis, Cholelithiasis) 9. Nursing Process: The Patient undergoing surgery for gallbladder disease 10. Acute Pancreatitis. 11. Nursing Process: the patient with Acute Pancreatitis 12. Chronic Pancreatitis	Ch. 39, 40  <b>1<sup>st</sup> exam</b>

8	<p>Management of Endocrine system:</p> <ol style="list-style-type: none"> <li>1. Physiologic Overview</li> <li>2. The Thyroid Gland</li> <li>3. The Parathyroid Gland.</li> <li>4. The Adrenal Glands.</li> </ol>	Ch. 42
9+10	<p>Management of Nervous system disorder:</p> <ol style="list-style-type: none"> <li>1. Anatomic and physiologic, the central nervous system, spinal cord, cranial nerves, motor and sensory system</li> <li>2. Assessment, health history and clinical manifestations, physical examination with cerebral function, motor and sensory function, cranial nerves and mental status</li> <li>3. Diagnostic procedure, CTS, MRI, EEG, cerebral angiography and Lumber puncture</li> <li>4. Neurological dysfunction; altered level of consciousness seizures; headache.</li> </ol>	Ch. 66
11+12	<p>Burn management</p> <ol style="list-style-type: none"> <li>1. Classification of burns.</li> <li>2. Pathophysiology of Burns</li> <li>3. Emergent/Resuscitative Phase of Burn Care.</li> <li>4. Acute or Intermediate Phase of Burn Care.</li> <li>5. Disorders of Wound Healing</li> <li>6. Rehabilitation Phase of Burn Care</li> <li>7. Patient Education and Home care Considerations</li> </ol>	<p>Ch. 62</p> <p><b>2<sup>nd</sup> exam</b></p>
13+14	<p>Management of patients with Immune system disorders:</p> <ol style="list-style-type: none"> <li>1. Assessment of the Factors Affecting the immune function</li> <li>2. Transmission</li> <li>3. Pathophysiology and stages of HIV disease</li> <li>4. Clinical Manifestations</li> <li>5. Diagnostic Evaluation</li> <li>6. Treatment of HIV</li> <li>7. Supportive Care.</li> <li>8. Nursing Process: The Patient with AIDS.</li> <li>9. Medical management of HIV</li> <li>10. Anaphylaxis</li> <li>11. Nursing Process: The patient with a rheumatic disease</li> <li>12. Diffuse connective Tissue Diseases (SLE), (RA)</li> </ol>	Ch. 50, 52, 53, 54

15	Oncology: 1. Pathophysiology of malignant process. 2. Detection and prevention of cancer. 3. Diagnosis of cancer and related nursing consideration. 4. Management of cancer.	Ch. 16

## Class objectives and contents

Week	Class objectives and contents	Notes
1 +2	<p data-bbox="347 309 639 338">-Course Introduction</p> <p data-bbox="347 421 1107 495"><b>Management of patients with chest and respiratory problems</b></p> <p data-bbox="347 499 1098 528"><i>On completion of this chapter the student will be able to:-</i></p> <ol data-bbox="347 533 1182 786" style="list-style-type: none"> <li data-bbox="347 533 1182 600">1. Use the nursing process as a framework for care of the patient with tracheobronchitis and pneumonia.</li> <li data-bbox="347 604 1118 672">2. Relate pleurisy, pleural effusion, empyema to pulmonary infection.</li> <li data-bbox="347 676 1086 786">3. Describe risk factors for and measures appropriate for prevention and management of pulmonary embolism and pulmonary edema.</li> </ol>	Ch. 23
3	<p data-bbox="347 871 1034 900"><b>Sensory Function: vision and hearing disorders</b></p> <p data-bbox="347 904 1094 934"><i>On completion of this chapter, the student will be able to:</i></p> <ol data-bbox="347 938 1190 1451" style="list-style-type: none"> <li data-bbox="347 938 959 967">1. Assessment of patients with vision disorders</li> <li data-bbox="347 972 1062 1001">2. Discuss the management for patients with glaucoma.</li> <li data-bbox="347 1005 1031 1034">3. Discuss the management for patients with cataract</li> <li data-bbox="347 1039 1147 1106">4. Describe the emergency care of patients with traumatic eye injury.</li> <li data-bbox="347 1111 1070 1178">5. Describe the nursing responsibilities related to retinal detachment</li> <li data-bbox="347 1182 1190 1211">6. Discuss the infectious and inflammatory conditions of the eye.</li> <li data-bbox="347 1216 1190 1283">7. Describe methods used to assess hearing and diagnose hearing and balance disorders</li> <li data-bbox="347 1288 911 1317">8. List manifestation with hearing disorders</li> <li data-bbox="347 1321 695 1350">9. Discuss the hearing loss</li> <li data-bbox="347 1355 1163 1451">10. Differentiate problems of the external ear from those of the middle ear and inner ear.</li> </ol>	Ch. 63+64
4+5	<p data-bbox="347 1498 584 1527"><b>Cardiac system:</b></p> <p data-bbox="347 1532 1098 1561"><i>On completion of this chapter the student will be able to:-</i></p> <ol data-bbox="347 1565 1182 2040" style="list-style-type: none"> <li data-bbox="347 1565 927 1594">1. Define ECG waveform (P, QRS, T wave).</li> <li data-bbox="347 1599 876 1628">2. Analyze the normal ECG rhythm strip</li> <li data-bbox="347 1632 1123 1729">3. Describe Pathophysiology, clinical manifestation, and treatment of Coronary Artery Disease, Angina Pectoris, and Myocardial Infarction.</li> <li data-bbox="347 1733 1166 1830">4. Use nursing process as a framework for care of patients with Coronary Artery Disease, Angina Pectoris, and Myocardial Infarction.</li> <li data-bbox="347 1834 1182 1908">5. Describe Pathophysiology, clinical manifestation, and treatment for patients with Heart Failure and Pulmonary Edema.</li> <li data-bbox="347 1912 1166 1986">6. Use nursing process as a framework for care of patients with Heart Failure and Pulmonary Edema.</li> <li data-bbox="347 1991 1102 2040">7. Develop a teaching plan for patients with Heart Failure.</li> </ol>	Ch. 25, 26, 27, 28, 30

6+7	<p><b>Management of Hepatic and biliary disorders</b>  <i>On completion of this chapter, the student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify the metabolic functions of the liver and the alterations in the functions that occur with liver disease.</li> <li>2. Explain liver function tests and clinical manifestations of liver dysfunction in relation to pathophysiologic alterations of the liver.</li> <li>3. Relate jaundice, portal hypertension, ascites, esophageal varices, nutritional deficiencies, and hepatic coma to pathophysiologic alterations of the liver.</li> <li>4. Compare the various types of hepatitis and their causes, prevention, clinical manifestations, management, prognosis, and home health care needs.</li> <li>5. Use the nursing process as a framework for care of the patient with cirrhosis of the liver.</li> <li>6. Describe the medical and nursing management of patients with esophageal varices.</li> <li>7. Compare the non-surgical and surgical management of patients with cancer of the liver.</li> <li>8. Describe the postoperative nursing care of the patient undergoing liver biopsy.</li> <li>9. Compare approaches to management of cholelithiasis.</li> <li>10. Use the nursing process as a framework for patients with cholelithiasis and those undergoing cholecystectomy.</li> <li>11. Differentiate between acute and chronic pancreatitis.</li> <li>12. Use the nursing process as a framework for care of patients with acute pancreatitis</li> </ol>	Ch. 39, 40  <b>1<sup>st</sup> exam</b>
8	<p><b>Management of Endocrine system:</b>  <i>On completion of this chapter, the student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Describe the functions and hormones secreted by each of the endocrine glands.</li> <li>2. Identify the diagnostic tests used to determine alterations in function of each of the endocrine glands.</li> <li>3. Compare hypothyroidism and hyperthyroidism: their causes, clinical manifestations, management, and nursing interventions.</li> <li>4. Develop a nursing care plan for the patient undergoing thyroidectomy.</li> <li>5. Compare hypoparathyroidism and hyperparathyroidism: their causes, clinical manifestations, management, and nursing interventions.</li> <li>6. Compare Addison's disease with Cushing's syndrome: their causes, clinical manifestations, management, and nursing interventions.</li> <li>7. Use the nursing process as a framework for care of patients with adrenal insufficiency.</li> <li>8. Use the nursing process as a framework for care of patients with Cushing's syndrome.</li> <li>9. Identify the teaching needs of patients requiring corticosteroid therapy.</li> </ol>	Ch. 42



9+10	<p><b>Management of Nervous system disorder:</b>  <i>On completion of this chapter, the student will be able to</i></p> <ol style="list-style-type: none"> <li>1. Describe the structure and function of the nervous system</li> <li>2. Identify major components of the NS-health assessment</li> <li>3. Relate clinical manifestations of increased intracranial pressure to the pathophysiological changes occurred.</li> <li>4. Use the nursing process to identify clinical changes (health assessment) patients' health problems and nursing intervention strategies for the following neurological dysfunctions, decreased level of consciousness, seizures and headache.</li> <li>5. Use the nursing process to identify clinical changes (health assessment) patients health problems and nursing intervention strategies for patients with cerebrovascular accidents, ischemic stroke and hemorrhagic stroke</li> <li>6. Related clinical manifestations of cerebrovascular disorders to the pathophysiological alterations occurred.</li> <li>7. Use the nursing process to identify clinical changes (health assessment) patients' health problems and nursing intervention strategies for patients with neurological disorders.</li> <li>8. Use the nursing process to identify clinical changes (health assessment) patients' health problems and nursing intervention strategies for patients with Parkinson's disease.</li> </ol>	Ch. 66
11+12	<p><b>Burn management</b>  <i>On completion of this chapter, the student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Discuss the classification system used for burn injuries.</li> <li>2. Describe the local and systemic effects of a major burn injury.</li> <li>3. Describe the three phases of burn care and the priorities of care for each injury.</li> <li>4. Compare and contrast the potential fluid and electrolyte alterations of the emergent/resuscitative and acute phases of burn management.</li> <li>5. Describe the goals of the following aspects of burn wound care and the nurse's role in each of the following: wound cleansing, dressing changes, grafting of burn wound, topical antibacterial therapy, and debridement.</li> <li>6. Describe the nurse's role in the following areas of management: pain management, restoration of functions, psychological support of the patient and family, nutritional support, patient and family education.</li> <li>7. Use the nursing process as a framework for care of the patient during the emergent/resuscitative phase, the acute phase, and the rehabilitation phase of burn care.</li> </ol>	Ch. 62  <b>2<sup>nd</sup> exam</b>
13+14	<p><b>Management of patients with Immune system disorders:</b>  <i>On completion of this chapter, the student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Discuss the infectious process and chain of infection</li> <li>2. Identify the reasons for universal precautions and discuss recommended behaviors.</li> <li>3. Determine the nursing behaviors that decrease the risk of nosocomial infections.</li> </ol>	Ch. 50, 52, 53, 54

	<p>4. Discuss diarrheal diseases; transmission causes.</p> <p>5. use nursing process a framework for care of patients with infectious diarrhea</p> <p>6. Use the nursing process a framework for care of patients with sexually transmitted diseases.</p> <p>7. Describe home-based care of patient with an infectious disease.</p>	
15	<p><b>Oncology:</b></p> <p><i>On completion of this chapter the student will be able to:</i></p> <p>1. Differentiate between benign and malignant tumors.</p> <p>2. Described the significance of health education and prevention care in decreasing the incidence of cancer.</p> <p>3. Describe the role of surgery, radiation therapy, chemotherapy, bone marrow transplantation, and other therapies in treating cancer.</p> <p>4. Describe the special nursing needs of patient receiving chemotherapy.</p> <p>5. Use the nursing process as a framework for care of patient with cancer.</p>	Ch. 16

### **Attendance Policy:**

- Absence from lectures and/or tutorials shall not exceed 15%.
- Absence will lead to decrease in the score of professional behavior & score of participation.
- In case of absence because of presence of first or second or final exam for any other subject in the same time, the student must inform the teacher in advance and submit a signed document from the teacher of other subject reveals this in the day just after absence. (Students in this case are responsible to understand and study the given material).
- Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course.
- If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

### **Documentation and Academic Honesty**

- Submit your homework covered with a sheet containing your name, University number, course title and number.

Any completed homework must be handed in on the due date. Submission after the deadline will lead to one grade decrease in the score of the home work for each delayed day in addition to decrease in score of professional behavior. After the deadline "zero" will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

## • Protection by Copyright

1. Course work, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is encouraged.
2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.
3. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.

## • Avoiding Plagiarism

1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).