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| **Suggested Form No. (2) Course Description** |

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| **Faculty** | **Princess Aisha Bint Al-Hussein College for nursing and health sciences**  |
| **Department** | **Nursing**  | **Level in Framework** | 7 |
| **Course Name** | **Acute Adult Health Nursing I (Clinical)** | **Number** | 0901603 | **Prerequisite** | - |
| **Credit Hours** | 3 | **Theoretical** | 3 | **Practical** | **-** |
| **Course Coordinator** |  | **Email** |  |
| **Teachers Educators** |  | **Emails** |   |
| **Lecture Time** |  | **Place** | According to the study schedule | **Attendance Type** | Face to face (clinical area) |
| **Semester** |  | **Preparation Date** | 6/5/2025 | **Modification Date** | 12/5/2025 |

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| Abridged Course Description  |
| This clinical course will add a new concept of research and evidence to build a more advanced nursing experience to the students’ foundational knowledge learnt in their undergraduate level as well as other learning resources. The course will also be emphasizing the practical application of advanced scientific principles and theoretical concepts in acute adult health and critical care settings. Students in this course will go forward and add communication skills, utilizing the nursing process as a framework to enhance problem solving, critical thinking and evidence-based decision-making in managing a variety of adult conditions in critical care settings. It will also enable students to assume roles as researchers and educators, contributing to the advancement of nursing knowledge and the education of fellow nursing professionals. Through collaborative experiences with multidisciplinary healthcare teams, students will also engage in comprehensive patient care, integrating cultural, legal, and ethical considerations into their practice. This immersive learning environment prepares students to navigate the complexities of acute care nursing, fostering more evidence based professional growth and leadership development within this level. |
| Course Objectives |
| **Program Intended Learning Outcomes:**)1. Enable students to identify nursing responsibilities for managing diseases and prevention of injury to hospitalized patients.
2. Provide clinical training to students to enable them to provide evidence-based nursing care for managing acute and chronic conditions in adults according to the latest guidelines and protocols
3. Identify the major areas of patients’ assessment with various life-threatening conditions.
4. Interpret data from invasive and non-invasive hemodynamic devices to manage acute conditions
5. Empower the students to identify the learning needs of hospitalized patients and their families through need-assessment.
6. Integrate knowledge and evidence from clinical assessments to initiate appropriate evidence based interventions
7. Assist students to understand the fundamental legal and ethical concepts related to professional nursing practice
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| **CILOs (Learning Outcomes)** |
| **At the end of this course student will be to:**  |
| **Knowledge** |
| a1. Demonstrate in-depth understanding of the pathophysiology, clinical manifestations, and complications of acute conditions such as ARDS, DKA, ACS, chest injury, and head injury in adult patients.a2. Explain the principles and interpretation of advanced diagnostic tools, including ECG and arterial blood gas (ABG) analysis, and their relevance in managing mechanically ventilated and hemodynamically unstable patients. |
| **Skills** |
| b1.Interpret and respond to changes like ABG results and ECG tracings to support timely clinical decision-making in acute and emergency situations.b2. Perform comprehensive hemodynamic assessments using invasive and non-invasive methods to evaluate cardiac output, fluid balance, and perfusion in critically ill adults.b3. Apply and manage mechanical ventilation settings based on patient-specific respiratory parameters, ABG trends, and evidence-based protocols in patients with respiratory failure (e.g., ARDS, chest injuryb4 Initiate and lead Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS) interventions during cardiopulmonary arrest. |
| **Competences** |
| c1. Integrate knowledge and clinical skills to prioritize care and make evidence-based decisions in managing adults with acute life-threatening conditions such as ACS, DKA, and traumatic injuries.c2. Collaborate effectively within interdisciplinary teams to plan, implement, and evaluate acute care interventions, ensuring patient-centered and coordinated care across settings.C3. Demonstrate ethical, safe, and culturally competent care while managing complex acute conditions, upholding professional standards and responding appropriately to dynamic clinical situations. |
| **Teaching & Learning Methods** |
| Clinical PresentationsCase Based Learning Evidence based writingWritten works and exams  |
| **Assessment Tools** |
| **Objective tests and Rubrics** | Grade | Date expected |
|  | Mid Term Exam | 20% | TBD |
|  | Presentation Seminars | 15% | TBD |
| Clinical Logs | 10% | TBD |
| Participation and articles  | 5% | TBD |
| Evidence Analysis | 20% | TBD |
| Final Written Exam | 30% | TBD |

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| **Course Content** |
| **Week** | **Hours** | **Outcomes** | **Subjects** | **Teaching & Learning Methods** | **Assessment Tools** |
| **1** |  | a1, a2, and b1 | Introduction to the courseDecision-making frameworks in managing critical care patientsCritical thinking exercises for emergency situations | Pre-Clinical Preparation |  |
| **2** |  | a1, a2, and b1, c1, and c2 | Legal and ethical considerations in critical care nursing.Cultural competency in delivering acute care | Pre-Clinical Preparationtraining Task-Based Learning | Written examination |
|  **2** |  | a1, a2, b1, b2, b3, c1, c2 | Role of the nurse in multidisciplinary healthcare teams.Holistic care approaches for critically ill patients | Pre-Clinical PreparationTask-Based Learning | Clinical EvaluationWritten examination |
| **3** |  | a1, a2, b1, b2, c1, c2 | Concepts of critical care advance practiceMechanical Ventilation | Pre-Clinical PreparationTask-Based Learning | Clinical EvaluationWritten examination |
| **4** |  | a2 | HemodynamicsNursing role and the code of nursing and start the orientation phase visiting patients under supervision  | Task-Based LearningCase discussion | Clinical EvaluationRubric-Bedside Exam |
| **5 and 6** |  | a1, a2, b1, and c1, c2 | Evidence-based interventions for common critical conditionsManaging crises and emergencies in acute care settings | Case discussion | Rubric-Seminar-based evaluationClinical EvaluationRubric-Bedside ExamWritten assignment |
| **7**  |  | a1, a2, b1, b2, b3, b4, and c1, c2 | Acute Coronary Syndrome Congestive heart failure  Seminar ARDS Chest Injury and Chest TubesHospital  | Task-Based LearningCase discussion | Seminar-based evaluationClinical EvaluationRubric-Seminar-based evaluationWritten assignment |
| **8 and 9** |  | a1, a2, b1, b2, b3, and c1-c2 | Continue observing taking and interpreting vital signs and assessing common case – HypertensionProviding care for patients who suffer from medical sepsis comparing investigationsCompare to evidence literatureSeminar  | Team Based Learning Task-Based LearningCase discussionWritten assignment | Case based evaluations Written assignment |
| **10** |  | a1, a2, b1, and c1,c3 | DKA and HHNS Hospital Seminar  | TrainingTask-Based LearningWritten assignment | Simulation based learningCase based evaluations Rubric-Oral examination and rubrics |
| **11 and 12**  |  | a1, a2, b1, b3, and c1 | Family-centered care in acute settingsTransition of care from critical care to rehabilitationContinue apply skills for surgical asepsis and infection controlSeminar  | Task-Based LearningWritten assignmentCase discussion | Written examinationsWritten Case-based discussionRubric |
| **13 and 14**  |  | a1, a2, b1, and b2 | Handling end-of-life care and decisions.Ethical dilemmas in acute care settings | Team-based learningWritten assignmentTask-Based LearningWritten assignmentCase discussion | Rubric-Seminar-based evaluationWritten examinationsWritten Case-based discussionRubric |
| **15** |  | a2,b1, c1 | Conflict resolution within healthcare teams.Mentoring and coaching peers in a clinical environment.Advocacy for policy changes and improvements in critical care | Team-based learningWritten assignmentTask-Based LearningWritten assignmentCase discussion | Written examinationsWritten Case-based discussion Rubric-Seminar-based evaluation |
| **16** |  | a 2 ,,b2, c1 | **Hospital Seminars**  | Lecture based learning Class discussionConcept maps  | Quizzes and exercises Written examinations |

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| **Constituents Components** |
| Sandstorm, Lewis Sharoon, Rogers Charles, 2014). Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 9th Edition, Mosby Elsevier | **Textbook** |
| University Databases: <https://ahulibrary-coe.app.deepknowledge.io/>  | **References** |
| <https://www.apa.org/>  | **Recommended for reading** |
| <https://scholar.google.com/?oi=gsb00&lookup=0&hl=en>  | **Electronic material** |
|  | **Other sites** |

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| **Assessment tools** | **Grade****%** |
|  | a1 | a2 | b1 | b2 | b3  | b4 | c1 | c2 | c3 |
| Mid-Term Exam | 20 | 5 | 9 | 5 | 1 |  |  |  |  |  |
| Presentation Seminars | 15  | 2 | 9 | 4 |  |  |  |  |  |  |
| Clinical Logs | 10 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Case discussion  | 10 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |
| Evidence analysis | 15 | 7 | 4 | 2 | 2 |  |  |  |  |  |
| Final Written Exam | 30 | 9 | 9 | 6 | 6 |  |  |  |  |  |
|  | Total | 100 | 27 | 35 | 20 | 12 | 2 | 1 | 1 | 1 | 1 |

**Seminar evaluation form**

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| **Student name: …………………** | **Student ID: ………………….** |
| **Topic: ………………** | **Date: …………………..** |
|  | **Content** | **mark** | **Student mark** |
| **A** | **Presentation** | **25** |  |
| **1.** | Objectives and outlines | 2 |  |
| 2. | Introduction-relevant, motivating and included the significance of the topic to nursing practice | 3 |  |
| 3. | Subject matter-clear, complete, valid and accurate | 5 |  |
| 4. | Mastery of content- student demonstrate a thorough understanding of the subject matter | 5 |  |
| 5. | Sequence of presentation- presentation follow a logical and interesting sequence | 2.5 |  |
| 6. | Initiates discussion | 2.5 |  |
| 7. | Punctuality (time) | 2.5 |  |
| 8. | Summary-clear and concise | 2.5 | . |
| **B** | **Audiovisual aids** | **6** |  |
| 1. | Audiovisual aid selection- good and appropriate  | 2 |  |
| 2. | Use of audiovisual aids other than PowerPoint  | 2 |  |
| 3. | Slide design- slides easy to read &interpret | 2 |  |
| **C** | **Communication**  | **14** |  |
| 1. | Speech –audible and expressive, presentation pace appropriate | 2.5 |  |
| 2. | Language- simple, clear, fluent and standard | 2.5 |  |
| 3. | Nonverbal communication-eye contact with the audience | 2.5 |  |
| 4. | Posture- good and confident  | 2.5 |  |
| 5. | student able to answer questions accurately and concisely | 4 |  |
| D | **Conclusion & references**  | **5** |  |
| 1. | Conclusion –clear and included all major points  | 2 |  |
| 2. | References and related articles  | 3 |  |
|  | **Total**  | **50** |  |
| **Final mark ………………………****Instructor name and signature …………………..**  |

**Weekly Clinical Log Form**

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| **Student’s Name:** |
| **Date of experience:** |
| **Clinical hours spent (1 clinical hour = 50 minutes):** |
| **Learning objectives** |
|  |
| **Clinical experience**  |
|  |
| **Identify objectives met during this clinical experience.** |
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| **Identify objectives not met during this clinical experience (Why no met?)** |
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| **Record your thoughts, feelings, reactions, attitudes, and perceptions regarding the clinical practicum experience** |
|  |
| **Problems encountered in clinical experiences causing impediments to learning** |
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| **Areas I need to seek further experience in for the next weeks in this course clinical time** |
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| **Preceptor's Name:** |
| **Clinical site:** |

**Class Discussion**

**Student’s Name: Student’s ID: Date:**

**Case:**

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| **Item** | **Mark** | **Student’s Mark** |
| **Case Presentation**  |  |  |
| * History
 | **5** |  |
| * Physical Examination
 | **10** |  |
| * Diagnostic studies done to the patient
 | **5** |  |
| * Abnormal findings
 | **10** |  |
| **Management**  |  |  |
| * Medical management
 | **4** |  |
| * Nursing diagnosis
 | **6** |  |
| * Identify nursing goals and interventions
 | **10** |  |
| * Evaluate patient’s responses
 | **5** |  |
| * Integrated evidence
 | **5** |  |
| **Knowledge and communication** |  |  |
| Pathophysiology  | **10** |  |
| Case presentation follow a logical and interesting sequence | **2** |  |
| Language- simple, clear, fluent and standard | **3** |  |
| student able to answer questions accurately and concisely | **5** |  |
| Student demonstrate a thorough understanding of the case. Brief pathophysiology. Sign and symptoms. Complications. Usual management  | **5** |  |
| **Total Grade** | **85** |  |

**Tutor’s Signature**

**Evidence analysis (20 Marks)**

Format your paper and List the names and sources of all material used in the work and cited in the text using the American Psychological Association format 7th edition (<https://www.scribbr.com/category/apa-style/>). Length of the paper sh­­ould be limited to 8 pages maximum excluding references and appendix (if any).

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| **Guidelines**  | **Mark**  | **Student mark and comments**  |
| **Identifying a practice problem** | 1 |  |
| **Searching for the best research evidence** | 1 |  |
| **Identify an evidence-based guideline** | 1 |  |
| **Assessing the quality of guidelines** |
| Authors of the guidelines  | 2 |  |
| Significance of health care problem  | 5 |  |
| The strength of the research evidence  | 4 |  |
| Link to national standards and local policies  | 2 |  |
| Cost effectiveness of applying the guidelines  | 2 |  |
| **Assessing the utilization of evidence based guidelines into practice (suggest a plan for implementing the guidelines)**  | 5 |  |
| **Monitor the outcomes (suggest a method for evaluating the outcomes)**  | 3 |  |
| **Refinement of evidence based guidelines**  | 2 |  |
| **APA format**  | 2 |  |
| **Total score**  |  |  |

**Dr Muwafaq Al-Momani**

**Student’s Signature ……………………………**