



## Course Specifications

<b>Course Title:</b>	Emergency and critical care nursing	
<b>Course Code:</b>	433NUR-6	
<b>Program:</b>	Nursing	
<b>Department:</b>	Nursing	
<b>College:</b>	College of Nursing and Allied Health Sciences	
<b>Institution:</b>	Jizan University	

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## A. Course Identification

<b>1. Credit hours:</b> <b>6 hours</b>
<b>2. Course type</b> a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> <b>Level 10 – Fourth Year</b>
<b>4. Pre-requisites for this course (if any):</b> <b>Adult Care Nursing II (332NUR-6)</b>
<b>5. Co-requisites for this course (if any):</b> <b>No</b>

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	80%
2	Blended	06	20%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	36 hrs
2	Laboratory/Studio	72 hrs
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	108

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is introduced to provide knowledge on the management of a critically ill patient who has life-threatening illnesses or injuries. The content of this course enables the students to work in the Critical Care Unit and be prepared for any type of emergency situations. The clinical part emphasizes on the application of the acquired knowledge related to nursing and nursing process, and different fields of medicine in the care of critically ill patients who might also need an emergency nursing care.

### 2. Course Main Objective

- At the end of this course, the students will:
  - Describe Emergency Nursing and Critical Care Nursing, their importance and principles applied using the nursing process.

2. Conduct a focused assessment of a critically ill patient especially in emergency situations.
3. Utilize specific theoretical knowledge related to nursing sciences and medical technology to understand physical, psychological, social, emotional responses etc. to the care of critically ill patients.
4. Use critical thinking approaches in providing holistic care on a critically ill patient.
5. Provide health education not only to the patient but to the family members as well, in health promotion, infection and disease prevention.
6. Apply understanding of the etiology/ pathophysiology of the body system, assessment techniques, diagnostic tests, treatment and common disorders commonly seen in Critical Care Unit.
7. Use the different hemodynamic monitoring equipment in the Intensive Care Unit..
8. Demonstrate good behavior on how to do the critical care team's responsibilities reflecting professional and personal development.
9. Display ability to perform emergency care and nursing interventions to ensure patient safety.
10. Follow hospital policies and strategies in providing quality patient's care especially in emergency situations.
11. Develop communication skills in order to establish good relationships with patients, families, colleagues and hospital staff.
12. Apply the principles of quality nursing care needed for the critically ill patients to ensure accuracy and safety.
13. Accept responsibility and develop leadership ability.
14. Implement the legal and ethical consideration for the client with critical health condition.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Demonstrate scientific knowledge to analyze and articulate theories, concepts, principles, and skills for nursing education to guide nursing practices with different health problems.	K1
1.2		
1.3		
1...		
<b>2</b>	<b>Skills :</b>	
2.1	Practice nursing in ways that are consistent with professional, ethical, regulatory and legal codes, while recognizing and responding appropriately to moral or ethical dilemmas and issues in day-to-day practice	S1
2.2	Formulate specific nursing actions to provide holistic care to meet the needs/problems taking into account time frame, workload and available resources using reasoning skills and prioritizing actions.	S2
2.3	Develop the leadership skills and strategies to promote effective management and delivery of quality services	S3

CLOs		Aligned PLOs
2...		
3	<b>Values:</b>	
3.1	Communicate effectively, both orally and in writing, with patients' families, colleagues and other professionals within the context of the healthcare environment.	V1
3.2	Perform the standards of nursing practice according to the National League for Nursing, and the National Qualifications Framework.	V2
3.3	Demonstrate effective leadership and managerial skills in the provision of holistic care for clients and the promotion of quality of work-life for co-workers.	V3
3...		

## C. Course Content

Week	List of Topics	Contact Hours
1	A-Definition and Concept of Emergency Nursing and Critical Care Nursing. B-Legal and ethical issues and professional role related to emergency care and critical care	3
2	A-Strategies and basic principles of delivering emergency care and critical care.	3
3	Management and nursing care of patients with Neurologic System Disorders.	3
4 + 5	Management and nursing care of patients with cardiovascular disorders.	6
6	Management and nursing care of patients with Respiratory disorders.	Self-Reading
7	Management and nursing care of patients with Gastrointestinal Disorders.	3
8	Management and nursing care of patients with Renal Disorders	3
9	Management and Nursing Care of patients with Endocrine System Disorders.	3
10	Management and Nursing care of patients with Hematologic and Immune System Disorders.	Self-Reading
11	Management and nursing care of patients with Multisystem Disorders.	3
12	Roles, Responsibilities and developing leadership Ability in Critical Care Unit	Self-Reading
13	Final Theory exam	
Total		36 Hours

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1			
1.2	Demonstrate scientific knowledge to analyze and articulate theories, concepts, principles, and skills for nursing education to guide nursing practices with different health problems.	1- Lecture- discussion and didactics 2. Computer-aided Instructions (CAI) 3. Student-Lead Activities. 4-Data show Presentation. 5- E-Videos (Model).	1. Recitation in class. 2. Quizzes 3. Periodical Examinations 4. Case studies 5. Nursing Care Plans 6. Individual and group requirements. 7- MCQs. 8- Short answer question.
...			
2.0	Skills		
2.1	Practice nursing in ways that are consistent with professional, ethical, regulatory and legal codes, while recognizing and responding appropriately to moral or ethical dilemmas and issues in day-to-day practice.	1. Case studies and presentations 2. Questioning 3. Problem-solving 4. Simulation 5. Problem-based learning. 6- Lectures. 7- E-Videos. 8- Small group discussion.	1. Case presentations 2. Case Analysis 3. Periodical Examinations that vary from recall to comprehension, analysis, and application 4. Quizzes 5- MCQs. 6- Problem solving questions. 7- Assignments.
2.2	Formulate specific nursing actions to provide holistic care to meet the needs/problems taking into account time frame, workload and available resources using reasoning skills and prioritizing actions.		
2.3	Develop the leadership skills and strategies to promote effective management and delivery of quality services		
3.0	Values		
3.1	Communicate effectively, both orally and in writing, with patients’ families, colleagues and other professionals within the context of the healthcare environment..	1. Case analysis 2. Research project development. 3. Simulation 4.Conversational diads/groups 5. Public speaking 6. Case studies. 7. Webinars 8. Write and comment on scientific nursing. 9. English is the medium of instruction and business transactions	1-Use of rubrics for communication skills assessed in the clinical. 2-use of rubrics for interviews with the students and by the students 3-EBP findings from e-links/e-sources 4-subscription to the SDL. 5-professional web pages 6-peer evaluations

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		10.Small group discussion.	7-evaluate written and spoke English. 8- Research Assignment. 9- Case study assignment. 10- Problem-solving questions.
3.2	Perform the standards of nursing practice according to the National League for Nursing, and the National Qualifications Framework.	1. Use of Audiovisual aids, to demonstrate skills/procedures 2. Guided practice for the students 3. Use of low to high fidelity simulation 4. Equipped and functional nursing laboratories for demonstrations and return demonstrations 5. Actual clinical exposure: observe, assist, perform clinical skills on actual patients	1-Use of rubrics for communication skills assessed in the clinical. 2- Case study assignment. 3- Problem-solving questions.
3.3	Demonstrate effective leadership and managerial skills in the provision of holistic care for clients and the promotion of quality of work-life for co-workers.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Short assessment (QUIZZES )	2	5%
2	Practical assessment or Assignment	3	5%
6	Midterm Theory Exam	4	15%
4	Clinical Evaluation	6	10%
5	Students participation and attendance	Throughout	5%
6	Final Exam Practical	12	10%
7	Final Exam Theory	13	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week).
2. The teacher receiving the schedule of office hours and organized it and then the teaching staff offers this schedule for all the students and the teacher demonstrates and answer any questions receiving from the students in specific days specialized for office hours.



## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>Emergency Nurses Association. (2019). <i>Sheehy's emergency nursing: Principles and practice</i>. (7<sup>th</sup>ed.). Mosby</li> <li>Burns, S.M. &amp; Delgado, S.A. (2018). <i>AACN essentials of critical care nursing</i>. (4<sup>th</sup>ed.). Mc-Graw Hill Education.</li> <li>Urden, L., Stacy K., Lough, M. (2018). <i>Critical care nursing: Diagnosis and management</i>. (8<sup>th</sup>ed.). Mosby.</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>Jones, J. &amp; Fix, B. (2019). <i>Critical care notes: Clinical pocket guide</i>. (3<sup>rd</sup>ed.). F.A. Davis Company</li> <li>Lewis, S., Bucher, L., Heitkemper, M.M., Kwong J., Roberts, D. (2016.) <i>Medical – surgical nursing: Assessment and management of clinical problems, single volume</i>. (10<sup>th</sup>ed.). Mosby</li> <li>Lippincot, Williams &amp; Wilkins. (2015). <i>Critical care nursing made incredibly easy</i>. (4<sup>th</sup>ed.) Lippincot, William &amp; Wilkins.</li> </ul>
<b>Electronic Materials</b>	<p>Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> <li>- Medicare web Site</li> <li>- EBSCO web Site</li> </ul>
<b>Other Learning Materials</b>	<p>Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>Professional standards/regulations of Critical Care Nursing</p>

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom capacity about 50 student Laboratories capacity about 20 student
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show and software
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<p>Not have specific lab for emergency please I want the specific lab for emergency.</p> <p>if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> <li>-Ventilator</li> <li>-Intracranial pressure monitoring devices.</li> <li>-specific air mattress for bed sores.</li> <li>-more equipment for spinal anesthesia.</li> </ul>



Item	Resources
	-Teaching lab dolls and equipments relevant to nursing procedure included in course especially CPR Manikin

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Program coordinator Course coordinator Students	<ul style="list-style-type: none"> <li>Analysis of students performance progress through factor analysis of written periodical exams</li> </ul>
Achievement of course learning outcomes	Course coordinator Course instructor	<ul style="list-style-type: none"> <li>Criteria analysis of students performance progress for clinical practice and interpersonal skills</li> </ul>
		ILO
		Annual report

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	