



Course Specifications

Course Title:	Fundamental of Nursing 1
Course Code:	56042105-5
Program:	Bachelor degree of Nursing- Nursing program.
Department:	Nursing Practices Department
College:	Faculty of Nursing
Institution:	Umm Al Qura University

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A. Course Identification

1. Credit hours: 5			
2. Course type			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: Second year / first semester.			
4. Pre-requisites for this course (if any): <ul style="list-style-type: none">○ English language○ Nursing and medical terminology			
5. Co-requisites for this course (if any):			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	-	-
2	Blended	30	40%
3	E-learning	-	-
4	Distance learning	-	-
5	Other (clinical teaching)	45	60%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	90
3	Tutorial	-
4	Others	-
	Total	120

B. Course Objectives and Learning Outcomes

1. Course Description

This course is designed to introduce nursing students to the concepts of health and illness as well as issues related to the promotion, maintenance and restoration of health. It introduces the basic concepts and nature of the nursing profession. It also deals with history and trends in nursing as well as changes in the nursing role and health delivery system. The role of the nurse in health and illness is emphasized. The basic nursing procedures are demonstrated and re-demonstrated in the nursing skill laboratory.

2. Course Main Objective

At the end of this course the students will be able to deal with concepts of health and illness, basic concepts of the nursing profession and its history as well as performing basic nursing procedures and developing skills.

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge and Understanding	
1.1	Describe the fundamental concept of care and scopes of nursing practice.	K1
1.2	Recognize the essential requirements of professional nursing practice in health care settings.	K2
1.3	Apply nursing process skills to interpret and manage human response of clients to their actual health problem	K3
1.4	Recognize the essential medical and health sciences related to providing nursing care.	K4
1.5	Define physiological, psychological, spiritual, cultural needs of individuals, families, and communities.	K5
1.6	Recognize critical thinking and problem solving process.	K5
2	Skills :	
2.1	construct a family, patient-centered and culturally sensitive nursing care, based on prioritized patients' actual needs	S1
2.2	Transform the theoretical aspects of nursing care plan into an appropriate safe nursing practice.	S2
2.3	Demonstrate the best practices in health education, health promotion, and disease prevention	S4
2.4	Apply safety measurements and quality assurance within the scope of nursing practice.	S5
2.5	Demonstrate team work with health care team members in delivering health care	S7
2.6	Use Communication effectively with patients, families, and interdisciplinary team members to foster collaboration, mutual respect	S8
2.7	Comprehend the integration of technology and EBP in nursing sciences.	S6, S3
3	Values:	
3.1	Enhance the environment that promotes professionalism and recognizes the patient's cultural/societal beliefs and practices.	V1
3.2	Synthesize knowledge and skills gained throughout integrating ongoing lifelong learning strategies to support critical thinking and problem-solving approaches in nursing practice.	V2
3.3	Demonstrate commitment to provide safe and evidence-based nursing care to patients in a variety of settings with consideration of the professional, ethical, and <i>legal</i> standards.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction and course orientation	2 hrs
2	Nursing as a Profession: <ul style="list-style-type: none"> ➤ History of Nursing. ➤ Legal issues, values, ethics and role of the professional nurse 	2 hrs
	➤ Nursing process and critical thinking	
3	➤ Communication skills in nursing practice	2 hrs

	<ul style="list-style-type: none"> ➤ Patients admission, transfer and discharge. ➤ Preparing Therapeutic environment 	2 hrs
4	Health Care Delivery <ul style="list-style-type: none"> ➤ Health care delivery system. ➤ Health care services promotion 	2 hrs
5	Human needs <ul style="list-style-type: none"> ➤ Basic human needs. ➤ Oxygenation ➤ Sleep and comfort ➤ Elimination 	2 hrs
6	<u>Basic Nursing Skills</u> <ul style="list-style-type: none"> ➤ Vital signs 	2 hrs
7	<ul style="list-style-type: none"> ➤ Activity and mobility 	2 hrs
8	<ul style="list-style-type: none"> ➤ Documentation (principles and application) 	2 hrs
9	<u>First Aid</u> <ul style="list-style-type: none"> ➤ Bleeding ➤ Asphyxia, & Foreign body ➤ Fractures & Burns ➤ Heat stroke 	2 hrs
10		2 hrs
Total		

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Describe the fundamental concept of care and scopes of nursing practice.	Lecture & Group discussion	<ul style="list-style-type: none"> - Pre-class assignment - Mid-term exam - Final written exam
1.2	Recognize the essential requirements of professional nursing practice in health care settings.	Lecture & Group discussion	<ul style="list-style-type: none"> - Pre-class assignment - Mid-term exam - Final written exam
1.3	Apply nursing process skills to interpret and manage human response of clients to their actual health problem	Lecture & Group discussion	<ul style="list-style-type: none"> - Pre-class assignment - Mid-term exam - Final written exam
1.4	Recognize the essential medical and health sciences related to providing nursing care.	Lecture & Group discussion	<ul style="list-style-type: none"> - Pre-class assignment - Mid-term exam - Final written exam
1.5	Define physiological, psychological, spiritual, cultural needs of individuals, families, and communities.	Lecture & Group discussion	<ul style="list-style-type: none"> - Pre-class assignment - Mid-term exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			- Final written exam
1.6	Recognize critical thinking and problem solving process.	Lecture & Group discussion	- Pre-class assignment - Mid-term exam - Final written exam
1.7	Discuss historical and contemporary factors influencing the development of nursing.	Lecture & Group discussion	- Pre-class assignment - Mid-term exam - Final written exam
2.0	Skills		
2.1	construct a family, patient-centered and culturally sensitive nursing care, based on prioritized patients' actual needs	Distance learning peer groups	- Lab performance test - Formal OSCE - Final OSCE
2.2	Transform the theoretical aspects of nursing care plan into an appropriate safe nursing practice.	using communication skills and positive relations with others.	- Lab performance test - Formal OSCE - Final OSCE
2.3	Demonstrate the best practices in health education, health promotion, and disease prevention	- Simulation of clinical scenarios	- Lab performance test - Formal OSCE - Final OSCE
2.4	Apply safety measurements and quality assurance within the scope of nursing practice.	Role play of therapeutic communication	- Lab performance test - Formal OSCE - Final OSCE
2.5	Demonstrate team work with health care team members in delivering health care	Developing educational pamphlet or flyer and mini-brochure	- Lab performance test - Formal OSCE - Final OSCE
2.6	Use Communication effectively with patients, families, and interdisciplinary team members to foster collaboration, mutual respect	Unfolding Case Studies	- Lab performance test - Formal OSCE - Final OSCE
2.7	Comprehend the integration of technology and EBP in nursing sciences.		
2.8	Communicate effectively with patients, families, and interdisciplinary team members to foster open communication, collaboration, mutual respect, and shared decision-making.	- Simulation of clinical scenarios	- Lab performance test - Formal OSCE - Final OSCE
3.0	Values		
3.1	Enhance the environment that promotes professionalism and recognizes the patient's cultural/societal beliefs and practices.	- Simulation of clinical scenarios	- Lab performance test - Formal OSCE - Final OSCE
3.2	Synthesize knowledge and skills gained throughout integrating ongoing lifelong learning strategies to support critical thinking and problem-solving approaches in nursing practice.	- Simulation of clinical scenarios	- Lab performance test - Formal OSCE - Final OSCE
3.3	Demonstrate commitment to provide safe and evidence-based nursing care to patients in a variety	- Simulation of clinical scenarios	- Lab performance test - Formal OSCE - Final OSCE

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	of settings with consideration of the professional, ethical, and <i>legal</i> standards.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Semester Clinical Activities Formal evaluation OSCE (10%) Clinical practice (30 %)	Continuous	40 %
2	Students Activities (such as presentation, brochure, poster, video,)	9	10%
3	Midterm exam	8	10 %
4	Final practical exam	13 & 14	10%
5	Final theoretical exam	17&18	30 %
	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Arrangements for the 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).

Staff Office Hours:

- Academic office hours: each teacher announces 2 hours per week.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> ▪ Potter, P.A., & Perry, A.G. (2019). Clinical Companion for Fundamentals of Nursing. Elsevier (10th edition). ▪ Berman, A.T., Snyder, S. & Frandsen, G. (2016). Kozier & Erb's Fundamentals of Nursing, 10th edition Pearson.
Essential References Materials	<ul style="list-style-type: none"> ▪ Kathleen, K., & Janice, S. (2020). Professional Nursing Practice: Concepts and Perspectives, Lippincott Company, Philadelphia, (7th Edition). ▪ Crisp, J., Rebeiro, G., & Waters, D.,. (2017). Potter and Perry's Fundamentals of Nursing - Australian Version, 5th Edition.

Electronic Materials	<p>Search engine:</p> <p>http://www.nursesworld.com/</p> <p>http://www.nursingascaring.com/</p> <ul style="list-style-type: none"> • Center of Disease Control: http://www.cdc.gov • ICN http://www.icn.ch/ • Saudi Council for Health Specialties www.scfhs.org • American Nurses Association: http://www.nursingworld.org • Joint Commission International Accreditation Standards for Hospitals(Latest Edition). • www.fda.gov • http://www.fda.gov/Drugs/default.htm <p>Black board resources- uploaded reading materials/ textbook/ discussion board/ blog</p>
Other Learning Materials	<ul style="list-style-type: none"> • Faculty Fundamentals of Nursing Procedure Book (Notes) • Faculty of Nursing : Fundamentals of Nursing Checklists Book • Faculty of Nursing Log book • Student guide

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Student guide • Academic Affairs Office • What's App Groups
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Data show • University platforms applications • Electronic learning resources • Video resources within clinical training
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Laboratory resources guide is always available on faculty labs

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course evaluation do at least once per academic year	Students	(Direct, Indirect) Survey
Curriculum evaluation every 3 years. The course team has weekly meetings where the students' learning and other processes are evaluated. Improvements and changes would be made accordingly.	Staff members	(Direct, Indirect)

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>Other Strategies for Evaluation of Teaching. Formal evaluation of teaching of faculty staff members do at least once per academic year Peer evaluation of faculty is in planning phase.</p>	Head of department (HOD)	(Direct, Indirect)
<p>Moderation of all exam papers, answer key, scripts of all failures and at least 20% of the other scripts. Moderation of OSCE.</p>	Staff members	Answer key
<p>Processes for Improvement of Teaching</p> <p>Evaluation feedback is discussed with relevant faculty to address deficiencies and to plan for corrective measures as needed and improvement interventions. Incorporation of the latest evidence through the course review. The course topic learning outcomes are analyzed and discussed with Instructors to decide what would be the best way to a conduct theoretical teaching to achieve the learning result.</p>		
<p>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> <ul style="list-style-type: none"> • Assignment, presentation and Exams are scored and revised by more than one teacher. • Review of Fundamental exam by experts in the specialty. • Moderation of exam questions by peer and the Head of department. • Moderation of exam papers, answer keys as well as scripts of students. The latter entails moderation of the scripts of all failures and at least 20% of the rest of the scripts <p>Review the semester activities of students by faculty staff members.</p>		
<p>Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Analysis of <ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire. • Students' exams results. • Student's feedback about the course. • Results of teacher self-evaluation. 2. Writing course report based on the previously mentioned items. 3. Modify course specification based on action plan in the course reports. 4. The modifications will be presented in department council for approval. 5. Review the syllabus objectives. 		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Nursing practices department council
Reference No.	460140414425/31990 تمت المصادقة برقم
Date	7-6-1442H