



|                                  |  |                                |
|----------------------------------|--|--------------------------------|
| <b>Form:<br/>Course Syllabus</b> | <b>Form Number</b>                                     | EXC-01-02-02A                  |
|                                  | <b>Issue Number and Date</b>                           | 2/3/24/2022/2963<br>05/12/2022 |
|                                  | <b>Number and Date of Revision or Modification</b>     |                                |
|                                  | <b>Deans Council Approval Decision Number</b>          | 2/3/24/2023                    |
|                                  | <b>The Date of the Deans Council Approval Decision</b> | 23/01/2023                     |
|                                  | <b>Number of Pages</b>                                 | 12                             |

|     |  |  |
|-----|--|--|
| 1.  | <b>Course Title</b>  | Critical Care Nursing                        |
| 2.  | <b>Course Number</b>                                       | 5701301                                      |
| 3.  | <b>Credit Hours (Theory)</b>                               | 3hours                                       |
|     | <b>Contact Hours (Theory)</b>                              | 3 Hours Theoretical lectures                 |
| 4.  | <b>Prerequisites/ Corequisites</b>                         | 5701205/5701302                              |
| 5.  | <b>Program Title</b>                                       | BSc in nursing program                       |
| 6.  | <b>Program Code</b>  | 07   |
| 7.  | <b>School/ Center</b>                                      | School of Nursing - The University of Jordan |
| 8.  | <b>Department</b>  | Clinical Nursing Department                  |
| 9.  | <b>Course Level</b>  | Second Year                                  |
| 10. | <b>Year of Study and Semester (s)</b>                      | 2023-2024- First Semester                    |
| 11. | <b>Program degree</b>                                      | BSc. In Nursing                              |
| 12. | <b>Other Department(s) Involved in Teaching the Course</b> | None   |
| 13. | <b>Main Learning Language</b>                              | English                                      |
| 14. | <b>Learning Types</b>                                      | Face to Faces                                |
| 15. | <b>Online Platforms(s)</b>                                 | ✓Moodle ✓✓Microsoft Teams                    |
| 16. | <b>Issuing Date</b>  |  |
| 17. | <b>Revision Date</b>                                       | 26/10/2024                                   |

**18. Course Coordinator:**

Name: Dr. Sajeda Alhamory

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**19. Other Instructors:**

|  |
|--|
|  |
|--|

**20. Course Description:**

This course provides the student with advanced knowledge in dealing with critical cases that require urgent attention in the intensive care departments. The article includes an explanation of a number of critical health disorders of the various body systems in addition to the diagnostic and treatment nursing procedures used in the intensive care departments, which mainly depend on the skills of analysis, critical thinking and dealing with advanced medical technology.

**21. Program Intended Learning Outcomes:**

| PLO's | *National Qualifications Framework Descriptors* |                                     |                          |
|-------|---|-------------------------------------|--------------------------|
|       | Competency (C)                                  | Skills (B)                          | Knowledge (A)            |
| 1.    | <input checked="" type="checkbox"/>             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 2.    | <input type="checkbox"/>                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3.    | <input type="checkbox"/>                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4.    | <input checked="" type="checkbox"/>             | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5.    | <input type="checkbox"/>                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6.    | <input type="checkbox"/>                        | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7.    | <input checked="" type="checkbox"/>             | <input type="checkbox"/>            | <input type="checkbox"/> |

\* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

**22. Course Intended Learning Outcomes:** (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

| Course ILOs | The learning levels to be achieved |            |       |         |          |        |
|-------------|------------------------------------|------------|-------|---------|----------|--------|
|             | Remember                           | Understand | Apply | Analyse | evaluate | Create |
|             |                                    |            |       |         |          |        |



|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. 1 Identify strategies related to assessment and prevention of critical care illnesses.   | ✓ | ✓ |   |   |   |   |
| 2. Recognize nursing interventions related to a variety of health problems in the acute and critical care situations..                          |   |   | ✓ | ✓ |   |   |
| 3. Undertake methods to evaluate nursing interventions designed to maintain or promote a client safety & infection control.                     |   |   | ✓ | ✓ | ✓ |   |
| 4. Integrate the nursing process as an approach in treating health problems that affect the critically ill adult patients..                     |   |   | ✓ | ✓ |   |   |
| 5. Implement current evidence-based practice guidelines in caring patients with complex cardiovascular, pulmonary, and renal systems conditions |   |   |   | ✓ |   |   |
| 6. Analyze patients' hemodynamic parameters using patents data to reach the proper decisions  |   |   | ✓ | ✓ | ✓ |   |
| 7. Exhibit confidence and competent nursing performance while managing patients' complex needs and interventions.                               |   |   | ✓ |   |   |   |
| 8. Respect patients' rights in relation to confidentiality, fidelity, and self-determination  |   |   | ✓ | ✓ |   |   |
| 9. Demonstrate understanding of patients' response to the various therapeutic regimens in the intensive care.                                   |   |   | ✓ | ✓ | ✓ | ✓ |



|  |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
| 10. Demonstrate proper adherence to critical care standards of care, considering the Jordanian Code of Ethics.                         |  |  | ✓ | ✓ |  |   |
| 11. Assume responsibility and accountability for actions in accordance with the accepted standards of critical care nursing practice.. |  |  | ✓ | ✓ |  | ✓ |

**23. The matrix links the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:**

| PLO's<br>*  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Descriptors** |   |   |
|-------------|---|---|---|---|---|---|---|---------------|---|---|
|             |   |   |   |   |   |   |   | K             | S | C |
| CLO's<br>1. |   |   | X |   |   |   |   |               | X |   |
| 2.          |   |   | X |   |   |   |   |               | X |   |
| 3.          |   |   | X |   |   |   |   |               | X |   |
| 4.          |   |   | X |   |   |   |   |               | X |   |
| 5.          |   |   |   |   |   |   | X |               |   | X |
| 6.          |   |   | X |   |   |   |   |               | X |   |
| 7.          | X |   |   |   |   |   |   |               | X |   |
| 8.          |   |   |   | X |   |   |   |               |   | X |
| 9.          |   |   | X |   |   |   |   |               |   | X |
| 10.         |   |   | X | X |   |   |   |               |   | X |
| 11.         |   |   |   |   | X |   |   |               | X |   |

**\*Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.**

**\*\*Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).**

**24. Topic Outline and Schedule:**



| Week | Topic  | ILO/s Linked to the Topic | Learning Types (Face to Face/ Blended/ Fully Online) | Platform Used            | Evaluation Methods | Learning Resources   |
|------|--|---------------------------|--|--------------------------|--------------------|--|
| 1    | Introduction to the course   |                           | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |
|      | <b>Shock</b><br>Circulatory Shock<br>hypovolemic shock<br>Septic Shock<br>Neurogenic Shock<br>Anaphylactic Shock       | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams |                    | Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12 <sup>th</sup> ed.). Philadelphia: Wolter Kluwer. Chapter 46. |
| 2    | <b>Shock</b><br>Circulatory Shock<br>hypovolemic shock<br>Septic Shock<br>Neurogenic Shock<br>Anaphylactic Shock       | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |
|      | <b>Shock</b><br>Circulatory Shock<br>hypovolemic shock<br>Septic Shock<br>Neurogenic Shock<br>Anaphylactic Shock       | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |
| 3    | <b>Shock</b><br>Circulatory Shock<br>hypovolemic shock<br>Septic Shock<br>Neurogenic Shock<br>Anaphylactic Shock       | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |
|      | <b>Shock</b><br>Circulatory Shock<br>hypovolemic shock<br>Septic Shock<br>Neurogenic Shock<br>Anaphylactic Shock       | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |
| 4    | <b>Cardiovascular System</b><br>Anatomy and physiology<br>Assessment of cardiovascular system<br>Diagnostic procedures | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |
|      | <b>Cardiovascular System</b><br>Anatomy and physiology   | ILO 1-11                  | Face to Face   | Moodle / Microsoft teams | Midterm exam       |  |



|   |   |          |              |                          |              |   |
|---|---|----------|--------------|--------------------------|--------------|---|
|   | Assessment of cardiovascular system<br>Diagnostic procedures  |          |              |                          |              |   |
| 5 | <b>Cardiovascular Disorders:</b><br>ECG interpretations<br>Arrhythmias and electrolytes effects on heart rhythm | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Midterm exam |   |
|   | <b>Cardiovascular Disorders:</b><br>ECG interpretations<br>Arrhythmias and electrolytes effects on heart rhythm | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Midterm exam |   |
| 6 | <b>Cardiovascular Disorders:</b><br>ECG interpretations<br>Arrhythmias and electrolytes effects on heart rhythm | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Midterm exam |   |
|   | Coronary heart disease<br>Aortic Aneurysm<br>Aortic Dissection<br>Heart Failure<br>CABG                         | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Midterm exam |   |
| 7 | Midterm exam  |          | Face to Face | Moodle / Microsoft teams | Midterm exam |   |
|   | Coronary heart disease<br>Aortic Aneurysm<br>Aortic Dissection<br>Heart Failure<br>CABG                         | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Final exam   | Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12 <sup>th</sup> ed.). Philadelphia: Wolter Kluwer. Chapter 40 |
| 8 | <b>Nursing Management of Clients with Respiratory Disorders:</b>  | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Final exam   | Morton, P., Fontaine, D (2022). Critical Care Nursing: A  |



|    |  |          |              |                                |               |  |
|----|--|----------|--------------|--------------------------------|---------------|--|
|    | Revision of the normal physiology<br>Respiratory system.<br>Assessment and diagnostic tests<br>Acid-base balance   |          |              |                                |               | holistic approach.<br>(12 <sup>th</sup> ed.).<br>Philadelphia:<br>Wolter<br>Kluwer.<br>Chapter 41  |
|    | <b>Nursing Management of Clients with Respiratory Disorders:</b><br>Revision of the normal physiology<br>Respiratory system.<br>Assessment and diagnostic tests<br>Acid-base balance | ILO 1-11 | Face to Face | Moodle /<br>Microsoft<br>teams | Final<br>exam |  |
| 9  | <b>Nursing Management of Clients with Respiratory Disorders</b><br>Respiratory System<br>Chest Trauma<br>Flail Chest<br>Pneumothorax<br>(types)                                      | ILO 1-11 | Face to Face | Moodle /<br>Microsoft<br>teams | Final<br>exam |  |
|    | <b>Nursing Management of Clients with Respiratory Disorders</b><br>Respiratory System<br>Chest Trauma<br>Flail Chest<br>Pneumothorax<br>(types)                                      | ILO 1-11 | Face to Face | Moodle /<br>Microsoft<br>teams | Final<br>exam |  |
| 10 | <b>Nursing Management of Clients with Respiratory Disorders</b><br>Respiratory System<br>Chest Trauma<br>Flail Chest<br>Pneumothorax<br>(types).                                     | ILO 1-11 | Face to Face | Moodle /<br>Microsoft<br>teams | Final<br>exam | Morton, P.,<br>Fontaine, D<br>(2022).<br>Critical Care<br>Nursing: A<br>holistic<br>approach.<br>(12 <sup>th</sup> ed.).<br>Philadelphia:<br>Wolter<br>Kluwer.<br>. Chapter 44 |
|    |  | ILO 1-11 | Face to Face | Moodle /<br>Microsoft<br>teams | Final<br>exam |  |



|    |  |          |              |                          |            |   |
|----|--|----------|--------------|--------------------------|------------|---|
| 11 | <b>Nursing Management of Clients with Respiratory Disorders</b><br>Respiratory System<br>Chest Trauma<br>Flail Chest<br>Pneumothorax (types)   | ILO 1-11 | Face to Face | Moodle / Microsoft teams | Final exam | Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12 <sup>th</sup> ed.). Philadelphia: Wolter Kluwer. Chapter 43 |
|    | Management of Patients With Chest and Lower Respiratory Tract Disorders<br>Pleural Effusion<br>Acute Respiratory Failure<br>Pulmonary Embolism | ILO 1-16 | Face to Face | Moodle / Microsoft teams |            |   |
| 12 | Management of Patients With Chest and Lower Respiratory Tract Disorders<br>Pleural Effusion<br>Acute Respiratory Failure<br>Pulmonary Embolism | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam | Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12 <sup>th</sup> ed.). Philadelphia: Wolter Kluwer. Chapter 48 |
|    | <b>Nursing Management for Clients with GIT Disorders</b><br>Revision of the anatomy & Physiology<br>Esophageal varices<br>Hepatic coma         | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam |   |
| 13 | <b>Nursing Management for Clients with GIT Disorders</b><br>Revision of the anatomy & Physiology<br>Esophageal varices<br>Hepatic coma         | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam |   |





|    |  |          |              |                          |            |   |
|----|--|----------|--------------|--------------------------|------------|---|
|    | <b>Nursing Management for Clients with GIT Disorders</b><br>Revision of the anatomy & Physiology<br>Esophageal varices<br>Hepatic coma   | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam |   |
| 14 | <b>Nursing Management for Clients with Endocrine Disorders</b><br>Diabetic Keto Acidosis<br>Hyperosmolar Hyperglycemic Nonketotic Syndrome<br>Diabetes Insipidus<br>Acute & Chronic Pancreatitis | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam | Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12 <sup>th</sup> ed.). Philadelphia: Wolter Kluwer. Chapter 12 |
|    | Nursing Management for Clients with Endocrine Disorders<br>Diabetic Keto Acidosis<br>Hyperosmolar Hyperglycemic Nonketotic Syndrome<br>Diabetes Insipidus<br>Acute & Chronic Pancreatitis        | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam |   |
| 15 | <b>Nursing Management for Clients with Endocrine Disorders</b><br>Diabetic Keto Acidosis<br>Hyperosmolar Hyperglycemic Nonketotic Syndrome<br>Diabetes Insipidus<br>Acute & Chronic Pancreatitis | ILO 1-16 | Face to Face | Moodle / Microsoft teams | Final exam | Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12 <sup>th</sup> ed.). Philadelphia: Wolter Kluwer. Chapter 29 |



|  |            |  |              |                                |            |  |
|--|------------|--|--------------|--------------------------------|------------|--|
|  | Case study |  | Face to Face | Moodle /<br>Microsoft<br>teams | Final exam |  |
|--|------------|--|--------------|--------------------------------|------------|--|

## 25. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

| Evaluation Activity | *Mark wt. | CLO's |   |   |   |   |   |   |   |
|---------------------|-----------|-------|---|---|---|---|---|---|---|
|                     |           | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Mid-term exam       | 30%       | x     | x | x | x | x | x | x | x |
| Two quizzes         | 20%       | x     | x | x | x | x | x | x | x |
| Final               | 50%       | x     | x | x | x | x | x | x | x |
| Total               | 100%      |       |   |   |   |   |   |   |   |

\* According to the instructions for granting a bachelor's degree.

\*\*According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

## 25. Course Requirements:

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform...etc.):

## 26. Course Policies:

### A- Attendance policies:

Students must attend all classes of this course.

- Any student with absence of 15% of the classes of any course, will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
- Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.

### B- Absences from exams and submitting assignments on time:

- Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
- Assignments and projects should be submitted to the instructor on the due date.

### C- Health and safety procedures:



Students should comply with the Faculty of Nursing policies regarding pre-hospital training immunizations. Students should comply with the training areas policies regarding infection control, general precautions, and patient isolation.

**D- Honesty policy regarding cheating, plagiarism, misbehavior:**

Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
- Using materials not authorized by the institute.
- Collaborating with another student during a test, without permission.
- Knowingly using, buying, selling, or stealing the contents of a test.
- Plagiarism which means presenting another person's work or ideas as one's own, without attribution.

Using any media (including mobiles) during the exam

- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47,27, 29):**  
<http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>

**D- Grading policy:**

A grade of (D) is the minimum passing grade for the course.

**F- Available university services that support achievement in the course:**

**27. References:**

**A- Required book(s), assigned reading and audio-visuals:**

Morton, P., Fontaine, D (2022). Critical Care Nursing: A holistic approach. (12<sup>th</sup> ed.). Philadelphia: Wolter Kluwer.

**B- Recommended books, materials, and media:**

- Smeltzer, S., & Bare, B., Hinkle, J., & Cheever, K. (2022). Brunner and Suddarth's textbook of medical surgical nursing (15th Ed.). Philadelphia, PA.: Lippincott.
- Abdalrahim, M. S., Khalil, A. A., Alramly, M., Alshlool, K. N., Abed, M. A., & Moser, D. K. (2020). Pre-existing chronic kidney disease and acute kidney injury among critically ill patients. *Heart & Lung*, 49(5), 626-629.
- Abunab, H. Y., Alzaatreh, M. Y., & Abdalrahim, M. S. (2021). Effect of addition of distraction to cryotherapy on arteriovenous cannulation-associated pain: A randomized controlled trial. *Hemodialysis International*, 25(4), 473-478.
- Alzaatreh, M. Y., & Abdalrahim, M. S. (2020). Management Strategies for Pain Associated with Arteriovenous Fistula Cannulation: An Integrative Literature Review. *Hemodialysis International*, 24(1), 3-11.
- Kautzky-Willer, A., Harreiter, J., & Pacini, G. (2016). Sex and gender differences in risk, pathophysiology and complications of type 2 diabetes mellitus. *Endocrine reviews*, 37(3), 278-316.
- Khalil, A., & Abdalrahim, M. (2014). Knowledge, attitudes, and practices towards prevention and early detection of chronic kidney disease. *International nursing review*, 61(2), 237-245.
- Lewis, S., Heitkemper, M., Dirksen, S., O'Brian, P., & Bucher, L. (2016). *Medical surgical nursing: assessment and management of clinical problems* (9th. Ed.). St. Louis, MI: Mosby.



Goldberg, D., Ditah, I. C., Saeian, K., Lalehzari, M., Aronsohn, A., Gorospe, E. C., & Charlton, M. (2018). Changes in the prevalence of hepatitis C virus infection, nonalcoholic steatohepatitis, and alcoholic liver disease among patients with cirrhosis or liver failure on the waitlist for liver transplantation. *Gastroenterology*, 152(5), 1090-1099.

Zheng, Y., Ley, S. H., & Hu, F. B. (2018). Global aetiology and epidemiology of type 2 diabetes mellitus and its complications. *Nature Reviews Endocrinology*, 14(2), 88.

Name of the Instructor or the Course Coordinator:      Signature:      Date:  
Dr Sajeda Alhamory      26/10/2024

Name of the Head of Quality Assurance      Signature:      Date:  
Committee/ Department

.....  
Name of the Head of Department      Signature:      Date:

.....  
Name of the Head of Quality Assurance      Signature:      Date:  
Committee/ School or Center

.....  
Name of the Dean or the Director      Signature:      Date:  
.....