



## Course Specifications

<b>Course Title:</b>	<b>Critical Care and Emergency Nursing</b>
<b>Course Code:</b>	<b>5601451-5</b>
<b>Program:</b>	<b>Bachelor's degree of Nursing- Nursing program.</b>
<b>Department:</b>	<b>Nursing practices</b>
<b>College:</b>	<b>Faculty of Nursing</b>
<b>Institution:</b>	<b>Umm Al-Qura University</b>

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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 7/ 4 <sup>th</sup> year			
<b>4. Pre-requisites for this course (if any):</b>			
<ul style="list-style-type: none"> <li>• Medical Surgical 2</li> <li>• Health Education</li> <li>• Pharmacology</li> </ul>			
<b>5. Co-requisites for this course (if any):</b>			
None			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	-	-
2	Blended	30	40%
3	E-learning	-	-
4	Distance learning	-	-
5	Other	45	60%

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

No	Activity	Contact Hours
1	Lecture 2/week/15 weeks	30
2	Laboratory/Studio 6/week/ 6 weeks	36
3	Tutorial	
4	Others (specify) clinical in hospital 6/ week / 9weeks	54
	<b>Total</b>	<b>120</b>

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>		
This course focuses on application of nursing process and problem-solving approach in providing nursing care modalities to critically ill client and their families during their hospital stay in the critical care units. The course enables the nursing students to provide also quality nursing care to clients in the emergency department.		
<b>2. Course Main Objective</b>		
The purpose of the course is to help students to acquire cognitive, psychomotor and affective skills to give nursing care modalities for critically ill clients in critical care units and in emergency department.		
<b>3. Course Learning Outcomes</b>		
	CLOs	Aligned PLOs
1	<b>Knowledge and Understanding</b>	
	Mention the structure and divisions of the critical care units and emergency department.	
1.1	Enumerate the specific machines, equipment and devices used in the critical care	

CLOs		Aligned PLOs
	units and emergency department.	
1.2	Identify clinical manifestations of critically ill patients with trauma.	
1.3	Illustrate nursing diagnoses for complex acutely / critically ill patients and their families.	
1.4	State the specific diagnostic procedures needed for critically ill and trauma clients.	
1.5	Identify the therapeutic modalities for the above-mentioned clients (medical, surgical and nursing care modalities)	
<b>2</b>	<b>Skills:</b>	
2.1	Apply evidence based nursing and critical thinking skills in problem solving and decision making in caring for critically ill patients.	
2.2	Perform comprehensive nursing management for critically ill and clients with trauma.	
2.3	Apply the principles of rehabilitation to help clients adapt with their medical conditions.	
2.4	Perform the following procedures: <ul style="list-style-type: none"> <li>• Endotracheal care</li> <li>• Tracheostomy care.</li> <li>• Care for client on mechanical ventilation.</li> <li>• Suctioning.</li> <li>• Arterial blood sample for blood gases.</li> </ul> Monitoring central venous pressure (CVP).	
2.5	Interpret the results of diagnostic procedures.	
<b>3</b>	<b>Values:</b>	
3.1	Construct nursing interventions to assist clients and their families in adaptation to their critical situations and crisis.	
3.2	Evaluate a nursing care for adults with complex acute and critical conditions using evidence-based practice research	
3.3	Collaborate with adult patients and families, and members of the health care team to communicate healthcare priorities and needs.	
3.4	Manage the impact technology has on the delivery of hi-tech intensive nursing care in the acute care setting.	
3.5	Analyze legal and ethical dilemmas confronting critical care nurses	

### C. Course Content

No	List of Topics	Contact Hours
1	▪ Introduction and course orientation	2
2	▪ Structure and divisions of the critical care units. ▪ Specific machines, equipment and devices used in the critical care units.	2
3	▪ Concept of critical illness ▪ Impact of critical illness on clients and their families	2
4	▪ Adult respiratory distress syndrome ▪ Respiratory failure	2
5	▪ Pulmonary embolism ▪ Pneumothorax	2
6	▪ Mechanical ventilator & Weaning	2

7	<ul style="list-style-type: none"> <li>▪ Acute coronary syndrome</li> <li>▪ Cardiogenic shock</li> </ul>	2
8	<ul style="list-style-type: none"> <li>▪ Cardio thoracic Surgery.</li> </ul>	2
9	<ul style="list-style-type: none"> <li>▪ Cardiac dysrhythmia</li> </ul>	2
10	<ul style="list-style-type: none"> <li>▪ Thyroid crisis</li> <li>▪ Acute stroke</li> </ul>	2
11	<ul style="list-style-type: none"> <li>▪ Nursing role in emergency department</li> <li>▪ Triage system</li> <li>▪ Emergency care</li> </ul>	2
12	<ul style="list-style-type: none"> <li>▪ Acute gastrointestinal bleeding</li> <li>▪ Acute abdominal pain</li> <li>▪ Intestinal obstruction</li> </ul>	2
13	<ul style="list-style-type: none"> <li>▪ Head injury</li> <li>▪ Spinal cord injury</li> </ul>	2
14	<ul style="list-style-type: none"> <li>▪ Chest Trauma</li> <li>▪ Abdominal injuries</li> </ul>	2
15	<ul style="list-style-type: none"> <li>▪ Revision</li> </ul>	2
<b>Total</b>		<b>30</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
	Mention the structure and divisions of the critical care units and emergency department.	Brain storming, group discussion, independent study assignments.	-Written quizzes -Final oral. -Final written. -Independent students' assignments.
1.1	Enumerate the specific machines, equipment and devices used in the critical care units and emergency department.		
1.2	Identify clinical manifestations of critically ill patients with trauma.		
1.3	Illustrate nursing diagnoses for complex acutely / critically ill patients and their families.		
1.4	State the specific diagnostic procedures needed for critically ill and trauma clients.		
1.5	Identify the therapeutic modalities for the above-mentioned clients (medical, surgical and nursing care modalities)		
<b>2.0</b>	<b>Skills</b>		
2.1	Apply evidence based nursing and critical thinking skills in problem solving and decision making in caring for critically ill patients.	Demonstration and re-demonstration of the techniques. Training in clinical area to apply the techniques in a real situation.	-Self and peer evaluation. -Formal evaluation of student performance in lab. -Assessment of students' performance in

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			clinical settings -Final practical exam in faculty lab at the end of the semester
2.2	Perform comprehensive nursing management for critically ill and clients with trauma.		
2.3	Apply the principles of rehabilitation to help clients adapt with their medical conditions.		
2.4	Perform the following procedures: <ul style="list-style-type: none"> <li>• Endotracheal care</li> <li>• Tracheostomy care.</li> <li>• Care for client on mechanical ventilation.</li> <li>• Suctioning.</li> <li>• Arterial blood sample for blood gases.</li> <li>• Monitoring central venous pressure (CVP).</li> </ul>		
2.5	Interpret the results of diagnostic procedures.		
<b>3.0</b>	<b>Values</b>		
3.1	Construct nursing interventions to assist clients and their families in adaptation to their critical situations and crisis.		
3.2	Evaluate a nursing care for adults with complex acute and critical conditions using evidence-based practice research	Problem solving techniques	Written tests Clinical training Final oral Independent students' assignments.
3.3	Collaborate with adult patients and families, and members of the health care team to communicate healthcare priorities and needs.	Group discussion, application of leadership role.	Evaluated according to specific criteria
3.4	Manage the impact technology has on the delivery of hi-tech intensive nursing care in the acute care setting.		
3.5	Analyze legal and ethical dilemmas confronting critical care nurses		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term Exam	8	15%
2	Semester clinical activities (in lab and clinical setting) <ul style="list-style-type: none"> <li>• General appearance.</li> <li>• Student behavior.</li> <li>• Student performance.</li> <li>• Assignments.</li> </ul>	From 1 <sup>st</sup> to 15 <sup>th</sup>	25%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
	<ul style="list-style-type: none"> <li>Documentation of the clinical tools.</li> </ul>		
3	Final practical exam	16 <sup>th</sup>	10%
4	Final oral exam	16 <sup>th</sup>	10%
5	Final written exam	17, 18 <sup>th</sup>	40%

\*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:

- Academic office hours: 6 hours/ week for all faculty staff assigned for this course., each staff member offers 2 hours per week.
- Academic advising: all students are distributed on the available staff, and each staff member meets with students when needed.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>Perrin K, MacLeod C., editors (2018). Understanding the Essentials of Critical Care Nursing. 3rd ed. Pearson Education, Inc.</li> <li>Booker K, editor (2015). Critical Care Nursing: Monitoring and Treatment for Advanced Nursing Practice. John Wiley &amp; Sons, Inc.</li> <li>Moton P., Fontaine p.G. (2013). Essentials of Critical care nursing, A Holistic Approach, first edition, Wolters Kluwer Health Lippinc, library of congress.</li> <li>AACN Procedure Manual for Critical Care (2011)., 6th Edition, saunders Elsevier.</li> <li>Sudbury SE. Boston, MA (2011). Critical Care Nursing Practice Guide: A Road Map for Students and New Graduates, first edition, Jones &amp; Bartlett Learning.</li> </ul>
<b>Essential References Materials</b>	Intensive and critical care nursing journal..... <a href="http://www.intensivcriticalcarenursing.com/">http://www.intensivcriticalcarenursing.com/</a> journal of emergency nursing . <a href="http://www.jenonline.org/">http://www.jenonline.org/</a>
<b>Electronic Materials</b>	<a href="https://www.aacn.org/">https://www.aacn.org/</a> <a href="https://www.ena.org/">https://www.ena.org/</a> <a href="http://www.heart.org/">http://www.heart.org/</a>
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>Students will be divided into 4 groups</li> <li>Two lecture session (online) each session has 2 groups of students from (74-76 students).</li> </ul>

Item	Resources
	<ul style="list-style-type: none"> <li>• Students will be divided into 4 groups on two days for clinical Monday (group 1,2) and Thursday (group 3,4), in each clinical day there will be 2 groups with 6 instructors.</li> <li>• Four labs will be used for training (critical care lab and medical surgical lab). (each lab takes containing 18-19 students).</li> <li>• Educative hospital for clinical teaching.</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• Virtual classes (online)</li> <li>• Data show Available in classes and labs</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Equipment for critical care nursing procedures</li> </ul>

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	