



## Course Specifications

Course Title:	Emergency and Critical Care Nursing
Course Code:	NUR 481
Program:	Nursing Bachelor
Department:	Nursing Department
College:	College of Applied Medical Sciences - Dawadmi
Institution:	Shaqra University

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## A. Course Identification

<b>1. Credit hours (2+3) 5 hours/ week</b>			
<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> 8 <sup>th</sup> level / Fourth Year			
<b>4. Pre-requisites for this course (if any):</b> NUR 351 - NUR 352			
<b>5. Co-requisites for this course (if any):</b> Non			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6	5%
2	Blended	108	90%
3	E-learning	-	-
4	Distance learning	-	-
5	Other	6	5%

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

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	90
3	Tutorial	-
4	Others (specify)	-
	Total	120

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course focuses on providing student with the necessary nursing skills to provide care for emergencies and common critical accidents, the application of skills will take place in emergency settings. The theoretical part of course addresses studying the fundamentals of emergency & critical care, methods of evaluation, classification of clients according to degree of risk including the foundations of CPR and its applications, Burns care of all types and degrees, poisonings, fractures, coma and the change in temperature and methods of treatment, with emphasis on the role of nursing care in emergency situations.

## 2. Course Main Objective

- Describe Emergency and Critical Care Nursing, their importance and principles applied using the nursing process.
- Conduct focused assessment of a critically ill patient especially in emergency situations.
- 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.
- Use critical thinking approaches in providing holistic care on a critically ill patient. That may include the health education not only to the patient but to the family members as well, in promotion of health, disease prevention, and also infection prevention.
- Shows familiarization, able to use and identify the purpose of the different hemodynamic monitoring equipment in the Intensive Care Unit.
- Demonstrate good behavior on how to do the critical care team's responsibilities reflecting professional and personal development.
- Display ability to perform emergency care and nursing interventions to ensure patient safety.
- Follow hospital policies and strategies in providing quality patient's care especially in emergency situations.
- Develop communication skills in order to establish good relationships with patients, families, colleagues and hospital staff.
- Apply the principles of quality nursing care needed for the critically ill patients to ensure accuracy and safety.
- Acquire and gain new knowledge about Emergency and Critical Care Nursing which are updated.
- Accept responsibility and develop leadership ability.
- Follow the legal and ethical consideration for the client with critical health condition.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	State the context of emergency department care within the health care continuum.	1.2
1.2	Recognize common clinical presentations requiring emergent appropriate interventions.	1.3
1.3	Recognize the complex, dynamic legal, ethical, cultural and political issues while giving emergency care for victims.	1.4
2	<b>Skills :</b>	
2.1	Demonstrate basic emergency and critical care skills when caring for different emergency victims.	2.6
2.2	Perform rapid response care for all type's trauma, and a primary and secondary survey for any traumatic patients.	2.6
2.3	Show the ability to communicate first aid treatment to other health care professionals and victims.	2.3
3	<b>Values:</b>	
3.1	Modify safe emergency intervention to victims, families and community at emergency setting based on evidence based practice.	3.2

CLOs		Aligned PLOs
3.2	Appraise responsibility, accountability and punctuality at emergency settings with victims and health care providers.	3.3

### C. Course Content

No	List of Topics	Contact Hours	List of Topics	Contact Hours	Week
	Theory		Clinical		
1	<b>Overview of Emergency Nursing.</b> Ethical and Legal Issues in Emergency and Critical Care Nursing.	2	<b>- Introduction</b> to Critical care clinical & emergency equipment's devices	6	Week 1
2	<b>- Emergency Triage.</b>	2	<b>- Victim Assessment</b> Primary & Secondary Assessment	6	Week 2
3	<b>- Rapid Response Teams &amp; Code Management.</b>	2	<b>- Airway Obstruction and Choking management.</b> <i>a. Finger Sweep</i> <i>b. The Heimlich Maneuver</i> <i>c. Chest Thrust</i> <b>- Administering Artificial Respiration and Ventilation.</b>	6	Week 3
4	<b>- Respiratory Emergencies.</b> <i>Acute Respiratory Failures.</i>	2	<b>- Cricothyroidotomy.</b> <b>- Tracheostomy care.</b>	6	Week 4
5	<b>- Cardiac emergencies</b> <i>Emergency Myocardial Infarction.</i>	2	<b>- Cardiac arrest.</b> <b>Basic Life Support (BLS).</b> <b>Cardiopulmonary Resuscitation (CPR) for:</b> <i>a. Adult b. Child c. Infant.</i>	6	Week 5
6	<b>FIRST MIDTERM EXAM</b>				Week 6
7	<b>- Care of the Patient with Critical Cardiac Rhythm Disturbance Needs</b> <i>Tachyarrhythmia and Bradyarrhythmias.</i>	2	<b>- Endotracheal Intubation</b> <b>- Mechanical Ventilation</b>	6	Week 7
8	<b>- Care of the Patient with Neurological Needs.</b> <i>Care of the Traumatized Patient.</i>	2	<b>- Glasgow Coma Scale.</b> <b>- Central Venous Access Device Care</b>	6	Week 8
9	<b>- Care of the Patient with Specific Traumatic (Brain &amp; Spinal cord Injury (SCI))</b>	2	<b>- Lifting and Moving Victims</b> <b>- Bandaging</b>	6	Week 9
10	<b>- Care of the Patient with Endocrine Disorders:</b> <i>Emergency Hypoglycemia,</i>	2	Hospital training	6	Week 10

	<i>Hyperglycemia &amp; DKA)</i>				
11	<b>- Care of the Patient with Critical Hematologic Needs:</b> <i>Shock and Internal Injuries</i>	2	Hospital training	6	Week11
12	<b>SECOND MIDTERM EXAM</b>				Week12
13	<b>- Care of the Patient With Gastrointestinal emergencies – GIT Bleeding</b>	2	Hospital training	6	Week13
14	<b>- Integumentary System emergencies:</b> <i>Emergency Burn</i>	2	Hospital training	6	Week14
15	<b>Toxicological Emergencies:</b> <i>Poisoning and Overdose Emergencies.</i>	2	Hospital training	6	Week15
	<b>FINAL CLINICAL EXAM</b>				Week16
	<b>FINAL THEORITICAL EXAM</b>				Week17
<b>Total</b>		30		90	120

## D. Teaching and Assessment

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

Assessment Methods			
Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	State the context of emergency department care within the health care continuum.	- Improved lectures (developing show) - Discussion - Brain storming - Using learning technology ( learning videos)	Quizzes and Exams Reports evaluation
1.2	Recognize common clinical presentations requiring emergent appropriate interventions.		
1.3	Recognize the complex, dynamic legal, ethical, cultural and political issues while giving emergency care for victims.		
2.0	Skills		
2.1	Demonstrate basic first aid skills when caring for different emergency victims.	- Theoretical explanation - Demonstration and return demonstration in the lab - Laboratory and hospital training	- Observing students during application and using checklist for evaluating them
2.2	Perform First aid care for all types trauma, and a primary and secondary survey for any traumatic patients.		
2.3	Show the ability to communicate first aid treatment to other health care professionals and victims.		
3.0	Values		
3.1	Modify safe emergency intervention to victims, families and community at emergency setting based on evidence based practice.	- 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
3.2	Appraise responsibility, accountability and		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	punctuality at emergency settings with victims and health care providers.		during group discussion
...			

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Attendant and participation	All weeks	5%
2	Assignment	3 <sup>rd</sup> , 8 <sup>th</sup>	5%
3	1 <sup>st</sup> midterm exam (Practical)	6 <sup>th</sup>	20%
4	Quiz (1&2)	4 <sup>th</sup> , 9 <sup>th</sup>	5%
5	2 <sup>nd</sup> midterm exam (Theory)	12 <sup>th</sup>	20%
6	Return demonstration	All weeks	5%
7	Final Practical exam	16 <sup>th</sup>	15
Λ	Final exam theory	17 <sup>th</sup>	25%

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

## E. Student Academic Counseling and Support

<b>Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :</b>  - Six Contact Office Hours per week for students consultations in library direct supervision - Through university E mail and phone number.	<b>Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :</b>
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## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	1- <b>Essentials of Critical Care Nursing A Holistic Approach</b> , Patricia Gonce Morton & Dorrie K. Fontaine, Copyright © 2013 Wolters Kluwer Health   Lippincott Williams & Wilkins. 2- <b>LIPPINCOTT MANUAL OF NURSING PRACTICE</b> Tenth Edition, SANDRA M. NETTINA, MSN, ANP-BC. Copyright © 2014 Wolters Kluwer Health   Lippincott Williams & Wilkins. 3- <b>ABC of Practical Procedures</b> EDITED BY Tim Nutbeam & Ron Daniels, ISBN 978-1-4051-8595-0 published 2010, © 2010 by Blackwell Publishing Ltd
<b>Essential Textbooks</b>	1- <b>Introduction to Critical Care NURSING</b> SIXTH EDITION, Mary Lou Sole, PhD, RN, CCNS, CNL, FAAN, FCCM. Copyright © 2013 by Saunders, an imprint of Elsevier Inc. 2- <b>Critical Care Nursing, DeMYSTiFieD</b> Cynthia L. Terry, CNE, MSN, CCRN, RN. Copyright © 2011 by The McGraw-Hill Companies



<b>Essential Journals References</b>	<ul style="list-style-type: none"> <li>○ Journal of Emergency Nursing</li> <li>○ Advanced Emergency Nursing Journal</li> <li>○ <a href="http://www.journals.elsevier.com/international-journal-of-orthopaedic-and-trauma-nursing/">http://www.journals.elsevier.com/international-journal-of-orthopaedic-and-trauma-nursing/</a></li> </ul>
<b>Electronic Materials</b>	<a href="#">American Nurse Today</a> <a href="#">Madness: Tales of an Emergency Room Nurse</a> <a href="http://medscape.com/emergencymedicine">medscape.com/emergencymedicine</a> <a href="http://medicalnewstoday.com/category-emergencymedicinercases.com">medicalnewstoday.com/category-emergencymedicinercases.com</a> <a href="http://canadiem.org">canadiem.org</a> <a href="http://www.americannursetoday.com/">http://www.americannursetoday.com/</a> <a href="http://www.medscape.com/nurses">http://www.medscape.com/nurses</a> <a href="#">Nurse.com – Emergency Room</a> <a href="http://www.trauma.org/">http://www.trauma.org/</a> <a href="#">American Heart Association</a> <a href="#">British Red Cross</a>
<b>Other Learning Materials</b>	Audio- visual videos for all course topics.

## 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 classroom and laboratories. for at least 30 students</li> <li>• Models for clinical applications (manual and electronics)</li> <li>• Different types of hospital beds, some apparatus (ex. AED, Electronic CPR manikins should be present in demonstration laboratories.</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> <li>• Smart Board</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>• Nursing laboratories prepared by special all emergency care equipment and electronic manikins for demonstration.</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluate teaching effectiveness	Student	- Questionnaire - Course Report
Course learning outcomes	Faculty members	- Course learning outcomes



Evaluation Areas/Issues	Evaluators	Evaluation Methods
assessment		assessment Templates - Course report - Annual program report
Evaluate learning resources	Student Peer Reviewer	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

Council / Committee	Nursing department council
Reference No.	15
Date	01.06.1442H