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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** | Critical care and emergency nursing (clinical) | **Number** | **0901427** | **Prerequisite** | 0901421 |
| **Credit Hours** | 3 | **Theoretical** | **-** | **Practical** | 3 |
| **Course Coordinator** |  | **Email** |  | | |
| **Teachers Educators** |  | **Emails** |  | | |
| **Lecture Time** |  | **Place** |  | **Attendance Type** | Face to face |
| **Semester** | 1st | **Preparation Date** | 6/10/2024 | **Modification Date** | 6/10/2024 |

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| Abridged Course Description |
| This course provides foundational knowledge and practical skills in the management of critically ill and emergency patients through experiential learning in diverse healthcare settings. Emphasizing rapid assessment, prioritization, and evidence-based interventions, students will develop critical thinking skills to address acute and life-threatening conditions, including hemodynamic instability, advanced respiratory needs, advanced cardiac needs, multi-system organ failure, shock, and trauma. The course highlights the importance of delivering culturally sensitive, ethically sound nursing interventions. Topics include advanced management of cardiovascular, respiratory, neurological, and renal systems, as well as emergency care. Through hands-on training, interdisciplinary teamwork, and effective use of technology, students will gain the competence to assess, plan, implement, and evaluate holistic nursing care, ensuring optimal health outcomes for critically ill patients across the lifespan. |
| Course Objectives |
| 1. Equip students with the skills to develop individualized, evidence-based nursing care plans that ensure holistic and ethical care for critically ill patients. 2. Enable students to efficiently and skillfully perform advanced nursing procedures to improve the health outcomes of critically ill patients. 3. Prepare students to deliver comprehensive health interventions, including preventive, curative, and palliative care, to support the physiological, psychosocial, and spiritual well-being of patients in critical care settings. 4. Foster effective communication skills to collaborate with patients, families, colleagues, and the interdisciplinary healthcare team in high-stress, critical care environments. |

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| **CILOs (Learning Outcomes)** |
| **Knowledge** |
| **a1.** Describe various nurses’ roles and theoretical concepts and principles of critical and emergency nursing care in the context of clinical practice. |
| **Skills** |
| **b1.** Employcritical thinking and clinical resonening in designing individualized nursing care plans that integrate holistic care to provide preventive, curative, and palliative interventions to critically ill in diverse wellness and illness conditions.  **b2.** Perform various nursing procedures and documentation of patient data proficiently to enhance safety and health outcomes of critically ill patients.  **b3.** Apply health promotion strategies and interventions, including health education about various health issues to improve patients' health and well-being. |
| **Competences** |
| **c1.** Integrate ethical and legal principles in provision of nursing care to critically ill patients.  **c2.** Develop therapeutic communication skills to effectively engage with patients and their families, considering individual needs.  **c3.** Work effectively as a leader and as team member with colleagues and healthcare teams to provide optimum healthcare for critically ill patients. |
| **Teaching & Learning Methods** |
| Lecture based learning  Simulation  Case based learning  Skills demonstration  Role play  Problem based learning  Team based learning  Interprofessional education |
| **Assessment Tools** |
| Rubrics (skills and clinical performance checklists)  Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions)  Problem Solving exercises  Oral presentations  Group working |

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| **Course Content** | | | | | |
| **Week** | **Hours** | **Outcomes** | **Subjects** | **Teaching & Learning Methods** | **Assessment Tools** |
| **1** | 12 | A1,b1,b2,c1 | Arrhythmias  ECG  interpretation | Lecture based learning  Team based learning  Interprofessional education | * Rubrics (skills and clinical performance checklists) * Examination (NECLEX questions) |
| **2** | 12 | A1,b1,b2,c1 | Basic life support  Arterial blood  gases | Lecture based learning  Skills demonstration  simulation  Team based learning  Interprofessional education | * Rubrics (skills and clinical performance checklists) * Case discussion * Examination (NECLEX questions) * Problem Solving exercises |
| **3** | 12 | A1, b1,b2,c1,c2,c3 | Orientation to the clinical area  Pain assessment & management (CPOT)  Assessment for  level of  consciousness (GCS)  ,Assessment for  level of sedation (RASS)  \*cardioversion and defibrillation | Case based learning  Skills demonstration  Interprofessional education  Lecture based learning | * Rubrics (skills and clinical performance checklists) * Clinical reports and nursing care plans * Examination (NECLEX questions) * Problem Solving exercises |
| **4** | 12 | A1,b2,b3,c1, c3 | Infection control (personal protective equipment , isolation precautions, medical waste product handling) | Lecture based learning  Simulation  Case based learning  Skills demonstration  Team based learning  Interprofessional education | Rubrics (skills and clinical performance checklists)  Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions) |
| **5** | 12 | A1, b1,b2,b3, c1, c2,c3 | Physical  examination  demonstration  Case  Discussion for  patient with  pneumonia  (ICU)  Case  Discussion for  patient with  ACS (ER  +CCU) | Lecture based learning  Case based learning  Skills demonstration  Team based learning  Interprofessional education | Rubrics (skills and clinical performance checklists)  Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions) |
| **6** | 12 | A1,b1,b2, c2,c3 | Medications  discussion  (antibiotics)  Anti platelets  aggregation  ,anticoagulant,  antihypertensiv  e ) | Lecture based learning  Simulation  Case based learning  Skills demonstration  Interprofessional education | Rubrics (skills and clinical performance checklists)  Clinical reports and nursing care plans  Case discussion  Examination (NECLEX questions) |
| **7** | 12 | A1,b2,c1,c2,c3 | Training and  Application of  oral care  Training and  Application of  Enteral feeding  TPN | Lecture based learning  Simulation  Skills demonstration  Team based learning  Interprofessional education | Rubrics (skills and clinical performance checklists)  Examination (NECLEX questions)  Oral presentation |
| **8** | 12 | A1, b1,b2,b3, c1, c2,c3 | Case Discussion for  patient with  septic shock.  (critical care  unit )  Case Discussion for  patient with Decompensate  Heart Failure  (coronary care  unit )  Case Discussion for  patient with Diabetic  ketoacidosis  (Emergency  department ) | Simulation  Case based learning  Team based learning  Interprofessional education | Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions |
| **9** | 12 | A1,b1,b2, c2,c3 | Medications  discussion  (narcotic  ,sedatives ,high  alert drugs) | Lecture based learning  Simulation  Case based learning  Skills demonstration  Team based learning  Interprofessional education | Rubrics (skills and clinical performance checklists)  Clinical reports and nursing care plans  Case discussion  Examination (NECLEX questions) |
| **10** | 12 | A1,b2,c1,c2,c3 | Training and  Application of  eye care , close  suction for unconscious  patient | Simulation  Skills demonstration  Interprofessional education | Rubrics (skills and clinical performance checklists)  Examination (NECLEX questions)  Group working |
| **11** | 12 | A1, b1,b2,b3, c1, c2,c3 | Case  Discussion for  patient with  Cerebrovascular accident  Case  Discussion for  patient with  Acute kidney  injuries | Simulation  Case based learning  Team based learning  Interprofessional education | Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions |
| **12** | 12 | A1,b2,c1,c2,c3 | Hemodynamic Training and  Application of  hemodynamic  \*Monitoring  Arterial line and CVP | Lecture based learning  Simulation  Case based learning  Skills demonstration  Team based learning  Interprofessional education | Rubrics (skills and clinical performance checklists)  Clinical reports  Examination (NECLEX questions)  Problem Solving exercises |
| **13** | 12 | A1, b1,b2,b3, c1, c2,c3 | Case  discussion for  patient with  Chronic  obstructive  pulmonary  diseases  Head injury | Simulation  Case based learning  Team based learning  Interprofessional education | Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions |
| **14** | 12 | A1,b1,b2, c2,c3 | Handle  medications  (regular and  continuous  infusion) | Simulation  Skills demonstration  Team based learning  Interprofessional education | Rubrics (skills and clinical performance checklists)  Examination (NECLEX questions)  Problem Solving exercises |
| **15** | 12 | A1, b1,b2,b3, c1, c2,c3 | chest tube caring  chest physiotherapy | Simulation  Case based learning  Team based learning  Interprofessional education. | Rubrics (skills and clinical performance checklists)  Clinical reports and nursing care plans  Case study  Case discussion  Examination (NECLEX questions)  Problem Solving exercises  Oral presentations  Group working |
| **16** | 2 |  | Final written |  |  |

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| **Constituents Components** | |
| * Critical Care Nursing: A Holistic Approach, Morton P, Fontaine D, Hudak C, Gallo B., 11th edn, Mosby Inc, USA, 2018. | **Textbook** |
| * Critical Care Nursing: A Holistic Approach, Morton P, Fontaine D, Hudak C, Gallo B., 11th edn, Mosby Inc, USA, 2018. * Smeltzer, S., & Bare, B., Hinkle, J., & Cheever, K. (2018). Brunner and Suddarth's textbook of medical surgical nursing (14th Ed.). Philadelphia, PA.: Lippincott * Moorhouse, M.F. and Murr, A.C. (2019) Nurse’s Pocket Guide: Diagnoses, Prioritized Interventions and Rationales (Nurse’s Pocket Guide: Diagnoses, Interventions & Rationales). 15th Edition. | **References** |
| * Swearingen, L. (2016). All in one nursing care planning resource. (4th ed). St. Louis, MO: Mosby Elsevier. | **Recommended for reading** |
| * Lippincott procedure | **Electronic material** |
|  | **Other sites** |

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| **Course Assessment Plan** | | | | | | | | | |
| **Assessment tools** | | **Grade** | **Outcomes** | | | | | | |
|  | | a1 | b1 | b2 | b3 | c1 | c2 | c3 |
| Final examination | | 30 | 15 | 15 |  |  |  |  |  |
| Semester works | | 70 |  |  |  |  |  |  |  |
| **Semester Work Assessment** | Rubrics (skills checklists) | 15 |  |  | 15 |  |  |  |  |
| Clinical evaluation | 10 |  |  | 1.5 | 1.5 | 2 | 3 | 2 |
| nursing care plan | 10 |  | 5 |  |  | 5 |  |  |
| Clinical report | 5 | 2.5 | 2.5 |  |  |  |  |  |
| Case discussion | 10 |  | 2.5 |  | 2.5 | 2.5 | 2.5 |  |
| Oral Presentations | 10 | 2.5 | 2.5 |  | 2.5 |  |  | 2.5 |
| Lab quizzes | 10 | 5.5 | 4.5 |  |  |  |  |  |
| Total | |  | 30.5 | 32 | 16.5 | 6.5 | 9.5 | 5.5 | 4.5 |