

University/ academy: **Sohag University.**

Faculty/ institute: **Nursing.**

Department: **critical care and Emergency Nursing department.**

**Course Specification**

1-Course information		
<b>Code:</b> nur-206	<b>Course title:</b> critical care and Emergency Nursing	<b>Year / Level:</b> 2 <sup>nd</sup> year and 2 <sup>nd</sup> semester
<b>Speciality:</b> B. SC in nursing	<b>Number of teaching unit:</b> Theoretical	<b>Practical</b>
	30	150

<b>2- Course aim:</b>	<p>At the end of this course the student must be able to:</p> <ul style="list-style-type: none"> <li>• Provide the basic knowledge about components of nursing process in care of all ages with complex health problems as basis of nursing practice.</li> <li>• Enable students to understand nursing assessment skill and implement basic nursing interventions using relevant the theories principles.</li> <li>• Enable students to used diagnostic approach to giving the students an opportunity to use critical thinking skills to determine management plans and clinical decision making in critical health problems.</li> </ul>
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**3- Intended learning outcomes (ILOs):- By the end of the course the fourth year nursing students must be able to:**

<b>A- Knowledge and understanding:</b>	<p><b>a1-</b> Discuss the mechanisms and symptoms clusters that are manifest as critical health problems.</p> <p><b>a 2-</b> Explain the use of diagnostic testing in evaluation of patient condition with an emphasis patient care and safety per and post procedure.</p> <p><b>a 3-</b> Recognize the clinical significance of findings from laboratory and diagnostic tests.</p> <p><b>a 4-</b> Appraise common pharmacological agents used in care of patients with complex health problems.</p> <p><b>a 5-</b> Mention the role of nursing assessment skill and implementation basic nursing intervention using relevant the theories and scientific principles in critical situation</p> <p><b>a 6-</b>Recognize health assessment to allow students to develop skill in identifying individuals health state as well as deviation from the normal .student's practice nursing procedures and skills in supervised laboratory experiences.</p>
<b>B-Intellectual skills:</b>	<p>b1- Analyze health history and physical examination data by identifying path physiologic, treatment, and related factors. Also clustering clinical clues as signs and symptoms to identify clinical nursing problems.</p>

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	<p>b2- Design rational nursing care plan strategies for acute clinical conditions and take into account the various variables that influence these strategies</p> <p>b3- utilize a holistic approach when formulating plans and implementing knowledge and skills in the care of patients with complex health problems.</p>
<b>C- Professional skills:</b>	<p>c1- correlate the subjective and objective clinical manifestations of specific manifestations of specific mechanisms.</p> <p>c2- Evaluate the management outcomes as nursing interventions and revise approach as needed.</p> <p>c3- Apply the critical knowledge of clinical presentation, assessment and management of critical care problems in the analysis of specific care studies.</p>
<b>D- General skills</b>	<p>d1- communicate to the patient and his family</p> <p>d2- Applies the to anatomical structure of some systems state to rationale for procedures.</p> <p>d 3- communicate effectively with other health care professionals to maximize patient benefits and minimize the risk of errors.</p> <p>d 4- use current IT for appropriate nursing care plan data base to reach information about a specific nursing care plan.</p> <p>d 5- Gather information, develop and interpret a nursing care plan, while the influence of factors such as age, gender, ethnicity, cultural and spiritual values, socioeconomic background, medical condition and communication challenges.</p> <p>d 6- respect patient's beliefs, values and privacy.</p>

**4- Course content:**

<b>Topic</b>	<b>No. of Hours</b>	<b>Lecture</b>	<b>Practical</b>
Patient stability assessment.	2	1	1
Triage	2	1	1
<b>Respiratory System</b>			
1- ARDS	11	1	10
2- Respiratory failure	12	2	10
3- Pulmonary embolism	7	1	6
4- Pulmonary edema	9	1	8
5- Mechanical ventilation	25	3	22
<b>Cardio-Vascular System:</b>			

1. ACS	22	2	20
2. Cardiac surgery	14	2	12
3. Dysrhythmias	16	2	14
4. Hypertensive crisis.	5	1	4
<b>Gastrointestinal System:</b>			
1- Hepatic failure	8	2	6
2- GIT bleeding	6	2	4
<b>Renal System</b> 1- AKI	6	1	5
<b>Endocrine System</b> 1- Diabetic crisis	8	2	6
<b>Trauma</b>			
1- Head injury	6	1	5
2- Intracranial pressure.	5	1	4
<b>Special situation</b>			
1- Shock	8	2	6
2- SIRS	5	1	4
3- Poisoning	3	1	2
<b>Total</b>	<b>180</b>	<b>30</b>	<b>150</b>
<b>5- Teaching and learning Methods</b>	1- Lectures (for acquisition of knowledge and intellectual skill outcomes). 2- Practical sessions (to gain practical skills) 3- Discussion sessions with activation of student sharing by making a small report, research or poster on a point in the course. 4- Case study (Problem solving). 5 Role play		
<b>6- Teaching and learning methods for students with learning difficulties:</b>	Teaching by the system of the study groups		
<b>7- Students' evaluation:</b>			
<b>a- Methods for evaluation</b>	Final written exam , Oral exam Practical exam, Midterm exam, Quizzes		
<b>b-Time</b>	- Written periodical assessment by the end of the 6 <sup>th</sup>		

	<p>week and 10<sup>th</sup> week.</p> <ul style="list-style-type: none"> <li>- Midterm assessment by the end of the 9<sup>th</sup> week.</li> <li>- Final practical exam (OSCE) by the end of the 12<sup>th</sup> week</li> <li>- Final written exam by the end of the 15<sup>th</sup> week</li> <li>- Final oral exam by the end of the 15<sup>th</sup> week.</li> </ul>
<b>c- Distribution of Marks/grads :</b>	<ul style="list-style-type: none"> <li>- Written periodical assessment:   25     25%</li> <li>- Midterm assessment:               10     10%</li> <li>- Final practical exam (OSCE):   15     15%</li> <li>- Final written exam:                40     40%</li> <li>- Final oral exam:                    10     10%</li> <li>- <b>Total :</b>                               100    100%</li> </ul>
<b>8- List of references</b>	
<b>a- Course notes:</b>	<b>Complied course notes prepared by teaching staff</b>
<b>b- Essential books:</b>	1-Urden L, Stacy K, Lough M. 2010, Thelan's Critical Care Nursing: Diagnosis and Management, 5 <sup>th</sup> Edition, Mosby.
<b>c- Recommended books:</b>	<ul style="list-style-type: none"> <li>- <b>Gold man, Fontaine D, Carolyn N&amp; Barbara M. (2009):</b> Critical Care Nursing A Holistic. 9<sup>th</sup> ed. Philadelphia: Lippincott Williams&amp; Willkers.</li> <li>- Melander S(2013). Case Studies in Critical Care Nursing: A Guide for Application and Review . 3rd Edition.</li> </ul>
<b>d- Periodicals, scientific journals, ...</b>	<a href="http://www.americanheartassociation.com">www.americanheartassociation.com</a>

**Teacher /teachers of the course**

**Signatures**

**Head of department council**