



**The University of Jordan**

**Accreditation & Quality Assurance Center**

**Course Syllabus**

**Course Name: Maternal Health Nursing**

**Course Number: 0703306**

**SCHOOL OF NURSING**  
**MATERNAL AND CHILD HEALTH NURSING DEPARTMENT**

**SECOND SEMESTER 2016/ 2107**

**THE MISSION OF THE UNIVERSITY OF JORDAN**

The mission of The University of Jordan is to apply and promote the concepts of quality assurance efficiently and effectively, to control performance and evolve administrative procedures in order to develop distinctive educational, administrative and research system through applying modern quality assurance methodologies that achieve the mission of The University of Jordan and its objectives.

**THE VISION OF THE SCHOOL OF NURSING**

To be a leading, global school in the areas of nursing education, research, and community service.

**THE MISSION OF THE SCHOOL OF NURSING**

The School of Nursing dedicates itself to improve health and wellbeing of society through preparing professional nurses to provide quality nursing care, conduct research and provide community service. The school provides a model learning environment that encourages life-long learning, innovation, and professional and personal development.

**SCHOOL OF NURSING'S CORE VALUES**

Our values are derived from the Islamic Arabic heritage and the nursing profession which include: *integrity, equality, and justice; transparency and accountability; innovation and excellence; leadership and teamwork; discipline; response; and most importantly caring.*

1	Course title	Maternal Health Nursing
2	Course number	0703306
3	Credit hours (theory, practical)	3 credit hours (clinical)
	Contact hours (theory, practical)	12 contact hours (clinical)
4.	Class room:	Maternity Simulation lab, Al-Salt Hospital, Jordan University Hospital
5	Prerequisites/co-requisites	0702206
5	Program title	BSc. in Nursing
6	Program code	-
7	Awarding institution	The University of Jordan
8	School	School of Nursing
9	Department	Maternal and Child Health Nursing
10	Level of course	Third Year
11	Year of study and semester(s)	2016/2017- 2 <sup>nd</sup> Semester
12	Final Qualification	BSc.
13	Other department(s) involved in teaching the course	Non
14	Language of Instruction	English
15	Date of production/revision	February /2017

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## 18. Course Description:

***As stated in the approved study plan.***

This course focuses on the application of the principles of primary health nursing care, which include maintaining the health of women and prevention of the disease through the application of the nursing process steps. The student's education and training in this course will accentuate the application of skills related to nursing care of women during pregnancy, childbirth and after childbirth, as well as learning the skills related to family planning methods and caring for women with various diseases.

**19. Course aims and outcomes:**

**A- Aims:** This course aims at facilitating the opportunity for the students to utilize critical thinking in the assessment and management of the client/family through the childbearing experience.

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course students will be able to:

<b>Intended Learning Outcomes (ILO)</b>	
<b><u>ILO 1: Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.</u></b>	
Specific Course Objectives	<ul style="list-style-type: none"> <li>• Distinguish normal and abnormal physiological and psychological changes through childbirth experience.</li> <li>• Detect the components of health assessment for the woman across different stages of childbearing experience</li> <li>• Discover physical and psychological alteration during different stages of childbirth experience</li> <li>• Plan for standardized care based on assessment</li> <li>• Practice different roles of nurses across different stages of childbirth experience according to clinical setting policy.</li> <li>• Design individualized nursing interventions to assist the woman/family to promote positive health practices during childbirth experience.</li> </ul>
Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>• Evidence based practice</li> <li>• Client centered care</li> <li>• Quality improvement</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>• Objectives will be evaluated using : 1. Performance checklist in antenatal clinics/ labor room and postnatal ward different evaluation forms.</li> </ul>
<b><u>ILO 2: Apply principles of effective communication with peers, individuals, families, groups, and health care team.</u></b>	
Specific Course Objectives	<ul style="list-style-type: none"> <li>• Explain nursing intervention for the women with various obstetric and gynaecological conditions</li> <li>• Apply professional communication skills in inter-professional social and therapeutic context</li> <li>• Develop health education session for mothers and their families across different stages of childbirth experience according to their needs.</li> </ul>

Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>Professional communication, collaboration and consultation</li> <li>Client centered care</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>Objectives will be evaluated using :               <ol style="list-style-type: none"> <li>Performance checklist in antenatal clinics/ labor room and postnatal ward different evaluation forms.</li> <li>Professional conduct checklist</li> </ol> </li> </ul>
<b>ILO 3: Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups.</b>	
Specific Course Objectives	<ul style="list-style-type: none"> <li>Select appropriate nursing management of common and life threatening health problems during childbirth experiences.</li> <li>Interpret findings of physical examination for women with various obstetric and gynaecological conditions.</li> <li>Infer how the socio-cultural aspects of care affect family functioning and develop ways to make care more family centered</li> <li>Relate utilization of family planning with reproductive health promotion at different levels(individual, societal)</li> <li>Explain how the physical and psychological changes of pregnancy affect family function.</li> <li>Examine ways that nurses can use to interfere and prevent complications during child birth experience</li> </ul>
Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>Evidence based practice</li> <li>Safety</li> <li>Client centered care</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>Objectives will be evaluated using :               <ol style="list-style-type: none"> <li>Performance checklist in antenatal clinics/ labor room and postnatal ward different evaluation forms</li> </ol> </li> </ul>

	2. Professional conduct checklist  3. Case Study
<b>ILO 4: Apply professional standards, values, and behaviours in providing nursing care for individuals, families, and groups.</b>	
Specific Course Objectives	<ul style="list-style-type: none"> <li>• Identify different roles of nurses across different stages of childbirth experience.</li> <li>• Integrate professional code of ethics while caring for mother and their families across different stages of childbirth experience into practice</li> <li>• Create nursing process as a framework to compose and implement a plan of care for women during the child birth experience.</li> <li>• Construct professional values and norms while caring for mother and their families from different cultural background across different stages of childbirth experience into practice</li> <li>• Plan holistic nursing care according to the priority of needs during different stages of childbirth experience</li> </ul>
Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>• Ethical and accountable practice</li> <li>• Safety</li> <li>• Quality Improvement</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>• Objectives will be evaluated using :               <ol style="list-style-type: none"> <li>1. Performance checklist in antenatal clinics/ labor room and postnatal ward different evaluation forms. Refer to evaluation section for details.</li> <li>2. Professional conduct checklist</li> <li>3. Case Study</li> </ol> </li> </ul>
<b>ILO 5: Demonstrate safety measures to protect self, individuals, families, and groups.</b>	
Specific Course	<ul style="list-style-type: none"> <li>• Evaluate the risk/ benefit ratio of various family planning methods</li> </ul>



Objectives	<ul style="list-style-type: none"> <li>• Build safe management for high risk situations to prevent maternal mortality and morbidity.</li> <li>• Select principles of nursing management of common and life threatening health problems during childbirth experiences</li> </ul>
Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>• Evidence based practice</li> <li>• Safety</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>• Objectives will be evaluated using :               <ol style="list-style-type: none"> <li>1. Performance checklist in antenatal clinics/ labor room and postnatal ward different evaluation forms. Refer to evaluation section for details.</li> <li>2. Professional conduct checklist</li> </ol> </li> </ul>
<b>ILO 6: Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.</b>	
Specific Course Objectives	<ul style="list-style-type: none"> <li>• Take part in team working to develop students' collaborative abilities to implement required nursing care.</li> <li>• Assumes responsibility for nursing care provided to assigned patient(s).</li> <li>• Identify the RN role in a variety of maternal health care settings.</li> <li>• Utilize problem solving techniques while performing various role of the maternity nurse.</li> <li>• Prioritize care needed for designated patient and provide required care within the assigned clinical time.</li> </ul>
Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>• Ethical and accountable practice</li> <li>• Professional communication, collaboration and consultation</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>• Objectives will be evaluated using :</li> </ul>

	1. Professional conduct checklist 2. Case Study
<b>ILO 7: Utilize evidence based practice in providing care for individuals, families, and groups.</b>	
Specific Course Objectives	<ul style="list-style-type: none"> <li>Appraise existing universal standards as recommended by WHO in regards care providing during childbirth experience.</li> <li>Utilize the theoretical knowledge in clinical management for the mothers and their families during childbirth experience by using evidence based practice.</li> <li>Evaluate available evidences regarding childbirth issues to select what fit issue/ case under examination</li> <li>Utilize evidence in support of woman/family care and justify decision taken</li> </ul>
Relevant Competency (JNC)	<ul style="list-style-type: none"> <li>Evidence based practice</li> <li>Quality improvement</li> </ul>
Evaluation Methods	<ul style="list-style-type: none"> <li>Objectives will be evaluated using : <ol style="list-style-type: none"> <li>Performance checklist in antenatal clinics/ labor room and postnatal ward different evaluation forms. Refer to evaluation section for details.</li> <li>Professional conduct checklist</li> <li>Case Study</li> </ol> </li> </ul>

**20. Topic Outline and Schedule:**

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods for ILOs	Reference Reading and Activities
Orientation program-lab	1 <sup>st</sup> Week 30/1-2/2	All Instructors	ILOs 1- 6	Professional conduct, psychomotor skills, and clinical written exams	Chapter 15, 23, 31

<b>Simulation Lab Labor</b>	<b>2<sup>nd</sup>-4<sup>th</sup> Week</b> <b>6/2-23/2</b>	<b>All Instructors</b>	<b>ILOs 1- 6</b>	<b>Professional conduct, psychomotor skills, quiz and clinical written exams</b>	<b>Chapter , 15, 16,18,19,23, 24, 26, 29</b>
<b>Antenatal Clinic and Labor Ward</b>	<b>5<sup>th</sup>-7<sup>th</sup> Week</b> <b>27/2-16/3</b>	<b>All Instructors</b>	<b>ILOs 1- 6</b>	<b>Professional conduct, psychomotor skills, and clinical written exams</b>	<b>Chapter , 15, 16,18,19,23, 24, 26, 29</b>
<b>Simulation Lab Postpartum</b>	<b>8<sup>th</sup>-9<sup>th</sup> Week</b> <b>20/3-30/3</b>	<b>All Instructors</b>	<b>ILOs 1- 6</b>	<b>Professional conduct, psychomotor skills, quiz and clinical written exams</b>	<b>Chapter 5, 32, 33, 36, 37,38</b>
<b>Post-partum Ward</b>	<b>10<sup>th</sup>-13<sup>th</sup> week</b> <b>3/4 -27/4</b>	<b>All Instructors</b>	<b>ILOs 1- 6</b>	<b>Professional conduct, psychomotor skills, and clinical written exams</b>	<b>Chapter 5, 32, 33, 36, 37,38</b>
<b>Final Exam</b>	<b>14<sup>th</sup> week</b> <b>1/5-4/5</b>	<b>All Instructors</b>	<b>ILOs 1- 6</b>	<b>Professional conduct, psychomotor skills, and clinical written exams</b>	<b>All Chapters 5, 15, 16, 18, 19, 23, 24, 26, 29, 31, 32, 33, 36, 37, 38</b>

## 21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods: (Choose from table below)

All the teaching methods listed below are used to achieve course and clinical objectives related to the ILOs.

### Teaching Methodologies:

The following approaches that are guided by *Adult Learning Theory* will be used to achieve course and clinical objectives related to the ILOs:

Instructional Methods	Learning Activities (Examples)
<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Structured orientation lectures</li> <li>Skills and procedures demonstrations</li> </ul>
<ul style="list-style-type: none"> <li>Indirect Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Evidence-based articles</li> <li>Literature searches and reviews</li> </ul>
<ul style="list-style-type: none"> <li>Interactive Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Clinical conferences and case presentations</li> </ul>
<ul style="list-style-type: none"> <li>Experiential Learning</li> </ul>	<ul style="list-style-type: none"> <li>Experiential learning in clinical setting</li> <li>Simulation</li> </ul>
<ul style="list-style-type: none"> <li>Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>Self-directed literature review and synthesis to address problems in a specific case study</li> <li>Reflective Journaling</li> </ul>

## 22. Evaluation Methods and Course Requirements:

**Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:**

Assessment	Weight	ILOs	Description	Due Date
<b>Antenatal Clinic/Labor Room &amp; Postnatal Ward</b>	Written Quiz 6% divided as 3% at the end of each sim Lab Rotation  Skills 14% divides as 7% at the end of each Rotation	<b>ILOs 1- 6</b>	Essay question   Competencies evaluation form procedure checklist	By the end of each rotation
<b>Professional conduct</b>	20 % divided as 10% at each clinical rotation: antenatal/labor & postnatal ward	<b>ILOs 1- 6</b>	This tool examines the student's compliance with attendance, communication skills with his/her	By the end of each rotation

			colleagues, instructor, patients and health team professionals, safe nursing practice, the degree to which they are initiative and knowledgeable about the course demands	
<b>Performance checklist</b>	20% divides as 10% at each clinical rotation: antenatal+ labor, postnatal ward.	<b>ILOs 1- 6</b>	This tool examines the student's ability to apply the theoretical knowledge into practice at the clinical settings	By the end of each rotation
<b>Case study</b>	10% once during postpartum Rotation	<b>ILOs 1- 6</b>	Checklist will be handed to students at the beginning of rotation	In coordination with clinical instructors
<b>Clinical Final Written Exam</b>	30 % at the end of clinical experience	<b>ILOs 1- 6</b>	Competencies evaluation form procedure checklist  Multiple choice questions and essay question	Week no.14

### 23. Course Policies:

#### A- Attendance policies:

- Students must attend all classes of this course.
- Any student with absence of 15% of the classes of any course, will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
- Students are not allowed to come late to classes. Any student coming later than 30 minutes of students' arrival time will not be allowed to attend the class and he/she will be marked absent. If the student come late (10min-30min) to the clinical area 3 times will be counted as one absent.

**B- Absences from exams and handing in assignments on time:**

- Failure in attending 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 approves 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.
- Assignments and projects should be submitted to the instructor on the due date. One mark per each working day of delay will be subtracted from the total mark on late assignments.
- If the student absent in the proposed date of clinical exam or case study discussion without medical permission, he/she will take zero mark for that.

**C- Health and safety procedures:**

Students should comply with the Faculty of Nursing policies regarding pre-hospital training immunizations. Students should comply with the training areas policies regarding infection control, general precautions, and patient isolation.

**D- Honesty policy regarding cheating, plagiarism, misbehavior:**

Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
- Using materials not authorized by the institute.
- Collaborating with another student during a test, without permission.
- Knowingly using, buying, selling, or stealing the contents of a test.
- Plagiarism which means presenting another person's work or ideas as one's own, without attribution.

Using any media (including mobiles) during the exam

- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47, 27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>**

#### **E- Examination Instructions for Students**

- Bring with you full exam requirements (blue pen, pencils, sharpener, eraser, calculator etc.), borrowing from others is not allowed.
- Do not bring any material related to the exam
- Do not bring your mobile phone to the Exam room
- Be in the exam room at least 10 minutes before exam starting time
- It's not allowed to enter the exam room late. In case of coming late you have to contact the course coordinator immediately
- It's not allowed to leave the Exam room before the end of the END OF AT LEAST ONE-THIRD OF THE EXAM TIME.
- Write your name and university number on the exam paper and computerized sheet using **Blue** pen only.
- Use pencil **ONLY** to shade your answers on the computerized answer sheet.
- Do not leave examination room except under exceptional circumstances at the discretion of the Senior Invigilator and you should be accompanied by an invigilator, if needed.

- For Re-exam issue refer back to the university rules.

**F- Grading policy:**

A grade of (D) is the minimum passing grade for the course.

Mark Range	Grade
0-39	F
40-49	D <sup>-</sup>
50-55	D
56-59	D <sup>+</sup>
60-63	C <sup>-</sup>
64-67	C
68-70	C <sup>+</sup>
71-74	B <sup>-</sup>
75-77	B
78-80	B <sup>+</sup>
81-83	A <sup>-</sup>
84-100	A

**G- Available university services that support achievement in the course:**

1. Faculty members website
2. E-Learning website

**24. Required equipment:**

- Maternity simulation lab
- Audio-Visual Aids
- Faculty member's Website
- E-Learning Website
- Medical equipment available at different clinical settings



**25. References:****A- Required book (s), assigned reading and audio-visuals:**

Davidson, M, London. M, Ladewig, P (2014). Olds' Maternal-Newborn Nursing & Women's Health across the Lifespan, 9<sup>TH</sup> ED, Prentice Hall

**B- Recommended books, materials, and media:**

1. Pillitteri, A. (2014). **Maternal and Child Health Nursing: Care of the Childbearing and Childbearing Family** . (7<sup>th</sup>). PA: Lippincott Williams and Wilkins.
2. Marshall, J. & Raynor, M. (2014). **Myles Textbook for Midwives (16<sup>th</sup>ed)**. Churchill Livingstone.

**Electronic resources****Relevant Website and Journals**

- **Database**
- **Website**

**26. Additional information:**

**\*\* All the assigned readings are from the required textbook. However other credible resources are appreciated to enrich our background.**



**The University of Jordan**  
**School of Nursing**  
**Department of Maternal Child Health Nursing**  
**Maternal Health Nursing /Clinical**  
**Case Study**

Student Name: .....

Date: .....

Instructor: .....

Clinical Area: .....

Case Study Grading Rubric				
Case Study Elements	Performance Rating			Score
	Indicator not met	Indicator partially met	Indicator met	
	Poor (1)	Good (2)	Excellent (3)	
Case-Study Component Areas – Grading Criteria				
Item				
<b>Theoretical knowledge and understanding of medical diagnosis</b> <b>Mark × 1</b>	*Does not recognize the problems or theoretical *Knowledge of the case, displays little understanding of the Medical Diagnoses, main points are not outlined, or cannot be understood	*Meets expectations. *Demonstrates an acceptable understanding of the problems, theoretical Knowledge of the case or Medical Diagnoses; a few minor points are not outlined.	*Presents accurate thorough and detailed descriptions of the problems and reflects theoretical knowledge to the case; provides a well-focused medical diagnosis. key problems demonstrate an excellent grasp of the mother’s present situation.	
<b>Assessment</b> <b>Mark × 2</b>	Incomplete assessment	Complete assessment categories addressed at a basic level	Complete assessment complete with all assessment categories addressed at a thorough level.	
<b>Diagnosis</b> <b>Mark × 1</b>	<b>Problems/ Diagnoses</b> are given with lack of prioritization or inappropriate prioritization based on mother’s need(s).	Three nursing <b>problems/diagnoses</b> given with prioritization based on mother’s need(s).	More than three nursing <b>problems/diagnoses</b> given with prioritization based on the mother's need(s)	

<b>Planning</b> <b>Mark × 0.5</b>	<b>Goals</b> present for some of the problems/diagnoses but, are not measurable or no timeframe identified.	<b>Goals</b> present for problems/diagnoses with measurable outcomes and timeframes noted.	<b>Goals</b> present for all problems/diagnoses listed with measurable outcomes and timeframes	
<b>Intervention</b> <b>Mark × 1</b>	Less than the acceptable number of <b>interventions</b> for each of the mother's problem(s) and goal(s) listed and each goal identified.	Acceptable number of <b>interventions</b> per goal with relationship noted between the problem, goal, and interventions given.	Outstanding relationships noted between problem/diagnosis, goal and <b>interventions</b> .	
<b>Evaluation</b> <b>Mark × 0.5</b>	Has <b>reassessment data</b> but lacks demonstration of critical thinking skills for this mother assignment.	Has thorough <b>reassessment data</b> and demonstrates adequate critical thinking for this mother assignment.	Synthesizes connections between interventions and reassessment data. Demonstrates exceptional critical thinking for this mother assignment.	
<b>Laboratory result(s) and Medication(s)</b> <b>Mark × 1</b>	Has difficulty identifying mother's medication and laboratory results. Simply repeats facts does not discuss the relevance of these facts to mother's situation; fails to draw conclusions, or conclusions are not justified or supported	Provides an acceptable understanding and analysis of most of laboratory results and medications; in most instances, analysis is adequately supported by theory.	Presents in-depth understanding of mother's medication and laboratory results. Relate facts to mother's situation with thorough and well-reasoned justifications	
<b>Written Communication Skills</b> <b>Mark × 0.5</b>	Displays inadequate organization and/or development making the case difficult to follow; the written case exhibits multiple	Case satisfactorily organized and developed; the case is readable and easy to follow with only a few lapses; uses good language conventions and mechanics with a few minor errors in	Effective organization and development contribute to full comprehension of written case; readability is enhanced by facility in language use, excellent mechanics,	

	errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective case analysis	spelling, grammar, sentence structure, and/or punctuation; case analysis meets expectations in this area	and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)	
<b>Oral Communication Skills</b> <b>Mark × 0.5</b>	Presentation cannot be understood because there is no logical sequencing of information; presenter reads most or all of the case with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions	Case is presented in a sequence that the audience can follow; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills	Case is presented in a logical, interesting, and effective sequence, which the audience can easily follow; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively	
<b>Analytical/Critical Thinking Skills</b> <b>Mark × 1</b>	Information presented in the case-study is often inaccurate or incomplete; presents little if any analysis in different parts of	Adequately presents information relating to different parts of case study with only minor inconsistencies,	Accurately and appropriately analyzes and interprets relevant information pertaining to different parts of case-study. Effectively applies	

	case study. inaccurately and/or inappropriately applies procedures and/or principles. Presents few solutions, alternatives, or strategies. Solutions, alternatives, or strategies are often inaccurate or inconsistent; ideas are presented in a vague or rudimentary manner	irrelevancies, or omissions. Applies appropriate procedures and/ or principles. outlines relevant solutions, alternatives, or strategies with a few minor inaccuracies, consistent with the evidence and in a clear manner.	appropriate procedures, and/or principles in developing and justifying multiple solutions, alternatives, or strategies. Alternatives, or strategies are clear, coherent, well supported, logically consistent, and complete.	
<b>Connections to Research</b> <b>Mark × 1</b>	Makes little or no connection between problems in the case and relevant research, or the connections identified are weak or inaccurate in many respects	Identifies and outlines connections between some of the problems in the case and relevant research; the connections identified are adequately elucidated	Makes appropriate, insightful, and powerful connections between the problems in the case and relevant research; effectively integrates multiple sources of knowledge with case information	
<b>Total :     /10</b>				

**Comments:****Student signature:****Instructor signature:**



**The University of Jordan  
School of Nursing  
Maternal Health Nursing  
Professional Conduct**

Student Name: .....

Date: .....

Instructor: .....

Clinical Area: .....

**The Rating Scale**

**Unsatisfactory (1):** Occasionally exhibits adherence to the criteria of component.

**Basic (2):** Often exhibits adherence to the criteria of component.

**Proficient (3):** Very often exhibits adherence to the criteria of component.

**Distinguished (4):** Almost always exhibits adherence to the criteria of component.

Criteria	Comments			
	1	2	3	4
<b>Punctuality</b> <ul style="list-style-type: none"> <li>Student arrives to classes, Clinics, meetings, and appointments on time.</li> <li>Student meets deadlines for completion of tasks</li> </ul>				
<b>Attire</b> <ul style="list-style-type: none"> <li>Student was appropriate clothing</li> <li>Student adhere to established dress code</li> <li>Student maintain personal health and grooming acceptable to practice setting.</li> </ul>				
<b>Initiative</b> <ul style="list-style-type: none"> <li>Student is self-directed in undertaking tasks</li> <li>Students is self-motivated and independent</li> <li>Students seeks additional tasks after completing original assignments</li> </ul>				
<b>Total ( ) * 20%</b>				
<b>Knowledge base</b> <ul style="list-style-type: none"> <li>Demonstrating Knowledge of Nursing Process and Health</li> <li>Demonstrating Knowledge of Individual Health Needs</li> </ul>				

<b>Leadership</b> <ul style="list-style-type: none"> <li>Shows initiative in seeking out learning experiences</li> <li>Serves as a resource to peers</li> <li>Advocates on behalf of patient</li> <li>Acts effectively in role of team leader to peers</li> <li>Demonstrates leadership in group process</li> <li>Contributes to the learning of peers</li> </ul>					
<b>Safety</b> <ul style="list-style-type: none"> <li>Adhere to safety measures, e.g. hand washing, sterility, proper disposal of waste</li> <li>Use equipment correctly &amp; safely before, during &amp; after procedure</li> </ul>					
<b>Organization</b> <ul style="list-style-type: none"> <li>Show evidence of preparation for clinical</li> <li>Assignments</li> <li>Organize carrying out of delegated responsibilities</li> </ul>					
<b>Total ( ) * 60%</b>					
<b>Cooperation</b> <ul style="list-style-type: none"> <li>Student is non-argumentative</li> <li>Student is willing to act jointly with others</li> <li>Student show team spirit</li> <li>Student treats peers in respectful manner</li> <li>Make use of participation in learning activities, demonstrations&amp; discussions</li> </ul>					
<b>Response to feedback</b> <ul style="list-style-type: none"> <li>Utilize and accept instructions and suggestions to improve performance</li> </ul>					
<b>Rapport</b> <ul style="list-style-type: none"> <li>Creating an environment of respect and rapport with patients/ families / instructor/ staff/ administration/ and other students.</li> </ul>					
<b>Total ( ) * 20%</b>					

Instructor Signature: .....

Student Signature: .....

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File