



## Course Specifications

<b>Course Title:</b>	Fundamentals of Nursing II
<b>Course Code:</b>	56042110-5
<b>Program:</b>	<b>Bachelor degree of Nursing- Nursing program.</b>
<b>Department:</b>	Nursing Practices Department
<b>College:</b>	Faculty of Nursing
<b>Institution:</b>	Umm Al Qura University

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## A. Course Identification

<b>1. Credit hours:</b> 5 hours (2 Theory, 3 Practical)			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Second Year, Second Semester.			
<b>4. Pre-requisites for this course (if any):</b> <ul style="list-style-type: none"> <li>Fundamentals of Nursing I.</li> </ul>			
<b>5. Co-requisites for this course (if any):</b> <ul style="list-style-type: none"> <li>Health assessment.</li> </ul>			

### 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)	75	60%

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	60
3	Tutorial	-
4	Others (specify) Hospital training	30
	<b>Total</b>	<b>120</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

**This course provides the basic cognitive, psychomotor and attitude skills that help student build a professional nursing practice to care for the patient at time of illness and wellness.** The nursing process is viewed as a framework to guide the student to think critically when interacting with clients to maintain or improve their level of health. It provides the student with the scientific principles underlying the intervention of basic nursing procedures in a supervised laboratory and clinical settings.

### 2. Course Main Objective

- The course introduces the student to basic concepts, processes, skills and techniques that are essential for nursing practice.
- The emphasis is on the theoretical concepts and skills of fundamental nursing within the framework of the nursing process.
- The theoretical and practical knowledge furnished in this course will help the students to make sound clinical judgments in carrying out fundamental nursing activities in the clinical context.
- In this course the students practice in a Clinical Simulation Laboratory.
- Theory and clinical teaching will be based on evidence-based research findings as the faculty will review course and clinical practice content annually.
- Update references in teaching process and use e-learning facilities more efficiently.
- According to the Curriculum review revised course content of the procedures e.g I/M and S/C injections.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Enumerate the essential aspects and domains of critical thinking that guides a student nurse to deal with client care.	K1
1.2	Discuss the major characteristics and components of the nursing process for the delivery of effective nursing care.	K2
1.3	Describe safety measures in medication administration according to the 'Rights of Medication'.	K3
1.4	Explain the purpose, principles and rational for the use of different types of intravenous solutions, electrolytes, blood & blood products.	K4
1.5	Identify the basic principles of medical & surgical aseptic techniques while delivering basic nursing procedures.	K5
2	<b>Skills :</b>	
2.1	Design nursing care plans using evidence-based practices for a client with body system alterations.	S1
2.2	Perform basic nursing care related to regulation of fluid input, output and acid base imbalances using standard precautionary measures.	S2
2.3	Integrate the principles of nursing procedures to deliver high quality patient care.	S2
2.4	Perform nursing intervention for basic nursing procedures.	S5
2.5	Employ effective communication and practice using in appropriate technology skills in the operation of IT devices.	S8
3	<b>Values:</b>	
3.1	Apply ethical principles in promoting the safety of patient care.	V1

CLOs		Aligned PLOs
3.2	Utilize the ability to appreciate cultural norms and integrate these into nursing care plans.	V2
3.3	Apply standard safety precautions when performing nursing procedures for patient.	V3

### C. Course Content

No	List of Topics	Contact Hours
1.	<ul style="list-style-type: none"> <li>• Introduction to nursing course .</li> <li>• Course syllabus</li> </ul>	۲
2.	Critical thinking and judgment	۲
3.	<u>Component of nursing process</u> -Assessment and nursing diagnosis. -Planning.	۲
4.	-Implementation & evaluation - Documentation and reporting	۲
5.	<u>Administration of medications</u> Revision on nature of drug actions, factors influencing drug actions and the routes of administration ➤ Interpretation of medical orders .	۲
6.	➤ The role of the nurse in <ul style="list-style-type: none"> <li>• Administration of medication.</li> <li>• Improving safe medication administration</li> </ul>	۲
7.	IV infusion	۲
8.	Blood transfusion	۲
9.	Infection control& safety measures	۲
10.	Mobility and immobility	۲
11.	Problems related to food intake.	۲
12.	Fluid& Electrolytes.	۲
13.	Acid-base balances and imbalances	۲
14.	Wound care	۲
15.	Revision	۲
<b><u>Practical Plan</u></b>		
1.	<ul style="list-style-type: none"> <li>• Introduction to practical plan</li> <li>• An overview of patient safety</li> </ul> An overview of Quality& Accreditation	6 (lab.)
2.	<ul style="list-style-type: none"> <li>• Surgical scrub and Hygiene</li> <li>• Preparing sterile field.</li> </ul> Re-demonstration	6 (lab.)
3.	<ul style="list-style-type: none"> <li>• Gowning and gloving.</li> </ul> Re-demonstration	6 (lab.)
4.	<ul style="list-style-type: none"> <li>• Wound care.</li> </ul> Re-demonstration	6 (lab.)
5.	<ul style="list-style-type: none"> <li>• Administration of medications</li> </ul>	6 (lab.)

	Re-demonstration	
6.	<ul style="list-style-type: none"> <li>Ampule and vial preparation.</li> <li>Intramuscular injection.</li> </ul> Re-demonstration	6 (lab.)
7.	<ul style="list-style-type: none"> <li>Intradermal and subcutaneous injection.</li> </ul> Re-demonstration	6 (lab.)
8.	Application of nursing process	6 (lab.)
9.	<b>Formal Evaluation</b>	6 (lab.)
10.	<ul style="list-style-type: none"> <li>I.V. infusion techniques</li> <li>Collection of blood sample.</li> </ul> Re-demonstration Hospital Training	6(lab) 6 (hosp.)
11.	<ul style="list-style-type: none"> <li>Assessment sheet</li> <li>Application of nursing process.</li> </ul> Hospital Training	6(lab.) 6 (hosp.)
12.	<ul style="list-style-type: none"> <li>Blood transfusion</li> <li>Re-demonstration</li> </ul> Hospital Training	6(lab) 6 (hosp.)
13.	<ul style="list-style-type: none"> <li>Students presentation</li> </ul> Hospital Training	6(lab) 6 (hosp.)
14.	<ul style="list-style-type: none"> <li>Offering urinal and enema and collection of urine specimen</li> </ul> Hospital Training	6(lab) 6 (hosp.)
15.	Final Practical exam	
<b>Total</b>		<b>۱۲۰</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Enumerate the essential aspects and domains of critical thinking that guides a student nurse to deal with client care.	Group discussion	Written mid-term exam & Final written
1.2	Discuss the major characteristics and components of the nursing process for the delivery of effective nursing care.	Lectures	
1.3	Describe safety measures in medication administration according to the 'Rights of Medication'.	Student's presentation.	
1.4	Explain the purpose, principles and rational for the use of different types of intravenous solutions, electrolytes, blood & blood products.		
1.5	Identify the basic principles of medical & surgical aseptic techniques while delivering basic nursing procedures.		
<b>2.0</b>	<b>Skills</b>		
2.1	Design nursing care plans using evidence based practices for a client with body system alterations.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	Perform basic nursing care related to regulation of fluid input , output and acid base imbalances using standard precautionary measures.		
2.3	Integrate the principles nursing procedures to deliver high quality of patient care.		
2.4	Perform nursing intervention for basic nursing procedures.		
2.5	Employ effective communication and practice using in appropriate technology skills in the operation of IT devices.	Lectures Group discussion Student's presentation. Brain storming	Written midterm exam & Final written
<b>3.0</b>	<b>Values</b>		
3.1	Apply ethical principles in promoting safety of patients care .	Demonstration re-demonstrations Hospital training ( practice )	OSCE (Formal& Final)  Competency assessment (log book) Observational checklist
3.2	Utilize the ability to appreciate cultural norms and integrate these into nursing care plans.		
3.3	Apply standard safety precautions when performing nursing procedures for patient.		

## 2. Assessment Tasks for Students

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

\*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 :

Include amount of time teaching staff are expected to be available each week.

The faculty has to be available a minimum of 6 hours/week for consultation/support of the student.

Faculty members are available for student counseling on a daily basis during the working week.

The faculty advisor is available on a daily basis for the student during the working week.

Clinical demonstrators are available on a daily basis for the student for skill practice support during the working week.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>▪ Potter, P.A., &amp; Perry, A.G. (2019). Clinical Companion for Fundamentals of Nursing. Elsevier (10th edition).</li> <li>▪ Berman, A.T., Snyder, S. &amp; Frandsen, G. (2016). Kozier &amp; Erb's Fundamentals of Nursing, 10th edition Pearson.</li> </ul>	
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>▪ Kathleen, K., &amp; Janice, S. (2020). Professional Nursing Practice: Concepts and Perspectives, Lippincott Company, Philadelphia, (7th Edition).</li> <li>• Crisp, J., Rebeiro, G., &amp; Waters, D.,. (2017). Potter and Perry's Fundamentals of Nursing - Australian Version, 5th Edition.</li> </ul>	
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• Search engine: <ul style="list-style-type: none"> <li><a href="http://www.nursesworld.com/">http://www.nursesworld.com/</a></li> <li><a href="http://www.nursingascaring.com/">http://www.nursingascaring.com/</a></li> </ul> </li> <li>• Center of Disease Control: <a href="http://www.cdc.gov">http://www.cdc.gov</a></li> <li>• ICN <a href="http://www.icn.ch/">http://www.icn.ch/</a></li> <li>• Saudi Council for Health Specialties <a href="http://www.scfhs.org">www.scfhs.org</a></li> <li>• American Nurses Association: <a href="http://www.nursingworld.org">http://www.nursingworld.org</a></li> <li>• Joint Commission International Accreditation Standards for Hospitals (Latest Edition).</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a></li> <li>• <a href="http://www.fda.gov/Drugs/default.htm">http://www.fda.gov/Drugs/default.htm</a></li> </ul> <p>Black board resources- uploaded reading materials/ textbook/ discussion board/ blog</p>	
<b>Other Learning Materials</b>	<p>Such as computer-based programs/CD, professional standards or regulations and software.</p> <p><u>CDR</u></p> <ul style="list-style-type: none"> <li>• Mastering clinical skills (Updated version), Lippincott Williams and Wilkins, vol. I, II. And III.</li> </ul> <p><u>DVD</u></p> <ul style="list-style-type: none"> <li>• Clinical simulation in medical surgical nursing Lippincott Williams and Wilkins, vol. I.</li> </ul> <p>Fluids and electrolytes imbalance, Lippincott.</p> <ul style="list-style-type: none"> <li>• Free copy of: Clinical skills manual for the course. Updated every academic year.</li> </ul> <p>Free copy of: Jacob et al (Updated version). Clinical Nursing Procedures: The Art of Nursing Practice. India, New Delhi: Jaybee Brothers Medical Publishers.</p>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Classroom (capacity of class 50 chair) with extent of Computer access facilities.</li> <li>• Fundamental nursing laboratory (30 students).</li> <li>• Clinical hospital setting (King Faisal Hospital, El</li> </ul>



Item	Resources
	Noor specialized Hospital,)
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>Clinical simulation lab with necessary A-V aids, / simulation manikins (high &amp; mid fidelity) /</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>Blood transfusion set, sterile gown, Y tube for blood transfusion.</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course evaluation do at least once per academic year Clinical experience evaluation do at least once per academic year.	Students	(Direct, Indirect) Survey
Curriculum evaluation every 3 years. Fundamentals 2 team has weekly meetings where the students' learning and other processes are evaluated. Improvements and changes would be made accordingly.	Staff members	(Direct, Indirect)
<u>Other Strategies for Evaluation of Teaching.</u> Formal evaluation of teaching of faculty staff members do at least once per academic year Peer evaluation of faculty is in planning phase.	Head of department (HOD)	(Direct, Indirect)
Moderation of all exam papers, answer key, scripts of all failures and at least 20% of the other scripts. Moderation of OSCE.	Staff members	Answer key
Processes for Improvement of Teaching		
<p>Evaluation feedback is discussed with relevant faculty to address deficiencies and to plan for corrective measures as needed and improvement interventions.</p> <p>Incorporation of the latest evidence through the course review.</p> <p>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>		
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)		
<ul style="list-style-type: none"> <li>Assignment, presentation and Exams are scored and revised by more than one teacher.</li> <li>Review of Fundamental exam by experts in the specialty.</li> </ul>		

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<ul style="list-style-type: none"> <li>• Moderation of exam questions by peer and the HoD.</li> <li>• 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</li> </ul> <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"> <li>1. Analysis of <ul style="list-style-type: none"> <li>• Confidential completion of standard course evaluation questionnaire.</li> <li>• Students' exams results.</li> <li>• Student's feedback about the course.</li> <li>• Results of teacher self-evaluation.</li> </ul> </li> <li>2. Writing course report based on the previously mentioned items.</li> <li>3. Modify course specification based on action plan in the course reports.</li> <li>4. The modifications will be presented in department council for approval.</li> <li>5. Review the syllabus objectives.</li> </ol>		

**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