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| --- | --- | --- |
| **Approval date:** |  | **Philadelphia University** |
| **Issue: Summer** | **Faculty: Nursing** |
| **Credit hours: 3** | **Department: Nursing** |
| **Bachelor** | **Course Syllabus** | **Academic year 2021/2022** |

**Course information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Co /Pre-requisite** | | **Course title** | | **Course#** |
| **Adult health nursing 1- Theory** | | **Emergency Nursing** | | **091021900** |
| **Room #** | **Class time** | | **Course type** | |
| **9424** | **08:15-09:45** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **m.atout@philadelphia.edu.jo** | **9:15-10:30**  **(Mon,Wed)**  **12:45-2:15**  **(Sun, Tue)** | **2183** | **1rd floor** | **Dr. Maha Atout** |

**Course Delivery Method**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **100 %** |  |  |

**Course Description**

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| --- |
| This course is intended to provide students with an in-depth grasp of the nature of various emergency conditions and the nurse's role in serving the requirements of emergency patients. The course equips students with the knowledge necessary to offer effective nursing care in emergency and catastrophe scenarios. The course will equip students with the knowledge and skills necessary to administer basic and sophisticated treatment to victims requiring immediate attention. |

**Table: Course learning outcomes**

|  |  |  |
| --- | --- | --- |
| **ILOs** | **Outcomes** | **Number** |
| **Knowledge** | | |
| KP1 | Integrate evidenced-based knowledge from emergency nursing to assess, plan a client-centered care for clients in emergency situations considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **K1** |
| KP2 | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **K2** |
|  | **Skills** | |
| SP1 | Equip students with an evidence-based, critical thinking and analytical skills to be able to plan and implement desired health change within terms of contextual legislations. | **S1** |
| SP2 | Enable students to apply the gained nursing skills, including the physiological, psychological, social, and management and leadership to ensure planning and implementing safe life interventions for clients in emergency situations. | **S2** |
| SP3 | Implement and manage care at all health levels (primary, secondary, tertiary) for clients according to an accurately documented plan considering clients' confidentiality | **S3** |
| SP4 | Determine accurately and effectively the progression of clients towards planned change and care plan | **S4** |
|  | **Competencies** | |
| CP1 | Enable students to apply national and global professional and ethical standards, in applying emergency nurse roles ranging from educating to advocacy in different fields with acknowledgment and awareness of patients who need for life saving treatment and their families’ dignity, culture, values. | **C1** |
| CP2 | Apply the gained skills related to resilience, communication, coordination and collaboration in all interactions with peers, individuals, families, groups, and healthcare team, keeping all relationship goal-directed and professionally bounded for the aim of demonstrating a quality nursing practice, achieving therapeutic relationships, and providing a quality client healthcare in emergency situations. | **C2** |
| CP3 | Promotes effective mechanisms for the development, implementation and evaluation of holistic clinical experience to enhance the quality of the provided care in all health care settings | **C3** |

**Learning Resources**

|  |  |
| --- | --- |
| Howard, P and Steinmann. R. (2019). Sheehy’s emergency nursing: principles and practice (6th edition). St. Louis: Mosby | Course textbook |
| Lippincott manual of nursing practice. Nettina, Sandra M. 10th ed./ [edited by ] Sandra M. Nettina, Philadelphia: Wolters Kluwer Health/ Lippincott Williams & Wilkins, 2019 | Supporting References |
| <https://t.me/my_waysa1_nur/915>  <https://t.me/my_waysa1_nur/751>  [nursing.com](http://WWW.nursing.com) | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Course contents**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Material** | **Learning methods** | **Tasks** | **ILOS** | **Competency** | **Titles** | **Topic** | **Week** |
| Textbook  Selected teaching material | * Lecture * Video demonstration & discussion | Midterm exam,  Final Exam | * K1 * K2 * C1 | * 1,2 * 3,4 * 5 | * Emergency Nursing Practice * Legal and Regulatory Considerations * Approaching Diversity | Foundations of Emergency Nursing | **1** |
| Textbook  Selected teaching material | * Pre-lecture Quiz (1) * Lecture * Video demonstration & discussion | Midterm exam,  Case study (Assignment) | * K1 * K2 * C1 * C2 | * 5,2 * 5 * 4,1 * 1 | * Evidence-Based Practice * Research * Ethical Considerations * Workplace Violence | Professional Practice | **2** |
| Text book  Selected teaching material | * Lecture * Video demonstration & discussion | Midterm exam | * K1 * K2 * S2 | * 1 * 3 * 3 * 3,1 | * Triage * Patient Assessment * Pain * Wound Management | Clinical Foundations of Emergency Nursing | **3** |
| Text book  Selected teaching material | * Lecture * Case study demonstration | Midterm exam,  Quiz | * K1 * K2 * S1 * S3 | * 4 * 1 * 3 * 3 | * Family Presence During Resuscitation * Management of the Critical Care Patient in the Emergency Department * Palliative and End-of-Life Care in the Emergency Department * Organ and Tissue Donation | Clinical Foundations of Emergency Nursing | **4** |
| Text book | * Lecture * Case study demonstration | Midterm exam,  Quiz | * K1 * K2 * S1 * C1 | * 1,3 * 1 * 1,2 | * Air and Surface Patient Transport * Emergency Preparedness * Chemical, Biological, Radiological, Nuclear (CBRN) Threats | Clinical Foundations of Emergency Nursing | **5** |
| Text book  Selected teaching material | * Lecture * Video demonstration & discussion * Case study demonstration | Midterm exam | * K1 * K2 | * 5 * 3 * 3,1 * 3,1 | * Communicable Diseases * Fluids and Electrolytes * Shock Emergencies * Respiratory Emergencies | Medical and Surgical Emergencies | **6** |
| Text book | * Lecture * Video demonstration & discussion * Case study demonstration | Midterm exam | * K1 * K2 | * 3,1 * 3,1 * 3,1 | * Respiratory Emergencies * Cardiovascular Emergencies * Neurologic Emergencies | Medical and Surgical Emergencies | **7** |
| Text book | • Lecture  • Case study demonstration | Midterm Exam | * K1 * K2 | * 3,1 * 3,1 * 3,1 | * Gynecologic Emergencies * Gastrointestinal Emergencies * Renal and Genitourinary Emergencies | Medical and Surgical Emergencies | **8** |
| **MidTerm Exam** | | | | | | | |
| Text book | * + Lecture   + Video demonstration & discussion * Case study demonstration | Final exam | * K1 * K2 * S3 | * 3,1 * 3,1 * 3,1 * 1 | * Endocrine Emergencies * Hematologic and Oncologic Emergencies * Environmental Emergencies | Medical and Surgical Emergencies | **9** |
| Text book | * Lecture * Video demonstration & discussion * Case study demonstration | Final Exam | * K1 * K2 | * 3,1 * 3 * 3 | * Toxicologic Emergencies * Dental, Ear, Nose, Throat, and Facial Emergencies * Ocular Emergencies | Medical and Surgical Emergencies | **10** |
| Text book  Selected website | Lecture  Case study presentation | Final Exam  Critical thining activity | * K1 * K2 * C1 * C2 | * 5 * 3,1 * 3,2 * 3,2 | * Epidemiology and Mechanisms of Injury * Head Trauma * Maxillofacial Trauma * Spinal Trauma | Trauma Emergencies | **11** |
| Text book | Lecture  Case study presentation | Final Exam  Critical thining activity | * K1 * K2 * S2 * C1 | * 3,1 * 3,1 * 3 * 3,1 | * Thoracic Trauma * Abdominal and Genitourinary Trauma * Orthopedic and Neurovascular Trauma * Burn Trauma | Trauma Emergencies | **12** |
| Text book | Video demonstration & discussion | Final Exam  Case study (assignment) | * K1 * K2 * C1 | * 3,5 * 3,5 * 3,5 | * Pediatric Trauma * Obstetric Trauma * Geriatric Trauma | Trauma Emergencies | **13** |
| Text book  Selected website | Case study demonstration  Lecture | Final Exam | * K1 * K2 * C1 * C2 | * 3,5 * 3.5 * 3,4 | * Pediatric Emergencies * Geriatric Emergencies * Behavioral Health Emergencies | Special Populations | **14** |
| Text book  Selected teaching material | Lecture  Video presentation  Case study discussion | Final Exam | * K1 * K2 * C1 * C2 | * 5 * 4 * 4 * 4 | * Emergency Forensic Considerations * Abuse and Neglect * Substance Abuse * Sexual Assault | Special Populations | **15** |
| **Final Exam** | | | | | | | **16** |

\* Includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

Table: Percentage of content titles covering competencies

|  |  |  |
| --- | --- | --- |
| **National competencies** | **# of covering titles** | **Percentage of coverage** |
| 1. Safe and effective environment | 26 | 31% |
| 1. Health promotion\prevention maintenance | 5 | 7% |
| 1. Physiological integrity | 35 | 42 % |
| 1. Psychosocial integrity | 6 | 7 % |
| 1. Global and health economics | 11 | 13% |

**Table: Matrix of ILOS and Content chapters**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ILOS** | **K1** | **K2** | **S1** | **S2** | **S3** | **S4** | **C1** | **C2** | **C3** |
| **Week #** |  |  |  |  |  |  |  |  |  |
| Week 1 | X | X |  |  |  |  | X |  |  |
| Week 2 | X | X |  |  |  |  | X | X |  |
| Week 3 | X | X |  |  |  |  |  |  |  |
| Week 4 | X | X | X |  | X |  |  |  |  |
| Week 5 | X | X | X |  |  |  | X |  |  |
| Week 6 | X | X |  |  |  |  |  |  |  |
| Week 7 | X | X |  |  |  |  |  |  |  |
| Week 8 | X | X |  |  |  |  |  |  |  |
| Week 9 | X | X |  |  | X |  |  |  |  |
| Week 10 | X | X |  |  |  |  |  |  |  |
| Week 11 | X | X |  |  |  |  | X | X |  |
| Week 12 | X | X |  | X |  |  | X |  |  |
| Week 13 | X | X |  |  |  |  | X |  |  |
| Week 14 | X | X |  |  |  |  | X | X |  |
| Week 15 | X | X |  |  |  |  | X | X |  |

**Table: Course Contributing to Learner Skill Development**

|  |  |
| --- | --- |
| Measurement criteria | Skill specification |
| Able to use health information systems | 1. Using Technology |
| Searches databases effectively and write a draft for health education, …etc acc. To updated guidelines  Provides evidence-based rationale for all decisions and actions | 1. Use databases effectively to support evidence-based knowledge and practice |
| Applies communication skills in home, school, factory, special settings visits  Collaborates effectively with other interdisciplinary healthcare team members to provide quality effective care. | 1. Communication skills |
| Absent record of violation of the ethical code, regulations and code of conduct specified by JNC.  Nominate the self for services and tasks to enhance nursing services as required in response to call. | 1. Self-Reflection, Friendliness, Confidence, Empathy, Respect, Responsiveness, Morality |
| Provides evidence-based rationale for all decisions and actions  Participates and recommends guidelines and procedures based on updated evidence. | 1. lifelong learning skills |
| Knows how and where to access information to support decision making in practice and knowledge development for module.  Participates in teams and activities.   Delegates professional practices and aspects of care to others according to their competence and scope of practice.   Provides effective supervision to ensure that delegated care and professional practices are provided safely and accurately during the leadership assignment.   Influences the decision making process in class and in clinical area.   Provides direction to enhance effectiveness of interdisciplinary and multidisciplinary team.   Develops innovative solutions and take actions to resolve conflict. | 1. Leadership and management skills |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K1, K2, C1, C2** | **8th week** | **30 %** | **Mid Term Exam** |
| **K1, C1,C2, S1, S2, S3** | **Overall course duration** | **30 %** | **Various Assessments \*** |
| **K1, K2, S1, S2, C1, C2** | **16th week** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| **Exam and evaluation sheet** | Lecture, role play, discussion | Integrate evidenced-based knowledge from emergency nursing to assess, plan a client-centered care for clients in emergency situations considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **K1** |
| **Exam**  **Homework**  **discussion** | Lecture, case study, video  Critical thinking activity | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **K2** |
| **Skills** | | | |
| **Exam and assignments** | Lecture, case study, video  Group work, | Equip students with an evidence-based, critical thinking and analytical skills to be able to plan and implement desired health change within terms of contextual legislations. | **S2** |
| **Homework, quiz** | Group work, role play, video | Enable students to apply the gained nursing skills, including the physiological, psychological, social, and management and leadership to ensure planning and implementing a safe and secure change for clients. | **S3** |
| **Exam and assignments** | Lecture, case study, video  Group work, | Implement and manage care at all health levels (primary, secondary, tertiary) for clients according to an accurately documented plan considering clients’ confidentiality | **S3** |
| **Homework, quiz** | Group work, role play, video | Determine accurately and effectively the progression of clients towards planned change and care plan | **S4** |
| **Competencies** | | | |
| **In class assignment**  **Exam** | Lecture  Role play  Case study  Group discussion | Enable students to apply national and global professional and ethical standards, in applying emergency nurse roles ranging from educating to advocacy in different fields with acknowledgment and awareness of patients who need for life saving treatment and their families’ dignity, culture, values. | **C1** |
| **In class assignment**  **Exam** | Lecture  Role play  Case study  Group discussion | Apply the gained skills related to resilience, communication, coordination and collaboration in all interactions with peers, individuals, families, groups, and healthcare team, keeping all relationship goal-directed and professionally bounded for the aim of demonstrating a quality nursing practice, achieving therapeutic relationships, and providing a quality client healthcare in emergency situations. | **C2** |
| **In class assignment**  **Exam** | Lecture  Role play  Case study  Group discussion | Promotes effective mechanisms for the development, implementation and evaluation of holistic clinical experience to enhance the quality of the provided care in all health care settings | **C3** |

\* Includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

\*\* Includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

**Course Polices**

|  |  |
| --- | --- |
| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| **90 % will achieve 60 % or more** | **Exam** | **Emergency nursing** | Integrate evidenced-based knowledge from emergency nursing to assess, plan a client-centered care for clients in emergency situations considering all health dimensions, actual and potential health problems, and collaborative problems to achieve the expected outcomes | **KP1** |
| **90 % will achieve 60 % or more** | **Exam** | **Emergency nursing** | Understand current research, recent technology, available resources and facilities, and gained management and leadership skills to assess policies, micro and macro environmental safety, effectiveness, availability, cost benefits, efficacies, source allocation, needs, and impacts | **KP2** |

**Description of Program Learning Outcome Assessment Method**

|  |  |
| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| Short exam will be done at 4th year with exit exam | **KP1** |
| Short exam will be done at 4th year with exit exam | **KP2** |