



## Course Specifications

<b>Course Title:</b>	Adult Health II clinical	
<b>Course Code:</b>	NUR 352	
<b>Program:</b>	B. Sc. In Nursing	
<b>Department:</b>	Dept. of Nursing	
<b>College:</b>	College of Applied Medical Sciences in Al-Dawadmi	
<b>Institution:</b>	Shaqra University	

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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 checked="" 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> 5 <sup>th</sup> level / 3rd year			
<b>4. Pre-requisites for this course (if any):</b> NUR 242, NUR 243			
<b>5. Co-requisites for this course (if any):</b> NUR 351			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	6 X 15 =90	100 %
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	36
2	Laboratory/Studio	6 X 9 = 54
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	90

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This clinical course is a co-requisite to the theoretical part of adult health nursing-2. The course focuses on improving students' skills in utilizing the nursing process and critical thinking principles that enable students to provide the best nursing care for their clients. During the course, the student will be exposed to a variety of experiences in the neurology, orthopedic, oncology, dialysis, ear and throat units, as well as in the operating room.

### 2. Course Main Objective

1. Perform nursing care for patient with fracture and care for musculoskeletal disorders.
2. Perform nursing care for patient with hemodialysis and peritoneal dialysis, for patient with seizures, for burned patient, for patient on ventilator, and caring for dying.
3. Assisting with (bone marrow aspiration, lumbar puncture)
4. Handling cytotoxic agents

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Explain appropriate nursing concepts and actions holistically and comprehensively	1.1
1.2	Identify appropriate research and evidence-based nursing care relevant to health and healing, clinical practice, client preference, client and staff safety, and customer standards for patient with alteration in musculoskeletal, urinary, neurological, sensory, integumentary and cellular aberration.	1.2
2	<b>Skills :</b>	
2.1	Perform safe and quality interventions with the client to address the health, problems and issues	2.1
2.2	Demonstrate a working relationship with the client and/or support system based on trust, respect, and shared decision-making using appropriate communication/interpersonal techniques/strategies	2.2
2.3	Demonstrate effective nursing care for clients utilizing the evidence-based practice in the care of clients with musculoskeletal, urinary, neurological, sensory, integumentary and cellular aberration conditions.	2.3
2.4	Demonstrate appropriate strategies/approaches to plan nursing intervention and health education for the patient.	2.4
2.5	Employ advocacy activities to influence health and social care service policies and access to services. Also, demonstrate appropriate professional behaviour.	2.6
2.6	Perform safe and quality interventions with the client to address the health, problems and issues	2.1, 2.3, 2.4, 2.5
3	<b>Values:</b>	
3.1	Demonstrate appropriate values and virtues on caring for hypothetical or actual clinical patients.	3.1, 3.3
3.2	Apply ethico-legal considerations when providing safe, quality and professional nursing care. Apply ethical reasoning and decision making process to address situations of ethical distress and moral dilemma in the clinical area and classroom settings	3.2
3.3	Employ harmonious and collegial relationship among members of the health team for effective, efficient, and safe client care	3.3
3...		

### C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Nursing skills related to musculoskeletal system 1. Care of patient with Immobilization Device 2. Sling Application 3. Care of Patient with Cast 4. Use of assistive device: Walker, Crutches, and Cane <b>Clinical training</b>	12
2	Unit II. Nursing Skills Related to Urinary System 1. Urinary catheterization	12

	2. Urine collection 3. Intake and output 4. Care of Patient Receiving Dialysis: * Hemodialysis * Peritoneal Dialysis  <b>Clinical training</b>	
3	Unit III. Nursing Skills Related to Neurologic System 1. Bone Marrow Aspiration 2. Lumber Puncture  <b>Clinical training</b>	6
4	Unit IV. Nursing Skills Related to Cellular Aberration 1. Spill management	6
5	<b>Hospital Training</b>	54
...		
<b>Total</b>		<b>90</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
1.0	Knowledge and Understanding		
1.1	Explain appropriate nursing concepts and actions holistically and comprehensively	<ul style="list-style-type: none"><li>• Lectures (Skills lab and clinical)</li><li>• Discussion</li><li>• Bedside discussions.</li><li>• Cases analysis and discussions</li></ul>	<ul style="list-style-type: none"><li>• Structural evaluation (oral exam, written exam, quizzes, seminars, activities, assignments).</li></ul> Final evaluation (written exams and OSCE)
1.2	Identify appropriate research and evidence-based nursing care relevant to health and healing, clinical practice, client preference, client and staff safety, and customer standards for patient with alteration in musculoskeletal, urinary, neurological, sensory, integumentary and cellular aberration.		
1.3			
2.0	Skills		
2.1	Perform safe and quality interventions with the client to address the health, problems and issues	<ul style="list-style-type: none"><li>• Tutor will teach the student these skills during the bedside teaching.</li><li>• Lectures in which students are made aware of the significance of</li></ul>	<ul style="list-style-type: none"><li>• Structural evaluation (oral exam, written exam, quizzes, seminars, activities, assignments).</li></ul>
2.2	Demonstrate a working relationship with the client and/or support system based on trust, respect, and shared decision-making using appropriate communication/interpersonal techniques/strategies		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	Demonstrate effective nursing care for clients utilizing the evidence-based practice in the care of clients with musculoskeletal, urinary, neurological, sensory, integumentary and cellular aberration conditions.	time management. <ul style="list-style-type: none"><li>• Discussions with students on ethical behavior in conducting research.</li><li>• Individual counseling on research projects and writing difficulties</li></ul>	<ul style="list-style-type: none"><li>• Final evaluation (written exams and OSCE)</li></ul>
2.4	Demonstrate appropriate strategies/approaches to plan nursing intervention and health education for the patient.		
2.5	Employ advocacy activities to influence health and social care service policies and access to services. Also, demonstrate appropriate professional behaviour.		
2.6	Perform safe and quality interventions with the client to address the health, problems and issues		
3.0	Values		
3.1	Demonstrate appropriate values and virtues on caring for hypothetical or actual clinical patients.	<ul style="list-style-type: none"><li>• Group discussions</li><li>• Presentations</li></ul> Bedside discussions	Direct observation by the instructors
3.2	Apply ethico-legal considerations when providing safe, quality and professional nursing care. Apply ethical reasoning and decision-making process to address situations of ethical distress and moral dilemma in the clinical area and classroom settings		
3.3	Employ harmonious and collegial relationship among members of the health team for effective, efficient, and safe client care		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Return demonstration	At end of each unit	10%
2	Quizzes, assignments, clinical	Every Unit	5%
3	Clinical Competency Assessment	10	10%
4	Midterm exam • OSCE • Written	4-15	25% 10%
5	Final exam • OSCE • Written	16	30% 10%
6			
7			
8			

\*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 :**

Office hours 6 hours per week

Through university E mail

## F. Learning Resources and Facilities

### 1.Learning Resources

<p><b>Required Textbooks</b></p>	<ol style="list-style-type: none"> <li>1. Brunner and Suddarth's Textbook of Medical-Surgical(latest edition) Nursing, Suzanne C. O'Connell Smeltzer1. Black &amp;Joyce (2007). Medical Surgical Nursing, Philadelphia W.B., Saunders</li> <li>2. Luckmann and Sorensens (2005) Medical Surgical Nursing, a psycho physiological approach: Concept, process, and practice,8th Ed., Prentice Hall: NJ.</li> <li>3. LWIS SM., Heitkemper M M, &amp; Dirksen S R, (2006) Medical Surgical Nursing Assessment &amp; Management of Clinical Problems, study guide for 8th Ed. USA.</li> <li>4. Elkin M .K. , Perry A.G., &amp; Potter P., (2006), Nursing Interventions &amp; Clinical Skills, 5th ed., Mosby China</li> <li>5. Harkness GA, Dincher JR., (2007) Medical surgical nursing, total patient care, 12th ed, Mosby.</li> <li>6. Williams L S, Hopper P D., (2007) Understanding Medical-Surgical Nursing, 3rd ed, F.A. DAVIS COMPANY / Philadelphia</li> <li>7. Elkin A. @ Potter P. Nursing Interventions&amp; Clinical Skills 5th ed., 2010, Mosby.</li> <li>8. Lesesne.H(1993): Manual gastroenterologic procedure edited by Drossaman Dpp 94-98- Raven press, NewYork.</li> <li>9. Jon R. Krohmer. First Aid Manuual, 2004, Thomas Werlinich.</li> <li>10. Limmer D. &amp;O'keefe M. Emergency Care, 10th ed., 2005, Pearson Prentice Hall. 11- Sandra M. Nettina MSN, APRN, BC, ANP Manual of Nursing Practice latest Edition</li> </ol>
<p><b>Essential References Materials</b></p>	<ol style="list-style-type: none"> <li>1. Dolan, B. and Holt, L. (2000) Accidents and Emergency: Theory Into practice. London, Bailliere Tindall -McQuillan, K., Von Rueden, K., Hartsock, R., Flynn, M. and Whalen, E. (2002)</li> </ol> <p>Trauma Nursing: From Resuscitation to Rehabilitation (3rd ed) Saunders, Philadelphia. -Newberry, L. (2003) Sheehy's Emergency Nursing: Principles and practice (5th ed) Mosby, St Louis</p>
<p><b>Electronic Materials</b></p>	<ol style="list-style-type: none"> <li>1. <a href="http://www.eHowhealth.com">www.eHowhealth.com</a></li> <li>2. <a href="http://www.NursesforNursing.com">www.NursesforNursing.com</a></li> <li>3. <a href="http://www.practicalnursing.com">www.practicalnursing.com</a></li> <li>4. <a href="http://www.nursingcrib.com">www.nursingcrib.com</a></li> </ol>

	5. <a href="http://www.nursingavenue.com">www.nursingavenue.com</a> 6. <a href="http://www.nursingcareplan.com">www.nursingcareplan.com</a> 7. <a href="http://www.allnurses.com">www.allnurses.com</a> 8. <a href="http://www.nurse.com">www.nurse.com</a> 9. <a href="http://www.nursingnews.com">www.nursingnews.com</a> 10. <a href="http://www.lippincott'snursing.com">www.lippincott'snursing.com</a> 11. <a href="http://www.nurseweek.com">www.nurseweek.com</a> 12. <a href="http://www.pearsoned.co.uk/eLearning">www.pearsoned.co.uk/eLearning</a> 13. <a href="http://www.pearsonlongman.com/cws">www.pearsonlongman.com/cws</a> 14. <a href="http://www.booksites.net/connbegg">www.booksites.net/connbegg</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>Well ventilated and well lighted wide enough lab for at least 30 students</li> <li>Models for clinical applications (manual and electronics)</li> <li>Different types of hospital beds</li> <li>Electronic and manual manikins for application of different nursing skills</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>Personal computer</li> <li>Data show projector</li> <li>Monitor for video learning</li> <li>Videos</li> <li>Internet access</li> </ul> Smart Board
<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>Nursing laboratories prepared by special electronic equipment's</li> <li>Textbook of Medical- Surgical nursing / latest edition</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching & assessments	<ul style="list-style-type: none"> <li>Faculty Member.</li> <li>Peer Reviewers.</li> </ul>	<ul style="list-style-type: none"> <li>Exam questions corrections.</li> <li>Homework correction.</li> <li>Course evaluation survey.</li> </ul> Analysis of course reports & student's results.
Extent of achievement of course learning outcomes	<ul style="list-style-type: none"> <li>Program administrators.</li> <li>Quality Assurance experts &amp; Reviewers.</li> </ul>	Internal reviewing of the course contents, outcomes, reports & student's results.
Quality of learning resources	Program administrators.	



**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>	