



Al-Ahliyya Amman University

Bachelor's Degree

Faculty: Nursing

Major: Nursing

JNQF- Level (7)

Course Syllabus

Adult Health Nursing I/Clinical

(A0612104)

Semester: First

Academic year: 2025/2026

This Course Syllabus is to be kept in the course file for this course. All changes, update and/or modifications should be reflected on the form.



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



1. Course & Instructor Information:

Course Information	
Course Name	Adult health nursing I (clinical)
Course Number	A0612104
Credit Hours	3
Course Nature	☐ Theoretical ☒ Practical
Course Type	☒ Face to Face ☐ Blended ☐ Full Online
Prerequisites	A0611102/A0611105
Concurrent	A0612103

Course Description & Objectives	
Course Description	This nursing course is the first of two clinical courses that introduces students to the essential skills of adult patient care through direct clinical experience in hospital settings. Through clinical rotations in medical-surgical units, students will develop essential clinical skills, including patient assessment, medication administration, emergency response, and patient education. Students will learn to manage a variety of cases, integrating evidence-based practices to deliver effective and compassionate care while they assess patient needs, develop treatment plans, and collaborate within interdisciplinary teams. Specifically, student will be taught to carry out physical and psychological assessment of adult patients, create individualized care plans based on patient assessment, communicating effectively with patients, families, and healthcare professionals, undertaking accurate documentation of care, and engaging in evidence-based practice to manage complex medical cases. Clinical rotations will provide hands-on experience in various healthcare environments, fostering competence in patient care strategies. Students will develop proficiency in critical thinking, adaptability, and cultural sensitivity, crucial for effective nursing practice.
Course Objectives	To provide students with hands-on, hospital-based adult nursing care experience, ensuring competence in preventive, curative, and rehabilitative contexts within a family framework.

Educational Sources	
Required Text(s)	Hinkle, J., Overbaugh, K., & Cheever, K. (2022). Brunner and Suddarth's textbook of medical surgical nursing (15th Ed.). Philadelphia, PA.
Supportive References	- Berman, A., Snyder, S., & Frandsen, G. (2020). Kozier & Erb's Fundamentals of Nursing: Concepts, Process and Practice (11th Ed.). Pearson. ISBN-13: 9780136872986 - Lippincott Procedures. https://www.wolterskluwer.com/en/solutions/lippincott-solutions/lippincott-procedure



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Instructor's Information	
Instructor's Name	
E-mail	
Office Hours	

Course Place & Time		
Lecture Days		Lecture Time
Hall place		



LT-F11-04-014, Rev. a
 Ref.: 14/08/2025-2026
 Date: 29/10/2025



2. Correlation Matrix: Program Learning Outcomes (PLOs), National Qualification framework descriptors (NQF), and Competencies.

PLO#	Program Learning Outcomes (PLOs)	Competencies (Outcomes Competency areas) JNC	NQF Level Descriptors
PLO:1	Integrate physical, psychosocial, cultural, knowledge and technology with nursing sciences in the provision of comprehensive nursing care.	1. Knowledge (Reflects JNC Standard 2)	knowledge
PLO:2	Provide comprehensive, systematic, prioritized client-centered care for people across the lifespan to improve the quality of nursing care and health outcomes.	2. Provision of Clients Centered care (Reflects JNC Practice Standard 7)	Skill
PLO:3	Perform ethical, safe, accountable practices relevant to legislative and regulatory national and international frameworks.	3. Performance, Safety, and Accountability (Reflects JNC Standard 1)	Competency
PLO:4	Demonstrate updated evidence-based practice, analytical skills, clinical judgment, critical thinking, and self-appraisal in providing nursing care.	4. Critical Thinking / Clinical Judgment / Evidence-Based Practice (Reflects JNC Standard 2 Sub-areas)	Skill
PLO:5	Communicate professionally with individuals, groups, and interdisciplinary healthcare teams in providing holistic nursing care.	5. Relationships, Communication, and Collaboration (Reflects JNC Standard 3)	Competency
PLO:6	Assume leadership roles and care concepts in decisions regarding cost-effective resources and smart technology in the planning and provision of safe, effective, and high-quality nursing services.	6. Leadership, Management, Quality, and Resource Utilization (Reflects JNC Standards 5 & 6)	Competency

3. Correlation Matrix: Course Learning Outcomes (CLOs) and NQF descriptors

CLO#	Course Learning Outcomes (CLOs)	NQF Level Descriptors
CLO:1	Interpret patient-specific data, utilizing artificial intelligence tools to support analysis and enhance the determination of appropriate nursing interventions.	Competencies
CLO:2	Apply the steps involved in the nursing process to provide holistic patient care.	Skills
CLO:3	Perform nursing procedures learned during previous courses in a clinical setting.	Skills
CLO:4	Demonstrate ability to make ethical, safe and independent decisions in patient care.	Skills
CLO:5	Apply leadership skills in teamwork activities to advance professional communication and collaboration.	Skills
CLO:6	Implement teaching, discharge, and referral plans to facilitate adaptation to life-threatening health alterations.	Competencies

4. Commitment to Sustainable Development Goals (SDGs)

This course incorporates the principles of the 2030 Agenda for Sustainable Development by fostering students' awareness of the socio-economic, cultural, and environmental factors influencing health and healthcare delivery. It emphasizes the nurse's role as a global citizen and advocate for sustainable, equitable health systems.

SDG 3: Good Health and Well-Being

- CLOs 1, 2, 3, and 6 ensure high-quality, evidence-based, and holistic patient care by leveraging technology, following nursing processes, performing clinical procedures, and implementing effective teaching and discharge plans.

SDG 4: Quality Education

- CLOs 3 and 6 promote lifelong learning and skill development by applying learned nursing procedures in clinical settings and advancing patient and family education.

SDG 9: Industry, Innovation, and Infrastructure

- CLO 1 supports innovation in healthcare by using artificial intelligence tools to interpret patient data and enhance nursing interventions.

SDG 16: Peace, Justice, and Strong Institutions

CLO 4 and 5 foster ethical practice, safe decision-making, and collaborative teamwork, contributing to strong professional standards and institutional integrity in healthcare.

5. Correlation Matrix: Course learning outcomes (CLOs), Program Learning Outcomes (PLOs), Competencies, Teaching Methods and Assessment Methods.

PLO #	CLO #	Competency #	Teaching Methods	Assessment Methods
-------	-------	--------------	------------------	--------------------



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



4	CLO1	Interpret patient-specific data, utilizing artificial intelligence tools to support analysis and enhance the determination of appropriate nursing interventions.	Clinical Practice in Hospital Settings Bedside Discussion	Midterm exam Final exam NCP SOPIE
2	CLO2	Apply the steps involved in the nursing process to provide holistic patient care.	Problem-Solving / Clinical Case Studies Bedside Discussion	Midterm exam Final exam NCP SOPIE
2	CLO3	Perform nursing procedures learned during previous courses in a clinical setting.	Demonstration Lippincott platform utilization procedure	Midterm exam Final exam Re-demonstration Performance evaluation
3	CLO4	Demonstrate ability to make ethical, safe and independent decisions in patient care.	Clinical Practice in Hospital Settings Direct Patient Care	Midterm exam Final exam Re-demonstration Performance evaluation
5	CLO5	Apply leadership skills in teamwork activities to advance professional communication and collaboration.	Clinical Practice in Hospital Settings Direct Patient Care	Midterm exam Final exam Performance evaluation
4	CLO6	Implement teaching, discharge, and referral plans to facilitate adaptation to life-threatening health alterations.	Direct Patient Care Bedside Discussion	Midterm exam Final exam NCP

6. Course Schedule:

Weeks	Topics	Assignment/ Exam Due Dates	Textbook Units covered	Linked CLO(s)
1	Orientation to the course		-----	-----
2	Infection control, Wound care		Lippincott platform	CLO3, CLO4
3	Vital signs		Lippincott platform	CLO1, CLO 4



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



4	Planning care and documentation (nursing care plans)	SOPIE 1	Lippincott platform	CLO1, CLO2, CLO5, CLO6
5	Completion of the previous topics (Planning care and documentation (nursing care plans)	Re-demonstration	Lippincott platform	CLO1, CLO2, CLO5, CLO6
6	Fluid and Electrolytes: Balance and Disturbance	SOPIE 2	10	CLO1, CLO4
7	Pain assessment and management Pre, intra and post-operative care	Re-demonstration	9	CLO1, CLO4
8	Administration of medication and injection technique	Midterm ClinicalExam	Lippincott platform	CLO3, CLO4
9	Completion of the previous topic (Administration of medication and injection technique) and starting with a new topic (Assessment and management of patients with diabetes and endocrine disorders	Midterm ClinicalExam Performance evaluation	Lippincott platform	CLO1, CLO2, CLO5, CLO6
10	Completion of the previous topic (Assessment and management of patients with diabetes and endocrine disorders)	SOPIE 3	42	CLO1, CLO2, CLO5, CLO6
11	Assessment and management of patients with cardiovascular Disorders	Re-demonstration	21, 25, 27	CLO1, CLO2, CLO5, CLO6
12	Completion of the previous topic (Assessment and management of patients with cardiovascular Disorders)	SOPIE 4	21, 25, 27	CLO1, CLO2, CLO5, CLO6
13	Assessment and management of patients with respiratory disorders	NCP	18,19	CLO1, CLO2, CLO5, CLO6
14	Completion of the previous topic (Assessment and management of patients with respiratory disorders)	Re-demonstration	18,19	CLO1, CLO2, CLO5, CLO6
15	Assessment and management of patients with gastrointestinal disorders	Performance evaluation	38, 40, 41	CLO1, CLO2, CLO5, CLO6
16	_____	Final Clinical exam		----

7. Course Component and Contact Hour Breakdown

This section outlines the course components, allocated credit hours, and the breakdown of contact hours and learning activities. The structure aligns with the University's Blended Learning Policy and applicable clinical education standards			
Course Component	Academic Setting*	Total Contact Hours (per Semester – 16 Weeks)	Setting / Learning Mode
Theoretical Sessions	Didactic	None	Classroom
E-Learning Activities	Didactic	None	Moodle Platform and Ms Teams Asynchronous Activities: (Foundations for Integrating E-Learning Policy).
Skills Laboratory	Skills	20	Lab
Simulation Sessions	Simulation	4	Simulation Lab
Clinical Practice	Clinical	Variable (Must adhere to a 1:4 ratio) 168 clinical hours	Clinical practice Area
* Didactic is equivalent to a one-to-one ratio of credit hours to contact hours, while laboratory, simulation, and clinical learning environments all require four contact hours for every one credit hour earned			

8. Teaching Methods:

Instruction in this course blends passive and active learning. The teaching methods listed below will be used.		
Method	Description	Used in this Course
Lectures / Interactive Lectures	Structured presentation of foundational knowledge; may include brief active segments or discussions.	☐
Assignments	Individual or group tasks designed to reinforce course content and assess understanding.	☐
Flipped Classroom	Students review digital or recorded lectures before class; class time is used for discussions, case studies, and application activities.	☐
Clinical Simulation / Scenario-Based Training	Use of simulated environments (low to high fidelity) to develop clinical skills, teamwork, and decision-making.	☐
Problem-Solving / Clinical Case Studies	Application of theoretical knowledge to real or simulated patient cases to enhance critical thinking and clinical reasoning.	☒
Concept Mapping	Visual mapping of relationships among patient data, diagnoses, and interventions to deepen understanding.	☐
Role-Playing	Students act out professional scenarios to practice communication, ethics, or conflict management.	☐
Pre/Post Conferences & Reflection	Structured sessions before and after clinical practice to set learning goals, analyze events, and reflect on experiences.	☐
Peer Teaching / Role Reversal	Students teach or demonstrate concepts to peers, reinforcing mastery and communication.	☐



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Instruction in this course blends passive and active learning. The teaching methods listed below will be used.		
Method	Description	Used in this Course
Think-Pair-Share	Students reflect individually, discuss with a peer, and share with the group to enhance comprehension and reasoning.	☐
Group Discussions	Small groups discuss a clinical topic, case study, or ethical issue and share insights with the class.	☐
Jigsaw Technique	Each group learns about a different aspect of a complex topic and then teaches their part to the rest of the class.	☐
Peer Assessment	Students assess peer performance using structured rubrics to develop evaluative judgment.	☐
One-Minute Papers / Reflection Journals	Brief reflective writing to summarize key learning or raise questions for clarification.	☐
Digital Resource Integration	Use of online tools and evidence-based digital resources (e.g., EHRs, Lippincott Advisor, videos).	☐
Direct Patient Care	Supervised care activities with patients in various settings.	☒
Clinical Practice in Hospital Settings	Structured, assigned practice in various hospital departments.	☒
Bedside Discussion	Informal, focused discussion with students and faculty, often at the patient's bedside or immediately post-intervention.	☒
Other (please specify)	Any additional method specific to the course's context or objectives.	☒

9. Methods of Assessment:

#	Assessment Method	Weight%	Description	CLO 1 (%)	CLO 2 (%)	CLO 3 (%)	CLO 4 (%)	CLO 5 (%)	CLO 6 (%)	Total
1	Coursework (30%)	30	2 Portfolio procedure demonstrations (10%) (1 time in each rotation)			5%	5%			10%
			4 SOPIEs (10%) (2 in each rotation)	5%	5%					10%
			Nursing Care Plan (10%) (2nd rotation)		5%				5%	10%
2	Midterm Exam	30	Midterm (20%) oral case + procedure	3%	4%	4%	3%	3%	3%	20%
			Clinical performance (10%)			4%	3%	3%		10%
3	Final Exam	40	Final (30%) oral case + procedure	5%	5%	5%	5%	5%	5%	30%



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



			Clinical performance (10%)			4%	3%	3%		10%
	Total	100%		%	%	%	%	%	%	100%



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



10.Regulations of the University (It shall be Explained to the Students in the First Meeting):

1. Attendance	- Students must attend all classes for this course. - Any student with absences exceeding 15% of the classes for any course will be ineligible to sit for the final exam and will be assigned a university zero (35%) in this course. - In the above-mentioned case, if a student submits an official sick report authenticated by the university clinic or an excuse accepted by the Dean of the faculty, the student will be considered as withdrawn from the course, and a "W" will appear in the transcript for this course.
2. Turning up late for a lecture	Students are not allowed to arrive late to classes. Any student arriving late will not be permitted to attend the class and will be marked absent.
3. Exams	- Failure to attend a course exam other than the final exam, will result in zero mark unless the student provides an official acceptable excuse to the instructor who may approve a make-up exam. - Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
4. Assignments & projects	Assignments and projects must be submitted to the instructor on the due date. A zero mark will be given for late submissions unless the student has an acceptable excuse approved by the instructor of the course.
5. Exam Attendance/ Punctuality:	- A student who is late by more than 15 minutes will not be permitted to sit for the exam (first, second or midterm exams). - A student who is late by more than 30 minutes will not be permitted to sit for the final exam, and no student is allowed to leave the examination hall before half of the exam time has elapsed.
6. Academic dishonesty	Academic dishonesty is defined as any attempt to gain an unfair academic advantage. This includes, but is not limited to, the following offenses: - Unauthorized Copying: Copying from another student's academic work or assessment. - Unauthorized Materials: Using resources, notes, or materials not explicitly authorized by the university or course instructor. - Unauthorized Collaboration: Collaborating with another student during an examination or individual assignment without prior permission. - Compromising Assessments: Knowingly obtaining, distributing, buying, selling, or stealing the contents of an examination. - Plagiarism: Presenting another person's work, ideas, data, or intellectual property as one's own without proper citation and attribution. - Unauthorized Devices: Possessing or utilizing unauthorized electronic media or devices (including mobile phones and smartwatches) during an examination."
7. Penalty of Academic dishonesty	Any instance of cheating or attempted cheating will be documented by the examination invigilator and formally reported to the Examination Committee for review. The incident will be recorded, and appropriate disciplinary measures will be determined and applied as stated by university policies and procedures.
8. Using the mobile phone	Mobile phones should be kept turned off or on silent while in class. The use of mobile phones is not allowed in classes in any form (talking, texting, or browsing).
9. Use of Artificial Intelligence	- For any assignment where AI tools are permitted, students are required to submit a 'Process Disclosure' statement along with their submitted work. This statement is a mandatory part of the submission. It must detail: a) The specific AI tool(s) used (e.g., ChatGPT, Gemini, etc.). b) The exact prompts submitted to the tool to generate content. c) A description of how the AI-generated output was used, verified for accuracy, and integrated into the final work.

- | | |
|--|---|
| | <ul style="list-style-type: none">• d) An explanation of the student's original contributions and how they adapted, modified, or built upon the AI-generated content to make the work their own.• Failure to provide a complete and accurate 'Process Disclosure' statement will be considered a violation of academic integrity |
|--|---|



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



APPENDICES: Portfolio, Assignments and Evaluation Tools

Clinical Training Portfolio (CLO3 & CLO4)

The portfolio assists Faculty Members, Clinical Instructors and Hospital Preceptors by telling them exactly what the nursing student can do and to continuously monitor nursing students' performance. The portfolio is a means of documenting nursing students' achievements throughout the different years of education.

Nursing students will be trained under supervision of the Faculty Member and the Clinical Instructor. The student is required to learn and implement all kinds of skills. The portfolio provides documentation on how students perform required nursing skills. It provides an opportunity for students to document, in the form of reflection, their own assessment of clinical learning for each course. The skills which will not be achieved as mentioned in the course for any reason. The clinical instructors will try to encourage students to pick up what missed before.

DIRECTIONS: For successful completion of each course (see syllabus), all clinical skills listed specifically for that course in the checklist must be signed off. The checklist should be reviewed with clinical instructors at the beginning and completion of each clinical course unless directed otherwise. It is the student's responsibility to ensure that skills for each course are completed and signed off by the instructor. The student is also responsible for ongoing maintenance of this record. These checklists are retained and maintained by the student. When signing off skills, instructors and student should put initials and date in the appropriate section for each skill and sign the back of this list.

Nursing Course: Adult Health Nursing 1

Students are expected to have the opportunities to demonstrate selected skills during Adult 1 clinical placement

Knowledge Skills, and Attitude	Name of the procedure on Lippincott's platform	Achieved	Student signature	Instructor signature
Developing nursing care plan				
• Assessment **Assess physical, psychosocial, spiritual, and cultural needs of a Patient	Health history interview and physical assessment			
Assess learning needs of patient & significant others	<u>Care plan preparation,</u> <u>long-term care</u>			
Assess learning readiness of patient & significant others				
Collect pt. medical history				



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Knowledge Skills, and Attitude	Name of the procedure on Lippincott's platform	Achieved	Student signature	Instructor signature
Review lab results & diagnostic procedures: (X-ray, CT,MRI)				
*** Formulate relevant nursing Diagnoses				
Planning				
Determine appropriate level of care				
Prioritize patient' care				
Implementation				
Coordinate patient care				
Explain disease process and outcome				
Teach physical coping skills				
Teach patient and significant others				
Enhance life style modification				
Determine appropriate level of care				
Evaluation of nursing care				
Patient hygiene				
Maintain Patient safety				
Document patient's care				
Participate in discharge planning				
Conduct & document admission assessment				
Consent forms				
Initiate and update the plan of care				
Record vital signs				
Document intake & output				
Document medication administration				
Document nursing interventions				
Asepsis and Wound care	<u>Surgical asepsis:</u> <u>Maintaining a sterile Field</u>			
Removal of sutures	<u>Skin suture removal</u>			



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Knowledge Skills, and Attitude	Name of the procedure on Lippincott's platform	Achieved	Student signature	Instructor signature
Removal of staples	Skin staple and clip removal			
Wound care	Wound debridement (Advanced practice), ambulatory care			
Wound assessment				
Oxygen therapy	Oxygen administration, subambient, respiratory therapy			
Recognize different methods of oxygen delivery	Oxygen administration Nursing, Rapid Onboarding			
Applying correct mask				
Care of the patient with nasal cannula, face mask, venture mask, rebreathing, non-rebreathing	Oxygen administration, humidified high-flow nasal cannula, respiratory therapy Respiratory Therapy			
Using a pulse oximeter	Pulse oximetry Nursing, Rapid Onboarding			
Administering oxygen	Oxygen administration Nursing, Rapid Onboarding			
Respiratory modalities (CPT, positioning, postural drainage)				
Medication rounds				
Following medication orders	Safe medication administration practices, long-term care Nursing			
Following the rights of medication administration	Safe medication administration practices, long-term care			
Reviewing hospital medication administration policy & procedures	Safe medication administration practices, long-term care			
Intravenous therapy IV cannula care	IV administration set priming			
Changing an IV flask, types of IV fluids				
Documentation of IV regimes Medications and fluid calculation	Calculating and setting an IV drip rate			



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Knowledge Skills, andAttitude	Name of the procedure on Lippincott'splatform	Achieved	Student signature	Instructor signature
Administering oral medication	<u>Oral drug administration</u>			
Administering IM injection	<u>Intramuscular injection, ambulatorycare</u>			
Administering SC injection	Subcutaneous injection			
Administering topicalmedication	<u>Topical skin drug application</u>			
Taking a 12-lead ECG	12-lead electrocardiogram (ECG)			
Care of patient with Appendicitis	Appendicitis Nursing Care Plans for MedicalDiagnoses			
Care of patient with Hepatic Cirrhosis	Cirrhosis Diseases and Conditions Hepatic encephalo pathy Nursing Care Plans for Medical DiagnosesCirrhosis, long-term care Nursing Care Plans for Medical Diagnoses			
Care of patient with Cholecystitis	Cholelithiasis, cholecystitis, and related disorders Nursing Care Plans for Medical Diagnoses			
Care of patient with Cholelithiasis				
Care of patient with intestinal obstruction				
Care of patient with abdominal surgeries				
Care of the patient with Respiratory dysfunction				
Asthma	Asthma Diseases and Conditions			
Atelectasis	Atelectasis Nursing Care Plans for Medical Diagnoses			
Bronchitis	Bronchitis (chronic) Nursing Care Plans for Medical Diagnoses			



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Knowledge Skills, and Attitude	Name of the procedure on Lippincott's platform	Achieved	Student signature	Instructor signature
Pneumonia	Pneumonia Diseases and Conditions			
Chronic Obstructive Pulmonary Disease	Chronic obstructive pulmonary disease (COPD) Nursing Care Plans for Medical Diagnoses			
Pulmonary Embolism	Pulmonary embolism Nursing Care Plans for Medical Diagnoses			
Care of patient with Pneumonia thorax	Pneumonia Diseases and Conditions			
Care of the patient with Cardiovascular dysfunction				
Hypertension	Hypertension, long-term care Nursing Care Plans for Medical Diagnoses Blood pressure measurement			
Acute Pulmonary Edema	Pulmonary edema Nursing Care Plans for Medical Diagnoses			
Chronic Heart failure	Heart failure Nursing Care Plans for Medical Diagnoses			
Deep vein thrombosis	Deep vein thrombosis, long-term care			
Myocardial Infarction	Myocardial infarction, long-term care Nursing Care Plans for Medical Diagnoses			
Care of patient undergoing cardiac Catheterization	Left heart catheterization preprocedure, intraprocedure, post procedure care Right heart catheterization care			
Care of patient with varicose Veins	Varicose veins, long-term care Nursing Care Plans for Medical Diagnoses Varicose veins Nursing Care Plans for Medical Diagnoses			
Care of the patient with Endocrine disorders				



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Knowledge Skills, and Attitude	Name of the procedure on Lippincott's platform	Achieved	Student signature	Instructor signature
Diabetes Mellitus	Diabetes mellitus (type 2) Nursing Care Plans for Medical Diagnoses Diabetes mellitus (type 2), long-term care Nursing Care Plans for Medical Diagnoses Diabetes mellitus (type 1) Nursing Care Plans for Medical Diagnoses			
Diabetes Insipidus	Diabetes insipidus Nursing Care Plans for Medical Diagnoses			
Hyperthyroidism	Hyperthyroidism Nursing Care Plans for Medical Diagnoses			
Hypothyroidism	Hypothyroidism Nursing Care Plans for Medical Diagnoses			
Addison's disease	Lexicomp and UpToDate Patient Handouts			
Cushing's Syndrome	Nursing Care Plans for Medical Diagnoses			
Specimen collection:				
Throat Swap Culture	Throat Swap Culture			
Sputum Specimen & Culture	Sputum collection by expectoration			
Stool Specimen & Culture	Stool specimen collection, timed			
Urine Specimen & Culture	Urine specimen collection for culture			
Random Urine sample	Urine specimen collection, random,			
Mid-stream Urine sample	Clean-catch (midstream) urine specimen collection, male			
Care for patients with fluid and electrolyte imbalance				
Blood Culture	Blood culture sample collection			
Preoperative nursing care	Preoperative care			
Intra-operative nursing care				
Postoperative nursing care	Postoperative care			
Pressure ulcer care	Pressure injury management, long-term care			



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Knowledge Skills, and Attitude	Name of the procedure on Lippincott's platform	Achieved	Student signature	Instructor signature
Moving a patient in bed	Bed mobility training, physical therapy			
Moving a patient out of bed to chair	Transfer from bed to wheelchair			
Moving a patient out of bed to trolley	Transferring to and from the OR table			
Using sliding sheets	Four-person lift sheet transfer			
Hoisting a patient	Four-person lift sheet transfer			
Vital signs:				
Blood pressure	Blood pressure measurement			
Temperature	Temperature measurement			
Respiration	Respiration assessment			
Pulse	Pulse assessment			
Pain management:				
Pain assessment	Pain assessment			
Understanding Physiology of pain	Acute Pain, Adult			



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Weekly Clinical Objective Form

Student name:

Date:

By the end of this clinical week, I will be able to:

1- (Knowledge)

2- (Skill)

3- (Physical examination)

4- (Patient's education)

Learning outcomes

1. _____
2. _____
3. _____
4. _____

Instructor's feedback:

Date: _____

Instructor's signature -----

Student signature _____



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Adult Health Nursing 1/Clinical SOPIE

(CLO1& CLO2)

Student name: Student ID: Date: Score: /10	Patient age: Gender: Hospital unit: Medical diagnosis:
---	---

Assessment

Subjective:

Objective:

V/S
BP:
HR:
RR:
T:
Pain Score:

**Abnormal
lab test:**

Nursing Diagnosis 1: _____

Planning: _____

**Nursing
Interventions:** _____

Evaluation: _____

Adult Health Nursing (1)/ Clinical



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



SOPIE

Nursing Diagnosis 2: _____

Planning: _____

Interventions: _____

Evaluation: _____



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Adult Health Nursing 1 / Clinical

SOPIE Evaluation Rubric

Student's name:..... Student's ID:.....

❖ Part one: Content

Nursing Process CLO1, CLO2	No evidence 0	Poor 1	Fair 2	Good 3	Excellent 4	Score
Assessment (Subjective & objective data)	No data provided	Assessment is incomplete	Adequate data, but lacks full details	Clear and relevant subjective & objective data, but lacks some depth or context	Comprehensive subjective & objective data, well organized, in-depth with clear context.	
Nursing Diagnosis (1) -Identify the first nursing diagnosis. -According to priority -Includes all appropriate parts (stem, related to or R/T, and as evidenced by (AEB) for actual diagnosis -Includes stem, related to (R/T) for potential diagnoses. -NANDA approved	No nursing diagnosis is identified	Nursing diagnosis is identified, but it is irrelevant, not Approved by NANDA, incomplete or not priority	Nursing diagnosis is identified and relevant, approved by NANDA, but incomplete or not priority	Nursing diagnosis is identified, relevant, approved by NANDA and priority, but incomplete	Diagnosis is identified, relevant, approved by NANDA, complete and according to priority	
Nursing Diagnosis (2) -Identify the first nursing diagnosis. -According to priority -Includes all appropriate parts (stem, related to or R/T, and as evidenced by (AEB) for actual diagnosis -Includes stem, related to (R/T) for potential diagnoses. -The diagnosis approved by NANDA approved	No nursing diagnoses is identified	Nursing diagnosis is identified, but it is irrelevant, not Approved by NANDA, incomplete or not priority	Nursing diagnosis is identified and relevant, approved by NANDA, but incomplete or not priority	Nursing diagnosis is identified, relevant, approved by NANDA and priority, but incomplete	Diagnosis is identified, relevant, approved by NANDA, complete and according to priority	
Planning (Goal Setting) SMART: (Specific, Measurable, attainable, relevant, and time-bound) Note: One goal for each nursing diagnosis	No goal is identified	Goal is identified, but not according to SMART	Goal is identified, but contains one or two or criteria of SMART	Goal is identified and contains three criteria of SMART.	Goal is identified according to SMART	
Implementation (Interventions for Nursing diagnosis 1) Interventions relate should be related the identified goal. Include at least <u>three</u> nursing interventions for each nursing diagnosis	No interventions are provided	Interventions are provided, but poorly related to nursing diagnosis	One intervention is relevant, and related to nursing diagnosis while the other interventions are not provided or irrelevant or	Two interventions are relevant and related to nursing diagnosis, but the other interventions are not	All interventions are relevant and related to nursing diagnosis,	



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



			not related to nursing diagnosis			
Implementation (Interventions for Nursing diagnosis 2) Interventions relate should be related the identified goal. Include at least <u>three</u> nursing interventions for each nursing diagnosis	No interventions are provided	Interventions are provided, but poorly related to nursing diagnosis	One intervention is relevant, and related to nursing diagnosis while the other interventions are not provided or irrelevant or not related to nursing diagnosis	Two interventions are relevant and related to nursing diagnosis, but the other interventions are not	All interventions are relevant and related to nursing diagnosis,	
Evaluation (Goal is determined to be met, partially met, or not met) Note : One evaluation for each diagnosis)	Not provided	Evaluation portion is provided, but it is poorly related to goal .	Evaluation is provided, but lacks measurable outcomes	Evaluation is provided and outcomes are measurable, but needs more focus on patient progress	Comprehensive , clear measurable outcomes with clear focus on patient progress	
Score						.../28

❖ **Part 2: Discussion**

Discussion	No evidence 0	Poor 2	Fair 4	Good 6	Excellent 8	Total
Discussion (Discussion should include reflection on care provided and rationale for choosing nursing diagnoses and interventions)	Student was unable to engage in the discussion	Difficulty in understanding the components of nursing care plan (NCP)	Basic understanding of NCP, but lacks clarity its components and their relevance to patient care	Good understanding of NCP and can explain most components with minor gaps in clarity	Thorough understanding of NCP and explaining each component clearly, and connecting all components together	
Score						/8

Total score: ____ /3.6  ____ /10

Instructor's signature:.....

Date:.....



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Adult Health Nursing (1)/Clinical

Nursing Care Plan (CLO2 & CLO 6)

Student Name :..... Student ID :.....

Clinical Area / hospital :..... Ward :.....

Instructor Name :..... Date of Submission :.....

Admission information (5 marks)

Client Name (Abbreviation): ----- Age: ----- Sex: -----

Date of Admission (Transfer):----- Via: -----

Condition on arrival: -----Walking: -----Stretcher: -----

Source of Data: -----

Spoken Language: -----

Patient level of education: -----

Confirmed Diagnosis: -----

Smoking status:

Alcohol consumption

Allergies (Drugs, Food, Tape, Dye):

Assessment (10 marks):

➤ Chief complaint (1 mark)



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



➤ Past medical/ surgical history (2 marks):

➤ Medication(s) taken at home (1 mark):

➤ Family history (1 mark):

Health Maintenance

A. Activity/Exercise Pattern (Describe activity, feeding, bathing, dressing, toileting, mobility, and using assistive devices): (1 mark)

B. Nutrition (1 mark)

- Typical diet at home: _____
- Prescribed diet: _____
- Appetite: _____
- Nausea/ vomiting : _____
- Dysphagia: _____
- Weight changes within last 6 months: _____
- Dentures: _____

➤ **Elimination Pattern (0.5 Mark):**

- Bowel habits, ostomy, bleeding, assistive devices:

- Urinary Habits:



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



➤ **Sleep/ Rest Pattern (0.5 Mark):**

➤ **Cognitive/conceptual pattern (0.5 Mark):**

- Hearing: _____
- Vision: _____
- Vertigo: _____
- Discomfort/ pain: _____

➤ **Coping stress/ Self Perception Pattern (0.5 Mark):**

- Major concerns regarding hospitalization of illness:
- Major loss/ change: Yes _____ No: _____
- Coping mechanisms: _____

➤ **Value-Belief Pattern (0.5 Mark):**

- Religion: _____
- Spiritual Habits: _____

➤ **Role-Relationship Pattern (0.5 Mark):**

- Occupation: _____
- Household members: _____
- Family concerns regarding hospitalization: _____

PHYSICAL EXAMINATION (OBJECTIVE DATA):

1. **General Survey (1 mark)**

A: Level of consciousness: _____

B: Orientation: _____

C: Height: _____ Weight: _____ Temperature: _____

D: General Appearance: _____



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



2. HEAD TO TOE EXAMINATION (11 marks)

A: Skin, hair and nails :

B: Head, Neck and regional lymphatics:

C. Eyes and Ears:

D: Lung and Thorax:

E: Heart, neck vessels and peripheral vascular system:

F . Gastrointestinal and urinary systems:



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



G: Musculoskeletal:

H. Neurological



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



MEDICATION PROFILE (10 marks)

Drugs and Classification (1 mark)	Indications (2 marks)	Dose/ Route/ Frequency (1 mark)	Contra- indications (1 mark)	Expected Side effects (2 marks)	Nursing implications (3 marks)

INTAKE AND OUTPUT (6 Marks)

INTAKE					TOTAL INTAKE	OUTPUT				Total output
IVF(1)	IVF(2)	BLOOD PRODUCT	ORAL	NGT		Urine	Stool	Drain	Vomit	



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



--	--	--	--	--	--	--	--

Balance (3 marks): -----

Plan (3 marks):

DIAGNOSTIC TESTS (7 marks)

Test Name (1 mark)	Result (1 mark)	Normal Value (2 mark)	Nursing Interventions (3 marks)



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Nursing Process (50 marks)

Nursing Diagnoses (15 Marks)	Short –Term Goals (10 marks)	Planned and actual Interventions (with Rationale) (20 marks)	The Outcome (with Rationale) (5 marks)
1.			
2.			
3.			



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



--	--	--	--



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



NURSING CARE PLAN (NCP)/ DISCUSSION RUBRIC (CLO 2 & CLO 6)

Student Name: _____ Instructor Name: _____

Number: _____

Components of NCP CLO2, CLO6	(0) Unable to engage in the discussion	(1) Demonstrated difficulty in understanding components of NCP	(2) Basic understanding of NCP, but lacks clarity	(3) Good understanding of NCP and can explain components with minor gap in clarity	(4) Thorough understanding of NCP and explaining components clearly, and connecting all components together	Score
Assessment						____/4
Physical examination						____/4
Diagnostic tests						____/4
Medication profile						____/4
Intake and output						____/4
Nursing process- Diagnoses						____/4
Nursing process- Planning						____/4
Nursing process- Interventions						____/4
Nursing process – Evaluation						____/4
						____/36

**The content of NCP represents 70% of the grade and the discussion represents 30%*

Content score: (Sum of all marks in the NCP x 0.7)

Discussion: (Sum of all grades in discussion rubric X 0.834)

Total score = (Content score + Discussion score) / 10 = Mark out of 10



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Student Clinical Performance Evaluation

Name of Student:Number:.....

Clinical Setting: Date:

Subject:

Teacher/clinical instructor name:

Teacher/clinical instructor signature:

Score	Description
5	Excellent: Exceeds expectations; consistently demonstrates outstanding performance and professionalism.
4	Good: Meets expectations; demonstrates solid performance with minor areas for improvement.
3	Satisfactory: Meets basic expectations; performance is adequate but may require improvement in several areas.
2	Needs Improvement: Below expectations; significant improvement needed in multiple areas to meet standards.
1	Unsatisfactory: Does not meet expectations; serious deficiencies in performance and professionalism.

CLO 3:**Perform nursing procedures learned during previous courses in a clinical setting**

Item	5	4	3	2	1	N/A
1. Performs appropriate assessments prior to, during, and after nursing procedures						
2. Follows correct procedures in preparing and administering medications						
3. Uses universal/standard precautions (hand hygiene, appropriate PPE, needle stick prevention)						
4. Completes documentation according to hospital guidelines (format, timing, abbreviations) using information technology						
5. Demonstrates competency in performing clinical skills and nursing interventions						
6. Applies evidence-based practice in performing nursing procedures						
7. Utilizes appropriate equipment and resources efficiently during procedures						

CLO 4:**Demonstrate ability to make ethical, safe and independent decisions in patient care**

Item	5	4	3	2	1	N/A
8. Checks for patient ID and correct procedures at all times						
9. Protects and advocates for patient rights (privacy, autonomy, confidentiality)						
10. Addresses all individuals with dignity and respect without discrimination						
11. Provides holistic nursing care to patients						
12. Handles incidents according to hospital policy						
13. Makes sound clinical judgments based on patient assessment data						
14. Demonstrates critical thinking in prioritizing patient care needs						

CLO 5:

LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Apply leadership skills in teamwork activities to advance professional communication and collaboration

Item	5	4	3	2	1	N/A
15. Collaborates with other health care team members regarding patient care needs						
16. Provides accurate information to patients and their families						
17. Contributes actively to group/team activities						
18. Demonstrates flexibility in adapting to changing situations						
19. Accepts and reacts appropriately to constructive feedback						
20. Actively seeks opportunities for learning and professional development						

Professional Conduct (General): Below items should be met as baseline expectations:

- Adheres to professional dress code including hair, makeup, jewelry, and nails
- Complies with hospital policies and regulations
- Carries all delegated responsibilities

Total Score: _____ / 100 (20 items × 5 points)

Mark : Total Score/10=

Comments:-



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Midterm/Final Clinical Examination Rubric

Name of Student:.....ID number:.....

Clinical Setting:.....

Course name:.....

Course code\ number:.....

Teacher/clinical instructor name:.....

Teacher/clinical instructor signature:.....

Date:

Directions: 1. The clinical instructor will assign the case to the student 2 hours before the clinical exam.

2. The time devoted for the clinical examination is about 15- 30 minutes.

Knowledge, understanding, and cognitive skills	Definition of Score Levels				Student's score
	0	1	2	3	
CLO1, CLO2, CLO6					
Comprehensive history taking CLO2	No history taken	Incomplete history, major missing details	Detailed history, minor missing details	Comprehensive and thorough history	
Physical examination to the affected systems CLO1	Incorrect examination technique(s)	Relevant examination, with major errors	Accurate examination with minor errors	Thorough and accurate examination	
Relates pathophysiology of disease(s) to patients' assessment findings. CLO1	Incorrect / unclear relation	Basic relation, lacks depth	Clear relation with minor gaps	Comprehensive and accurate relation	
Medications (Required information: Dose, route, frequency, indications, side effects, and nursing implications) CLO1	Lack of required information about medications	Relevant, major missing information	Accurate, minor missing information	Thorough and accurate information	



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Diagnostic tests (Required information: patients' results, normal values, and interpretations) CLO1	Lack of required information about diagnostic tests	Relevant, major missing information	Accurate, minor missing information	Comprehensive information	
Identifies and prioritizes the first nursing diagnosis according to patient's condition: - According to priority - Complete: Includes all parts (stem & R/T (AEB for actual diagnosis). - NANDA approved CLO6	Nursing diagnosis is NOT identified	Identified as per NANDA, but is NOT prioritized	Identified as per NANDA & prioritized, but is NOT complete	Identified as per NANDA, according to priority, and complete	
Identifies and prioritizes the second nursing diagnosis according to patient's condition - According to priority - Complete: Includes all parts (stem & R/T (AEB for actual diagnosis). - NANDA approved CLO6	Nursing diagnosis is NOT identified	Identified as per NANDA, but is NOT prioritized	Identified as per NANDA & prioritized, but is NOT complete	Identified as per NANDA, according to priority, and complete	
Identifies short-term goals for each nursing diagnosis. SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) CLO2	Both goals are not identified	Goals are identified but missing 2-3 items OR only one goal is identified according to SMART criteria	Both goals are identified, but missing one item of SMART criteria	Both goals are identified according to SMART criteria	
Develops nursing interventions for the first nursing diagnosis: Interventions are related to diagnosis and the identified goal (At least three nursing interventions required). CLO2	No interventions are provided	Only one intervention is relevant, and related to nursing diagnosis	Only two interventions are relevant and related to nursing diagnosis	All interventions are relevant and related to nursing diagnosis	
Develops nursing interventions for the second nursing diagnosis: Interventions are related to diagnosis and the identified goal (At	No interventions are provided	Only one intervention is relevant, and	Only two interventions are relevant and	All interventions are relevant and related to nursing diagnosis	



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



least three nursing interventions required). CLO2		related to nursing diagnosis	related to nursing diagnosis		
Using accurate medical terminology when describing patient's condition CLO2	Terminology is inaccurate or misleading and difficult to understand	Some terminology is inaccurate or unclear	Terminology is accurate and mostly clear but may require clarification.	Terminology is precise and accurately reflects the patient's condition.	
Skills* CLO3, CLO4, CLO5	0	1	2	3	
Prepares environment (privacy, cleanliness and safety while protecting patient confidentiality and autonomy) CLO4	Privacy is not maintained. Safety protocols are not followed.	Privacy is insufficient frequently; some safety protocols are followed.	Provides privacy, most safety protocols are followed.	Ensures complete privacy, all safety protocols are strictly followed.	
Explains procedures to the patient and demonstrates comfortable position appropriate to his/her condition CLO5	No explanation is provided, and inappropriate position	Either explanation is unclear or inappropriate position	Explanation is mostly clear but requires some clarification and appropriate position	Clear, concise explanation and appropriate position.	
Prepares equipment appropriately CLO3	Equipment is not gathered or prepared	Some equipment is prepared, but essential items are missing or incorrectly gathered	Most necessary equipment is gathered with minor items are missing	Complete and proper preparation	
Perform procedures using the correct sequence CLO3	Incorrect sequence	Some sequence with major error	Most of the steps follow the correct sequence, with minor error	Follows the correct and precise sequence	
Perform procedures accurately and safely CLO4	Inaccurate and unsafe	The procedure is performed with several errors in technique	The procedure is mostly accurate and performed with minor errors	Accurate and safe	



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025



Disposes equipment appropriately after the procedure CLO3	Inappropriate disposal	Delayed disposal and failure to follow hospital policy	Disposal correctly and safely with minor errors	Proper and safe disposal	
Demonstrates effective communication skills with patient, family and healthcare team CLO5	Communication is incomplete or absent	Communication is inconsistent or unclear	Clear communication with minor gaps	Clear, concise, and timely communication	
Documents and reports changes in patient's condition and carried out treatment CLO5	No documentation	Inaccurate documentation	Mostly accurate with minor missing details.	Documentation is comprehensive with no missing data	
Total Score: _____ / 57 (19 items × 3 points) Convert to 20% for midterm exam Convert to 30% for final exam					

* Skills part will be evaluated following the Lippincott checklist/ Lippincott procedure

NOTE: Always maintains professional code of conduct, the breach of any of the following will deduct 0.5 for each from above score

Professional Appearance
Punctual in attending to duties
Accepts and reacts appropriately to constructive feedback (Acceptance of Coaching/Supervision)

Examiner 1 :

Signature :

Total score :

Examiner 2 :

Signature :

Total score :



LT-F11-04-014, Rev. a
Ref.: 14/08/2025-2026
Date: 29/10/2025

