



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 7.

Course Specifications

FUNDAMENTALS OF NURSING II CLINICAL (NUR 204)



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Course Specifications

Institution: University of Tabuk	Date of Report: 27/12/1441H
College/Department : : University College of Umluj , Department of Nursing	

A. Course Identification and General Information

1. Course title and code: Fundamentals of Nursing II (CLINICAL) NUR 204		
2. Credit hours: 2 H		
3. Program(s) in which the course is offered. Bachelor of Science in Nursing (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course: Dr. Hanan Hassan elezaby		
5. Level/year at which this course is offered: SecondYear / 4 th Level		
6. Pre-requisites for this course : NUR 203		
7. Co-requisites for this course:		
8. Location if not on main campus: University College of Umluj		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input type="checkbox"/> yes What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="checkbox"/> yes What percentage?	<input type="text" value="20"/>
c. e-learning	<input type="checkbox"/> yes What percentage?	<input type="text" value="10"/>
d. Correspondence	<input type="checkbox"/> No What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> No What percentage?	<input type="text"/>



B Objectives

What is the main purpose for this course?

1. Summary of the main learning outcomes for students enrolled in the course.

At the end of the course and given specific situations/conditions, the student should be able to:

At the end of the course, the presentation of concepts in the practical class will provide beginning nursing students with a theoretical base of knowledge and essential skills required for developing clinical competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. It will also be able to help students demonstrate and perform essential steps accurately and state its rationale, for each basic nursing skills/procedure to be done

Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) Continue the use of video clips in order to enhance demonstration of procedures.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This is a continuation of the Fundamental Nursing Skills learned in the 1st semester. This practical nursing course provides beginning nursing students with the opportunities to develop practical competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. It provides them with a non-threatening environment in which they apply nursing knowledge and master basic nursing skills accurately and safely through practice and return demonstration, in a nursing skills laboratory. This course acquaints the student with the role of the nurse as a caregiver, manager, leader, change agent, teacher and researcher of health care. This is accomplished through competencies core concepts of caring, critical thinking, decision-making and professional commitment.



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List of Topics	No. of Weeks	Contact Hours
Classroom Policies Orientation of course	1	4
Introduction to the Course Expectations from the Course Course Objectives Course Outline Classroom Policies Grading System	1	4
Administering oral medication 2 . Administering an Intradermal injection 3. Administering a Subcutaneous Injection 4 Administering Intramuscular Injection 5 . Administering Medication by Intravenous Bolus or Push Through An Intravenous Infusion 6. Instilling Ear Drops 7. Instilling Eye drops	1	4
Demonstration and Guided Practice of 7 Nursing Skills on Medication Administration	1	4
Graded Return Demo or Practical Demonstration of 7 Nursing Skills on Medication Case Study Session for Physical Assessment	3	12
MED TERM PRACTICAL EXAM		
Inserting a Nasogastric Tube 1-Purpose and Equipment 2-Application of the Nursing Process in inserting a nasogastric tube Administering a Tube Feeding	1	4



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<p>1. Purpose and Equipment</p> <p>2. Application of the Nursing Process in administering a tube feeding</p> <p>Removing a Nasogastric Tube</p> <p>1. Purpose and Equipment</p> <p>2. Application of the Nursing Process in removing a nasogastric tube</p> <p>Demonstration and Guided Practice of the 3 Nursing Skills on Nasogastric Tube (NGT)</p>		
Graded Return Demo or Practical Demonstration of 3 Nursing Skills on Nasogastric Tube (NGT)	2	8
<p>Catheterizing the Urinary Bladder</p> <p>1. Purpose and Equipment</p> <p>2- Application of the Nursing Process in catheterizing the urinary bladder</p> <p>Removing an Indwelling Catheter</p> <p>1. Purpose and Equipment</p> <p>2. Application of the Nursing Process in removing an indwelling catheter</p> <p>Administering a Small Volume Cleansing Enema</p> <p>1. Purpose and Equipment</p> <p>2. Application of the Nursing Process in administering small volume cleansing enema</p> <p>Demonstration and Guided Practice of 3 Nursing Skills on Urinary Catheterization</p>	1	4
Graded Return Demo or Practical Demonstration of 2 Nursing Skills on Catheterization and Nursing Skill on Small Volume	1	4



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Cleansing Enema		
Case Study Session on Application of Nursing Care Plan	1	4
FINAL PRACTICAL EXAMINATION		

2. Course components (total contact hours and credits per semester):		32hrs					
		Lecture	Tutorial	Laboratory	Practical	Other	Total
Contact Hours	planned	NONE	NONE	NONE	60hrs	NONE	60 hrs
	actual						
Credit	planned	NONE	NONE	NONE	2 credit unit	NONE	2 credit unit
	actual						

1. Additional private study/learning hours expected for students per week.
2hrs. peer week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning



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outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.
Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe necessary equipment, required Lecture Discussion techniques, and general principles behind Major Examinations Multimedia Presentation Practical each Nursing procedure by attaining a Demonstrations minimum score of 60% both in the major	. Lectures 2. Interactive class discussions 3. Brainstorming and concept mapping Discussing assignments	Quizzes 2. Periodical Examinations 3. Group activity
1.2	Recognize the importance of applying the nursing process when performing nursing process with the clients in various health setting. Tested by attaining minimum grade of 60% in the assessment methods@ PLO 1.1		
	Cognitive Skills		
2.1	Explain the rationale of the steps for each Demonstration Major Examinations Nursing procedure/skill as exhibited by a Multimedia Presentation OSCE minimum score of 60% in major Active questioning examinations. @ PLO 2.1	Lecture/Discussion Explain the rationale of the steps for each Demonstration	Major Examinations OSCE



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	technique		
	Develop a Nursing Care Plan based on a Quiz clinical case scenario exhibited by a score Case Study Session of 60% in rubrics. @ PLO 2.4 3.0	Case Study Session	QUIZ
3.0	Interpersonal Skills & Responsibility		
3.1	Practice a holistic, caring and patient Practical centered care in performing the Nursing Demonstrations Demonstration procedures as exhibited by a score of minimum of 60% in return demonstrations.@ PLO 3.2	Lecture/Discussion Multimedia Presentation	Practical demonstration with Checklists
	Improves own knowledge and performance through results of evaluation, supervision and appraisal minimum of 60% in major examination and OSCE. @ PLO 3.3	Lecture/Discussion by attaining a Multimedia Presentation Active questions technique	Practical demonstration with Checklists
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate competence in Communication skills in performing nursing procedure as exhibit minimum of 60% in return demonstration.@ PLO 4.2	Lecture/Discussion demonstration Multimedia Presentation Active questions technique	
5.0	Psychomotor		
5.1	Demonstrate the correct technique in performing the nursing procedures by a minimum score of 60% in return demonstration. @ PLO 5.2	Lecture/Discussion Multimedia Presentation	Practical demonstration with Checklists



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5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Mid term examination	8	10
2	OSCE	7	15
3	Final Examination written	15	15
4	OSCE FINAL	14	25
5	QUIZEZ	5.12	10
	Practical demonstration	4,5,6,10 11,13	25
	TOTAL		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
SUNDAY 10-12
TUSDAY 10-12

E. Learning Resources

Lynn, Pamela. Handbook of Clinical Nursing Skills. 2nd ed. 2015, Wolters Kluwer

Pamela Lynn and, Marilee LeBon, Skill Checklists for Taylor's Clinical Nursing Skills: A Nursing

Process Approach, Philadelphia: Lippincott Williams and Wilkins, 4th Edition.

- Kozier, et al. Kozier's Fundamentals of Nursing: Concepts, Process, and Practice. New Jersey;

2. NANDA, Nursing Diagnoses 2018-2020

3. Pamela Lynn, Taylor's Clinical Nursing Skills: A Nursing Process Approach,



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3rd Edition.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Diane M.billings ,NCLEX –RN last edition,lippincotts
4- Electronic Materials, Web Sites etc https://www.youtube.com/watch?v=xofnnPS2KyY Withdrawing medications from an ampule: https://www.youtube.com/watch?v=Zh9L31E7pcs Withdrawing medications from a vial: https://www.youtube.com/watch?v=nkSedFPC1T ID injection: https://www.youtube.com/watch?v=f3w_MIDAdg0 SC injection: https://www.youtube.com/watch?v=1b411D9OLWQ&t=48s IM injection: https://www.youtube.com/watch?v=pfAhHZQpenM IV bolus: https://www.youtube.com/watch?v=vDFdLcvdzOw Eye drops: https://www.youtube.com/watch?v=OPysGXkdDho Ear drops: https://www.youtube.com/watch?v=6MPZKTAIppPs Inserting NGT: https://www.youtube.com/watch?v=WZvIwOSnYrE Feeding with NGT: https://www.youtube.com/watch?v=xjDvbF3n8EM Removal of NGT: https://www.youtube.com/watch?v=HfSKW5x6PvY Insertion of Urinary Catheter (female): https://www.youtube.com/watch?v=vXcuK-ru904 Insertion of Urinary Catheter (male): https://www.youtube.com/watch?v=51QeAUI-DoQ Removal of Indwelling Catheter (male): https://www.youtube.com/watch?v=8mXjmmzQLD4 Cleansing Enema: https://www.youtube.com/watch?v=zScF55mo7h0
5- Other learning material such as computer-based programs/CD, professional standards/regulations -References includes companion CDs

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Laptops and data show
2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer to be utilized in the explanation of mechanisms, physiology concepts)



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| <p>3. Other Audio-visual class room that can accommodate 40-45 students equipped with LCD and smart board</p> <p>2. Other resources (i.e., If specific laboratory equipment is required, list requirements or attach list)</p> |
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G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class</p> <p>2. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</p>
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor None</p>
<p>3 Processes for Improvement of Teaching</p> <p>1- Training sessions</p> <p>2. Workshops to facilitate the exchange of experiences amongst faculty members</p> <p>3. Regular meetings where problems are discussed and solutions given</p> <p>4. Discussion of challenges in the classroom with colleagues and supervisors</p> <p>5. Encouragement of faculty members to attend professional development conferences</p> <p>6. Keep up to date with pedagogical theory and practice</p> <p>7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p>None</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>1) Compare syllabi and course description with other universities (including those on the net)</p> <p>2) Biannual meetings of faculty members to discuss improvement</p> <p>3) Have a curriculum review committee to review the curriculum periodically and</p> <p>4) suggest improvements</p>



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Faculty or Teaching Staff: DR . Hanan Hassan elezaby

Signature: _____ Date Report Completed:27-12-1440

Received by: _ dr:Nagwa mohamed

/Department Head

Signature: _____ Date: _____