

T6. Course Specification (CS)

Institution	Date
Najran University	7 /5 /1439H
College/Department	Department: Medical surgical nursing
College of Nursing	

A. Course Identification and General Information

1. Course title and code : Medical-Surgical Nursing 1 -316 NUR-10			
2. Credit hours : 10hs (6 theory + 4 practical)			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Nursing Program			
4. Name of faculty member responsible for the course : Teacher /Aisha Alenzy Dr. Mousa Bahnas			
5. Level/year at which this course is offered :5th level / 3 rd year			
6. Pre-requisites for this course (if any) Fundamentals of nursing (211 NUR-8)			
7. Co-requisites for this course (if any) : None			
8. Location if not on main campus Najran university campus (Medical colleges for girls) and Applied Medical Sciences			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage ?	<input type="text"/>
d. Correspondenc	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5%"/>
f. Other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="15%"/>
Comments : -Other (assessed by Observation (during presentation ,and group discussion, class , lab participation and during the students deal with patient and his family ,teaching staff, and between their friend .			

B. Objectives

1. What is the main purpose for this course?

The main purpose for this course is to provide the students with knowledge and practical experience related to care of medical and surgical patients.

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)

- *Increased use of information technology
- *Increased use of web based reference material,
- *Changes in content as a result of new research in the field

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

Course Description :

This course includes critical thinking, Pre-operative care assessment and management of patients with digestive disorders, endocrine disorders, respiratory disorders, cardiovascular disorders, hepatic disorders, and biliary disorders. In addition, the course helps students to acquire knowledge that needed in providing nursing care for medical and surgical patients.

1. Topics to be Covered :

List of Topics	No. of Weeks	Contact Hours
Theory:		
Critical Thinking	1	6
Preoperative care	2	12
Respiratory system	2	12
Cardiovascular System	1	6
Hematologic disorders	2	12
Gastro-intestinal system	2	12
Hepatic and Biliary Disorders	2	12
Endocrine disorders	3	18
Practical:		
Preoperative care	2	8
Chest physiotherapy	1	4
Collection of sputum sample and suctioning	2	8
Obtaining blood samples	1	4

(ECG) electro-cardio-graphy	1	4
Obtaining stool sample and enema	1	4
Naso-gastric tube insertion & removal and administration of NGT feeding	1	4
Monitoring blood glucose by gluco-check machine	1	4
Cold and heat application - sitz bath	1	4
Colonoscopy and bronchoscopy	1	4
Parathentesis and thorathentesis	1	4
Bone marrow aspiration and lambar puncture	1	4
Liver biopsy and colonostomy	1	4

1. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or studio	Practical	Other:	Total
Contact Hours	90		60	90		240
Credit =	6		2	2		10

3-Additional private study/learning hours expected for students per week	2 hours
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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 all concepts of disease and the nursing management for patient with many disorders.	-Lectures by the faculty member. -Class discussion.	-Quizzes -Mid-term written exam -Final written exam
1.2	Identify the etiology, complication, signs, and symptoms of various di.	-Lectures by the faculty member. -Class discussion.	-Quizzes -Mid-term written exam -Final written exam
2.0	Cognitive Skills		
2.1	-justify the diagnosis of the problems and the best diagnostic investigations .	-Lecture -Problem solving -Self-learning -Group discussion -Concept Mapping	-Quizzes -Mid-term written exam -Class activities -Final written exam
2.2	Explain the signs and symptoms, etiology, mode of transmissions, complication, preventions and treatment of respiratory, digestive and cardiac disorder.	-Lecture -Problem solving -Self-learning -Group discussion -Concept Mapping	-Quizzes -Mid-term written exam -Class activities -Final written exam
3.0	Interpersonal Skills & Responsibility		
3.1	Communicate professionally with the health team members, patients and family members.	-Group discussion -Cooperatives learning -Self-learning	Observation During Active lab participation. -Practical exams.
3.2	Participate actively in discussion related to many disorder.	-Group discussion -Cooperatives learning -Self-learning.	-Observation -Discussion and class participation. -Presentation
4.0	Communication, Information Technology, Numerical		
4.1	Communicate professionally with the staff, patients and colleagues.	- Presentation Group discussion	- Observation During <i>Presentation</i> . -Observation using checklist.
4.2	Use modern technology in researching recent information related to the course.	-Problem solving -Self-learning -Presentation by students -Using of technology and	- . Observation During -Presentation.

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		instructional resources.	
5.0	Psychomotor		
5.1	Implement clinical procedures for patients with medical and surgical disorders while respecting the patient rights.	-Demonstration and re-demonstration. -Laboratory sessions -Simulation -Training in hospital	-Practical exams -Observation using checklist

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5%	5 th week
2	Midterm written exam	15%	9 th week
3	Final written exam	35%	17 th week
4	Class / lab participation	5%	Continuous
5	Presentation	5%	Continuous
6	Midterm Practical exam	10%	11 th week
7	Final practical exam	25%	16 th week

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)

- Office hours: 4 hours per week 8-10 am Monday and Tuesday.
- Student are encouraged to communicate on e-mail.
- Direct feedback on results of the exams are given to the students.

E. Learning Resources

1. List Required Textbooks :

- D'Avanzo, C & Geissler, E.(2008): Cultural Health Assessment. 4th ed. Mosby.

2. List Essential References Materials (Journals, Reports, etc.)

-Official journal of the Academy of Medical-Surgical Nurses

-Journal of Wound, Ostomy and Continence Nursing

-BMJ Supportive and Palliative Care

-Journal of Neuroscience Nursing

-Journal of Vascular Nursing

-Acta Paulista de Enfermagem

-Plastic Surgical Nursing

-AANA Journal

-Monahan, Neighbors and green (2012). Swearingen's Manual of Medical-Surgical Nursing a care planning resource, (7th edition), Mosby.

- Lois White, Gena Duncan and Wendy Baumle (2013). Medical-Surgical Nursing: an Integrated approach Delmar.

- Suzanne C. O'Connell Smeltzer, Brenda G. Bare, Janice L. Hinkle, Kerry H. Cheever (2010). Brunner & Suddarth's Textbook of Medical-surgical Nursing (12th edition).

-Gina M. Anker (2012). Clinical Decision making Case Studies in Medical Surgical Nursing., (2nd edition)

-Medical-Surgical Nursing assessment and management of clinical problems

(2014). Dirksen, Lewis, Heitkemper and Ducher, (9th edition).

-Contemporary Medical-Surgical Nursing (2012). Rick Daniels and Leslie Nicoll (2nd edition).

-Gina M. Anker (2012). Medical-surgical Nursing: Patient-centered Collaborative Care Donna D. Ignatavice Linda Workman, (7th edition).

3. List Electronic Materials Web Sites, Facebook, Twitter, etc.

- <http://www.scu.edu.au/schools/nhcp/aejne/>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Audiovisual presentation posters & colored transparencies video tapes & slides – data show computers

F. Facilities Require

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.)

-Class room with 30 seats

-Medical-Surgical lab

2. Computing resources (AV, data show, Smart Board, software, etc.)

Computers with internet accessible to all students.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Library references and services

The lab has various types of dolls, Infusion training arm and different types of articles and equipment, medications, suctioning machine, slender of oxygen, tables & trolleys to facilitate procedure setup, **Pakistani surgical scissors 15, Stapler removal, Laryngoscope 6 weapon for adult, E C G apparatus , Manican for breathing training and gastric lavage and A training model for surgical dressing for all members.**

G. Course Evaluation and Improvement Processes:

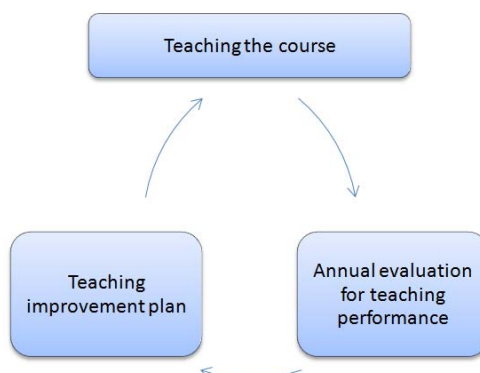
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Electronic University questionnaire for evaluation of the course on the official web site.
- Course evaluation by student.
- Students- faculty meetings

2. Other Strategies for Evaluation of Teaching by the Instructor or by the department.

- Peer observing teaching
- Evaluation by program coordinator.
- Teacher portfolio

3. Processes for Improvement of Teaching :



The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:

1- Insisting on involvement:

all teaching staff **must** be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

2- Lifelong learning and self improvement:

The program encourages teaching staff to peruse promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

3- Sharing knowledge and experience:

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

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)

-Policy of evaluation of examination paper

1- For practical exams (to asses achievement of psychomotor, communication and interpersonal skills):

Students' performance is evaluated by a faculty staff member and another member from the field using the observation checklist.

2- For the final written exam (to assess knowledge and cognitive skills):

The exam committee is responsible for verifying the following:

- Compliance of the question paper with the rules approved by the faculty council.
- Compliance of the weight for each question and its relevant ILO and Domain of learning with the approved assessment matrix in manual of processes and procedures.

3- For overall achievement of the course ILOs

Indirect evaluation for student's overall achievement of the course ILO's is conducted by the end of the course and before final exams using self assessment survey (to be filled by the students).

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

By the end of each semester:

- Course report is submitted to the head of the department with attached results of surveys and questionnaires. Recommendations are to be included in the improvement plan for the next semester. Execution of the improvement plan is to be monitored by the head of the department.

Committee of program review and improvement conducts a comprehensive study on:

- Performance of current cohort with previous cohorts at the level of all the specialty courses, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

Effectiveness of all the specialty courses in achieving program ILOs, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

Name of instructor:

Mrs, Aisha Alenzy



Date Report Completed 8/5/1439

Name of field experience teaching staff:

Mrs. Eman Mohammed

Program coordinator:

Dr.Nahid Khalil

Signature التوقيع: _____

Date received التاريخ الاستلام: _____