### ATTACHMENT 5.

**T6. COURSE SPECIFICATIONS**

**(CS)**

**Course Specifications**

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| Institution: University college of Umluj | Date: 12/09/2019  |
| College/Department : Nursing Depatment |

**A. Course Identification and General Information**

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| 1. Course title and code:Fundamental of Nursing 1 theory (NUR201) |
| 2. Credit hours: 3 hours  |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)Bachelor of Science in Nursing |
| 4. Name of faculty member responsible for the courseMiss: Rana Almasoudi |
| 5. Level/year at which this course is offered: Level 3rd / 2nd Year |
| 6. Pre-requisites for this course (if any):N/A |
| 7. Co-requisites for this course (if any):Fundamental of Nursing 1 Skills lab (NUR203) |
| 8. Location if not on main campus:N/A |
| 9. Mode of Instruction (mark all that apply):100\ a. traditional classroom What percentage?  b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage? f. other What percentage?Comments: |

**B Objectives**

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| 1. What is the main purpose for this course?The presentation of concept in the lecture course provide the beginning nursing students with a theoretical base of knowledge and essential skills for developing clinical competencies necessary of individuals throughout the lifespan in a safe, legal and ethical manner  |

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| 2. 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)\* changes in the content from the previous course specification as needed by the students of nursing\* eventually, an increased used of e-learning- -moodle, edmodo and social media sites such as you tube. |

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

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| Course Description:The course deal with the foundation of nursing's perspective, evaluation of nursing, nursing process: the standard of care, nursing education, professional accountability, promotion of client care, response to basic psychosocial needs and response to physiologic needs of a client throughout lifespan. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health as well as prevention of illness utilizing the nursing process. It includes the basic nursing skills needed in the care of individual clients  |

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| 1. Topics to be Covered  |
| List of Topics | No. ofWeeks | Contact hours |
| Classroom policies Orientation to the course | 1 |  |
| UNIT 1 I. INTRODUCTION**A. Nursing Theories** 1. Definition of concept, theory, principle2. Characteristics of a theory3. Components of a theory4. Purposes of nursing theory5. Different views of person, health, environment and nursing by various nursing theorists.  | 1 | 3 |
| **B. Nursing as An Art**1. Definition of Art2. Why Nursing is an art3. Concepts related to the art of nursing4. Self-awareness/ concept (Who am I)?5. Self-enhancement (How do I become a better person?)6. Caring: An integral Component of Nursing | 1 | 3 |
| **C. Nursing As a Profession****1. Profession** a. Definition b. Criteria **2. Nursing** a. Definition b. Characteristics c. Focus: Human Responses **3. Personal and professional qualities of a nurse** | 1 | 3 |
| **D. History of Nursing** 1. In the World 2. In the Kingdom of Saudi Arabia (to include the history of UT-FAMS, Department of Nursing)**E. Development of Modern Nursing** | 1 | 3 |
| **F. Overview of the Professional Nursing Practice**1. Level of Proficiency according to Benner (Novice, Beginner, Competent, Proficient, Expert) 2. Roles and Responsibilities of a Professional nurse 3. Scope of Nursing Practice 4. Overview of the Code of Ethics for Nurses 5. Professional/ legal and moral accountability/responsibility | 1 | 3 |
| **G. Different Fields of Nursing** 1. Institutional Nursing (Hospital Staff Nursing)2. Community Health Nursing (School Nursing, Industrial Nursing, Public Health Nursing) 3. Independent Nursing Practice4. Nursing in Education 5. Nursing in other fields  | 1 | 3 |
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| **UNIT II** **II. NURSING PROCESS** 1. Assessment Subjective and Objective Data 2. Nursing Diagnosis Concept and Process 3. Planning a. Long-term and Short-term Goals b. Priority setting c. Formulation of Objectives **MIDTERM EXAM: THEORY**  | 2 | 6 |
| **4. Implementation** a. Independent nursing interventionsb. Dependent nursing interventions c. Collaborative nursing interventions **5. Evaluation**a. Formative b. Summative **6. Documentation of plan of care/reporting** a. Patient charting b. NCP c. Kardex  | 2 | 6 |
| **UNIT III** **Communication Skills** 1. Effective communication2. Purposes of Therapeutic communication 3. Components of communication4. Criteria for effective verbal communication5. Guidelines for active and effective listening 6. Guidelines for use of touch 7. Developmental consideration in communication 8.Communicating with people who are A. Physically challenged B. Cognitively challenged C. Aggressive 9. General guidelines for transcultural therapeutic Communication | 1 | 3 |
| **Health and Illness** a. Health, Wellness and Illness b. The Dimensions of Wellness C. The Health-illness Continuum d. The 3 Levels of Prevention **Levels of Care** 1. Health Promotion 2. Disease Prevention 3. Health Maintenance 4. Curative 5. Rehabilitative | 1 | 3 |
| **Meeting needs related to death and dying/ grief and grieving** 1. Concept of death and dying */ g*rief and grieving 2.Care of the terminally ill patients and their families 3. Post mortem care | 1 | 3 |
| REVISION, COMPLETION OF REQUIREMENTS  | 1 | 3 |
| **FINAL EXAM: Theory**  | 16th |  |

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| 2. Course components (total contact hours and credits per semester):  |
|  | Lecture | Tutorial | Laboratory/Studio | Practical | Other: | Total |
| ContactHours | Planed | 45 | N/A | N/A | N/A | N/A | 45 |
| Actual | 45 | N/A | N/A | N/A | N/A | 45 |
| Credit | Planed | 3 | N/A | N/A | N/A | N/A | 3 |
| Actual | 3 | N/A | N/A | N/A | N/A | 3 |

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| 3. Additional private study/learning hours expected for students per week.  |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| **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 outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)  |
| **Code****#** | **NQF Learning Domains** **And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| 1.1 | Describe the processes of assessment, nursing diagnosis, planning, implementation and evaluation  | Lecture-discussions and didacticsComputer-aided E Instructions *(*CAI) Student-Lead Activities  | Quizzes Periodical evaluation. ExaminationsRubrics for Case studiesCritical appraisal Student report Rubrics Nursing Care Plans Rubrics for Individual and group requirements Critical appraisal and brainstormingSTUDENT REPORTS  |
| 1.2 | Recognize the health care delivery and professional nursing practice occurs within the context of individual, family, groups, communities and population from diverse backgrounds | Lecture-discussions and didacticsComputer-aided E Instructions *(*CAI) Student-Lead Activities  | Quizzes Periodical evaluation. ExaminationsRubrics for Case studiesCritical appraisal Student report Rubrics Nursing Care Plans Rubrics for Individual and group requirements Critical appraisal and brainstormingStudent reportPresentation |
| **2.0** | **Cognitive Skills** |
| 2.1 | Analyze the relevant concepts, principles, and theories to assess needs and provide appropriate nursing care | Lecture-discussions Case studies and presentations Questioning | Rubrics for Case presentations Rubrics for Case Analysis Periodical Examinations that vary from recall to comprehension, analysis, and application Quizzes Critical appraisal and brainstorming Student report Presentation |
| 2.2 | Evaluate the context of Health Care based on the standard of nursing practice to enhance the effective client care | Case studies and presentations Questioning | Rubrics for Case presentations Rubrics for Case Analysis Periodical Examinations that vary from recall to comprehension, analysis, and application Quizzes  |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 | Collaborate effectively with other students in the Case studies and group.  | Case studies and presentations Questioning | Rubrics for Individual and group requirements  |
| 3.2 | Demonstrate responsibility for own learning Case studies and through appropriate acceptance of presentations direction/correction and evaluation of self in Questioning relation to course objectives | Case studies and presentations Questioning | Rubrics for Individual and group requirements  |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1 | Utilize effective communication skills in Case studies and interpersonal relationship. | Case studies and presentations Questioning | Rubrics for Individual and group requirements  |
| 4.2 | Utilize appropriate internet websites in Case studies and developing new nursing knowledge for course work.  | Case studies and presentations Questioning | Rubrics for Individual and group requirements  |
| **5.0** | **Psychomotor** |
| 5.1 | N/A |  |  |
| 5.2 | N/A |  |  |

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| 5. Schedule of Assessment Tasks for Students During the Semester |
|  | Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | QUIZ#1QUIZ#2QUIZ#3QUIZ#4QUIZ#5 | 45101214 | 20 MARKS |
| 2 | RESEARCH-BASED REQUIREMENTS | 5 | 5MARKS |
| 3 | MIDTERM EXAM | 8 | 30 MARKS |
| 4 | FINAL EXAM | 15 | 40 MARKS |
| 5 | ATTENDANCE | 5 | Below 5%=5 5%=4 10%=3 15%=2 20%=1 25%=0  |

**D. Student Academic Counseling and Support**

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| 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 and Tuesday 12:00- 1:30 |

**E Learning Resources**

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| 1. List Required Textbooks Kozier B, Erb G, Berman a (2016). Kozier & Erb’s Fundamentals of Nursing: Concept, Process, and Practice (10th Ed.). Prentice Hall:New jersey. |
| 2. List Essential References Materials (Journals, Reports, etc.)Herdman, T.H. & Kamitsuru, S. (Eds.). (2014). NANDA International Nursing Diagnoses: Definitions & Classification, 2015–2017. Oxford: Wiley Blackwell. McEwen & Wills (2007). Theoretical Basis for Nursing, 2nd ed. Octaviano & Balita (2008). Theoretical Foundations of Nursing: The Philippine Perspective  |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.• http:*//*www.sciencedirect.com/ • http:*/*/www.ebscohost.com*/* • http:*//*www.pearsonhighered.com*/*educator/product/Kozier-Erbs-Fundamentals-of Nursing-9E*/*9780138024611.page#sthash.5D0arZpJ.dpuf |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.* Fundamentals of nursing text book contain additional CD.
* Video downloaded from Youtube.
* Simulation models
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**F. Facilities Required**

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| 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.)Classroom that would accommodate at least 20 students for 3 hours per week with sufficient equipment |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)\* Laptop with data show to allow students watch video clips related to the course. \* Smartboard or Built-in LCD Projector  |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching\* Online course evaluation done at the end of each semester \* One-on-one conference with the student during advising. \* Student-teacher focus group |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department\* Periodic classroom observation\* Summary of Student Performance per grading period \* Summary Report of Level Advisers |
| 3. Processes for Improvement of Teaching\* Staff Development \*Continuous Education \* Peer Evaluation |
| 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)\* Periodic exchange and remarking of tests or with other faculty member \* Evaluation of student's marks with course teacher and a co-staff |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.\* Mid-year planning \* Provide course instructors with feedback of review results to propose improvement strategies  |

Name of Course Instructor: Rana Almasoudi

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Specification Completed: 12/09/2019

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_