



## Course Specifications

<b>Course Title:</b>	<b>Adult Health Care Nursing-2</b>
<b>Course Code:</b>	<b>(NUR 351)</b>
<b>Program:</b>	<b>Nursing Bachelor</b>
<b>Department:</b>	<b>Nursing Department</b>
<b>College:</b>	<b>College of Applied Medical Sciences- Al-Dwadmi</b>
<b>Institution:</b>	<b>Shaqraa University</b>

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>7</b>
1. Learning Resources .....	7
2. Facilities Required.....	7
<b>G. Course Quality Evaluation</b> .....	<b>8</b>
<b>H. Specification Approval Data</b> .....	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b> (3+0) 3 hours
<b>2. Course type</b> 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"/>
<b>3. Level/year at which this course is offered:</b> 5 <sup>th</sup> level / 3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b> NUR 243
<b>5. Co-requisites for this course (if any):</b> NUR 352

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2	5%
2	Blended	41	90%
3	E-learning	-	-
4	Distance learning	-	-
5	Other	2	5%

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

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>This theoretical course is designed to provide nursing students with more advanced knowledge that enables them to care for their adult clients competently. The course also focuses on the use of the nursing process and critical thinking principles to guide them in providing nursing care to clients complaining of acute, chronic and critical conditions. Socio-cultural variations between clients and the relevant ethical considerations are also addressed.</p>
<p><b>2. Course Main Objective</b></p> <ul style="list-style-type: none"> <li>- Perform nursing care for patient with fracture and care for musculoskeletal disorders.</li> <li>- Apply nursing care for patient with urinary disorders.</li> <li>- Care for patient with nervous system disorders.</li> <li>- Intervene care for patient with sensory disorders.</li> <li>- Caring for burned patients</li> <li>- Give appropriate emergency care for critically ill patients.</li> </ul>

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Recognize concepts, theories, and disciplines that underpin nursing science & care for patients with musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	1.2
1.2	Memorize etiology, clinical picture, treatment modalities and nursing management of health problems related to musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	1.3
1.3	Record the therapeutic and nursing management considering legal, ethical, and cultural basis while caring for the health problems to musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	1.4
<b>2</b>	<b>Skills :</b>	
2.1	Design nursing care plans for common health problems affecting adult patients suffering from musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	2.1
2.2	Demonstrate effective communication skills both orally & written in a professional meaning to peers, clients, families, and health team members while caring for adult patient with special health needs.	2.3
2.3	Interpret numerical results and research findings professionally to provide safe nursing care for adult patients with special disorders.	2.4
<b>3</b>	<b>Values:</b>	
3.1	Appraise professionalism while receiving feedback & critique from peers, faculty members and health care team while caring for critically ill and patients special health problems.	3.1
3.2	Demonstrate safe, evidence-based nursing care for patients, families and community considering legal responsibility, accountability at special and intensive care settings.	3.2 – 3.3

### C. Course Content

No	List of Topics	Contact Hours
1	Musculoskeletal system :- Anatomical and physiological overview - Fractures	3
2	- Traction - Osteoporosis - Osteomyelitis - Osteomalacia - Osteoarthritis - Paget's Disease - Amputation	6
3	Urinary system : -Anatomical and physiological overview - Urinary tract infection	4
4	- Acute renal failure - Chronic Renal failure - Urolithiasis	6

5	Neurological system : - Anatomical and physiological overview - Increased intracranial pressure - Headache - Cerebrovascular stroke	6
6	- Seizure - Epilepsies - Meningitis	4
7	- Seizure - Epilepsies - Meningitis	4
8	Integument Function - Anatomy and physiology of integument system - Herpes - Herpes Simplex - Burn	6
9	Sensor Neural function: Anatomical and physiological overview of eye and vision - Glaucoma - Cataract - Conjunctivitis - Retinal Disorders ( Retinal Detachment)	3
10	Anatomy and physiology of ear - Otitis media - Acute Otitis media - Serous Otitis media - Chronic Otitis media - External Otitis	3
<b>Total</b>		45

## 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	<b>Knowledge and Understanding</b>		
1.1	Recognize concepts, theories, and disciplines that underpin nursing science & care for patients with musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	- Improved lectures (developing show) - Discussion - Brain storming - Assignments	- Quizzes - written Exams -Reports evaluation
1.2	Memorize etiology, clinical picture, treatment modalities and nursing management of health problems related to musculoskeletal – urological – neurological – sensory – dermatological systems disorders.		
1.3	Record the therapeutic and nursing management considering legal, ethical, and cultural basis while caring for the health problems to musculoskeletal –		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	urological – neurological – sensory – dermatological systems disorders.		
<b>2.0</b>	<b>Skills</b>		
2.1	Design nursing care plans for common health problems affecting adult patients suffering from musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	- Class discussions -Teaching students to think independently and engage in group discussions	- Evaluate Class participation - Developing nursing care plan about assigned disease
2.2	Demonstrate effective communication skills both orally & written in a professional meaning to peers, clients, families, and health team members while caring for adult patient with special health needs.	- Encouragement of students to be creative in their presentation. -Teaching students to process data logically in their research papers.	- Case studies and assignment tasks - Evaluation of students' assignments
2.3	Interpret numerical results and research findings professionally to provide safe nursing care for adult patients with special disorders.	- Teaching students textual analysis.	- Case discussion
<b>3.0</b>	<b>Values</b>		
3.1	Recognize concepts, theories, and disciplines that underpin nursing science & care for patients with musculoskeletal – urological – neurological – sensory – dermatological systems disorders.	- Case studies about assignment tasks - Teaching students and encourage them to work within group	- Case studies and assignment tasks - Evaluation of students' assignments - Evaluate students during group discussion
3.2	Memorize etiology, clinical picture, treatment modalities and nursing management of health problems related to musculoskeletal – urological – neurological – sensory – dermatological systems disorders.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Attendance and participation	All weeks	5%
2	Assignments	7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup>	5%
3	Quizzes	4 <sup>th</sup> , 6 <sup>th</sup> , 9 <sup>th</sup>	10%
4	1 <sup>st</sup> midterm exam	6 <sup>th</sup>	15%
5	2 <sup>nd</sup> midterm exam	12 <sup>th</sup>	15%
6	Final exam	At the end of semester according to schedule	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 :**

- Six Contact Office Hours per week for students consultations In library direct supervision
- Through university E mail

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Brunner and Suddarth's Textbook of Medical-Surgical(latest edition) Nursing, Suzanne C. O'Connell Smeltzer
<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. Black &amp;Joyce (2015). Medical Surgical Nursing, Philadelphia W.B., Saunders</li> <li>2. Luckmann and Sorensens (2012) Medical Surgical Nursing, a psycho physiological approach: Concept, process, and practice,9<sup>th</sup> 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., (2015), Nursing Interventions &amp; Clinical Skills, 6<sup>th</sup> ed., Mosby China</li> <li>5. Harkness GA, Dincher JR., (2010) Medical surgical nursing, total patient care, 13<sup>th</sup> ed, Mosby.</li> <li>6. Williams L S, Hopper P D., (2010) Understanding Medical-Surgical Nursing, 4<sup>th</sup> ed, F.A. DAVIS COMPANY / Philadelphia</li> </ol>
<b>Electronic Materials</b>	<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> <li>5. <a href="http://www.nursingavenue.com">www.nursingavenue.com</a></li> <li>6. <a href="http://www.nursingcareplan.com">www.nursingcareplan.com</a></li> <li>7. <a href="http://www.allnurses.com">www.allnurses.com</a></li> <li>8. <a href="http://www.nurse.com">www.nurse.com</a></li> <li>9. <a href="http://www.nursingnews.com">www.nursingnews.com</a></li> <li>10. <a href="http://www.lippincott'snursing.com">www.lippincott'snursing.com</a></li> <li>11. <a href="http://www.nurseweek.com">www.nurseweek.com</a></li> <li>12. <a href="http://www.pearsoned.co.uk/eLearning">www.pearsoned.co.uk/eLearning</a></li> <li>13. <a href="http://www.pearsonlongman.com/cws">www.pearsonlongman.com/cws</a></li> <li>14. <a href="http://www.booksites.net/connbegg">www.booksites.net/connbegg</a></li> </ol>
<b>Other Learning Materials</b>	- Learning Videos Related to all subject topics

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ol style="list-style-type: none"> <li>a. Lecture Rooms equipped with state of the art multimedia and uninterrupted network connection</li> <li>b. Library with updated list of nursing textbooks</li> </ol>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ol style="list-style-type: none"> <li>a. Computer , data show and smart board available</li> <li>b. LCD Projector</li> </ol>

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluate teaching effectiveness	Student	- Questionnaire - Course Report
Course learning outcomes assessment	Faculty members	- Course learning outcomes assessment Templates - Course report - Annual program report
Evaluate learning resources	Student Faculty members	Questionnaire

**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>	Nursing department council
<b>Reference No.</b>	
<b>Date</b>	