



Course Specifications

Course Title:	Adult Health Nursing-1\Clinical
Course Code:	NUR 243
Program:	Bachelor of Science in Nursing
Department:	Nursing department
College:	College of applied medical sciences-
Institution:	Shaqra University

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A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
	Others <input type="checkbox"/>		
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: 2nd year- Level 4, 2st semester			
4. Pre-requisites for this course (if any): 233NUR+232NUR			
5. Co-requisites for this course (if any): 242NUR+241NUR			

6. Mode of Instruction (mark all that apply)

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

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	6 X 15 =90
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	90

B. Course Objectives and Learning Outcomes

1. Course Description

The Adult Health Nursing-1\Clinical is a co-requisite course of Adult Health Nursing-1\Theory. This course provides opportunity for nursing students to apply nursing skills utilizing the nursing process to the care of the adult clients experiencing medical-surgical conditions along the health illness continuum in a variety of health care settings. The course focuses on basic and advance nursing skills needed to safely and effectively provide nursing management to patients experiencing various disorders of gas exchange and respiratory function, cardiovascular and circulatory function, hematologic function, digestive and gastrointestinal function, and metabolic and endocrine function. Use of evidence-based practice is incorporated throughout the course to ensure that students are equipped with up-to-date trends in the implementation of advanced nursing skills and to better facilitate the development of clinical reasoning skills. The course is a combination of laboratory and clinical teaching. Students are given the opportunity to learn the different nursing skills using simulators in the nursing skills laboratory and apply them on real-life situations in the clinical setting.

2. Course Main Objective

At the end of the course the learner will be able to demonstrate and perform nursing skills, and apply critical thinking in identifying and prioritizing nursing problems in dealing with adult patients with fluid and electrolytes, peri-operative nursing, respiratory functions, cardiovascular and hematologic functions, gastrointestinal functions, and endocrine functions

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Memorize and state the steps and nursing consideration on of different nursing skills related to common medical illnesses related to fluid and electrolytes, peri-operative nursing, respiratory functions, cardiovascular and hematologic functions, gastrointestinal functions, and endocrine functions	K.1, K.2, K.3
1.2	Recognize the nursing considerations in providing care with patients with different cultural background	K.4
2	Skills :	
2.1	Design nursing care plan using the nursing care process as a framework for patients with disorders to fluid and electrolytes, peri-operative nursing, respiratory functions, cardiovascular and hematologic functions, gastrointestinal functions, and endocrine functions.	S.1, S.4
2.2	Appraise 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 fluid and electrolytes, respiratory, cardiovascular, hematologic, digestive and gastrointestinal, and metabolic and endocrine systems across age group.	S.2
2.3	Demonstrate effective communication skills with patients; oral case presentations; case write-ups; admission notes; clarity, organization.	S.3
2.4	Perform nursing care procedures correctly and efficiently on actual patients based on the nursing care plan.	S.5
3	Values:	

CLOs		Aligned PLOs
3.1	Demonstrate appropriate values and virtues on caring for hypothetical or actual clinical patients.	C.1, C.3
3.2	Demonstrate effective nursing care for clients utilizing the evidence-based practice in the care of clients with fluid and electrolytes conditions, peri-operative nursing, respiratory conditions, cardiovascular and hematologic conditions, gastrointestinal conditions, and endocrine conditions.	C.2

C. Course Content

No	List of Topics	Contact Hours
1	Unit I: Nursing Skills Related to Fluid and Electrolytes Balance and Disturbances <ol style="list-style-type: none"> 1. Venipuncture 2. Staring, monitoring, changing, and discontinuing an intravenous infusion 3. Using an infusion pump. Clinical training	6
2	Unit II: Nursing Skills Related to Perioperative Nursing <ol style="list-style-type: none"> 1. Performing surgical hand scrubbing 2. Gowning and gloving 3. Serving gown and gloves 4. Skin preparation 5. Draping the patient for operation 6. Preparing a sterile field using a packaged sterile drape 7. Preparing a sterile field using a commercially prepared sterile kit or tray 8. Wound dressing 9. Wound irrigation 10. Monitoring and measuring wound draining 11. Removing of staples and sutures . Clinical training	18
3	Unit III: Nursing Skills Related to Gas Exchange and Respiratory Function <ol style="list-style-type: none"> 1. Collection of sputum specimen 2. Deep breathing and coughing exercises 3. Chest physiotherapy 4. Incentive spirometry 5. Administering Oxygen by cannula, face mask, or face tent 6. Use of nebulizer 7. Oropharyngeal, nasopharyngeal, and nasotracheal suctioning 	18

4	First mid term Unit IV: Nursing Skills Related to Cardiovascular, Circulatory and Hematologic Function <ol style="list-style-type: none"> 1. Taking a 12-Lead Electrocardiograph 2. Collection of blood sample Clinical training	12
5	Clinical training 2nd midterm (OSCE)	6
6	Unit V: Nursing Skills Related to Digestive and Gastrointestinal Function <ol style="list-style-type: none"> 1. Inserting and removing nasogastric tube 2. Administering a tube feeding 3. Administering a gastrostomy or jejunostomy feeding 4. Colostomy care 5. Enema administration Clinical training	12
7	VI: Nursing Skills Related to Metabolic and Endocrine Function <ol style="list-style-type: none"> 1. Blood glucose monitoring Clinical training	6
8	Clinical training	12
Total		90

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		
1.1	Memorize and state the steps and nursing consideration on of different nursing skills related to common medical illnesses related to fluid and electrolytes, peri-operative nursing, respiratory functions, cardiovascular and hematologic functions, gastrointestinal functions, and endocrine functions	Lectures (Skills lab and clinical) <ul style="list-style-type: none"> • Discussion • Bedside discussions • Cases analysis and discussions 	Structural evaluation (oral exam, written exam, quizzes, seminars, activities, assignments). <ul style="list-style-type: none"> • Final evaluation (written exams)
1.2	Recognize the nursing considerations in providing care with patients with different cultural background		
2.0	Skills		
2.1	Design nursing care plan using the nursing care process as a framework for patients with disorders to fluid and electrolytes, peri-operative nursing, respiratory functions, cardiovascular and hematologic functions,	Lectures (Skills lab and clinical) <ul style="list-style-type: none"> • Discussion • Bedside discussions • Cases analysis 	Structural evaluation (oral exam, written exam, quizzes, seminars, activities,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	gastrointestinal functions, and endocrine functions.	and discussions	assignments). • Final evaluation (written exams and OSCE)
2.2	Appraise 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 fluid and electrolytes, respiratory, cardiovascular, hematologic, digestive and gastrointestinal, and metabolic and endocrine systems across age group.		
2.3	Demonstrate effective communication skills with patients; oral case presentations; case write-ups; admission notes; clarity, organization.		
2.4	Perform nursing care procedures correctly and efficiently on actual patients based on the nursing care plan.		
3.0	Values		
3.1	Demonstrate appropriate values and virtues on caring for hypothetical or actual clinical patients.	Tutor will teach the student these skills during the bedside teaching. • Lectures in which students are made aware of the significance of time management. • Discussions with students on ethical behavior in conducting research. • Individual counseling on research projects and writing difficulties	• Structural evaluation (oral exam written exam, quizzes, seminars, activities, assignments). • Final evaluation (written exams and OSCE)
3.2	Demonstrate effective nursing care for clients utilizing the evidence-based practice in the care of clients with fluid and electrolytes conditions, peri-operative nursing, respiratory conditions, cardiovascular and hematologic conditions, gastrointestinal conditions, and endocrine conditions.		

2. Assessment Tasks for Students

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

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Return demonstration	At end of each unit	10%
2	Quizzes, assignments, clinical forms	Every Unit	5%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
3	Clinical Competency Assessment	10	10%
4	Midterm exam • OSCE • Written	6-12	25% 10%
5	Final exam • OSCE • Written	16	30% 10%

E. Student Academic Counseling and Support

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

Office hours 8 hours per week on

- Through university E mail

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Perry, A.G, Potter, P.A. (2017): Basic Nursing Essentials for Practice (5 ed). St. Louis, Missouri Mosby.</p> <p>Elsevier Brunner and Suddarth's (2016): textbook of medical surgical nursing.</p> <p>Smeltzer SC; Bare BG (2015): Medical Surgical Nursing. 9ld ed. Lippincott Philadelphia.</p> <p>Elkin, Potter & Perry: Nursing intervention and clinical skills 4th edition</p>
Essential References Materials	
Electronic Materials	<p>www.eHowhealth.com</p> <p>www.NursesforNursing.com</p> <p>www.practicalnursing.com</p> <p>www.nursingcrib.com</p> <p>www.nursingavenue.com</p> <p>www.nursingcareplan.com</p> <p>www.allnurses.com</p> <p>www.nurse.com</p> <p>www.nursingnews.com</p>
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Well ventilated and well lighted wide enough lab for at least 30 students <ul style="list-style-type: none"> • Models for clinical applications (manual and electronics) • Different types of hospital beds • Some apparatus (ex., laryngoscope, pulse oximetry, under water seal) • Facilitate water source in labs
Technology Resources (AV, data show, Smart Board, software, etc.)	PC, Data Show & Smart Board in the lab
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Nursing laboratories prepared by special electronic equipment Lippincott manual of medical-surgical nursing/ latest edition Brunner Textbook of medical-surgical nursing/ latest edition Other medical surgical nursing books

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching & assessments	<ul style="list-style-type: none"> ▪ Faculty Member ▪ Educational Affairs Unit in the dept. ▪ - Peer Reviewers 	<ul style="list-style-type: none"> ▪ Exam questions corrections ▪ Homework correction ▪ Course evaluation survey ▪ Analysis of course reports & student's results
Extent of achievement of course learning outcomes	<ul style="list-style-type: none"> ▪ Program administrators/ administrator. ▪ Faculty Member ▪ Student feedback 	<ul style="list-style-type: none"> ▪ Internal reviewing of the course contents, outcomes, reports & student's results.
Quality of learning resources	<ul style="list-style-type: none"> ▪ Program administrators/ administrator. ▪ Faculty Member ▪ Student feedback 	<ul style="list-style-type: none"> ▪ Analysis and review of the course syllabus. ▪ Clinical competence evaluation

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	Dept. of Nursing Council
Reference No.	

Date	
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