

T6. Course Specification (CS)

Institution	Najran University	Date	28/8/1438
College/Department	Medical - Surgical Nursing /faculty of nursing		

A. Course Identification and General Information:

1. Course title and code : First aid and cardiopulmonary resuscitations code :218 AID-2			
2. Credit hours : 2hs (1 theory +1 practical)			
3. Program(s) in which the course is offered. Nursing program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course : Dr Amna Mohammed Idris (female section) Dr.Deksan danial (male section).			
5. Level/year at which this course is offered : 3rd level 2nd year			
6. Pre-requisites for this course (if any). - Anatomy and physiology1(112ANT-4) - Anatomy and physiology 2(213ANT-3) - Medical terminology(143TRM-2)			
7. Co-requisites for this course (if any) : Non			
8. Location if not on main campus : Female main campus \ Najran university/ Medical Science college. Male main campus / Najran university/College of applied Medical Science.			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text" value="*"/>	What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text" value="0"/>
c. e-learning	<input type="text"/>	What percentage ?	<input type="text" value="0"/>
d. Correspondence(<input type="text"/>	What percentage?	<input type="text" value="0"/>
f. Other	<input type="text"/>	What percentage?	<input type="text" value="0"/>
Comments :			

B. Objectives:

1. What is the main purpose for this course?
To provide knowledge and skills related to:
 - The basic concepts and principles of first aid and CPR.
 - Role of the first aider in the Emergency Medical Services.
 - Analysis of safety measurements and infection control.
 - Examination and assessment of the victims' case.
 - Care for the common first aid emergencies.
 - Effective performing of CPR.
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)
 - The course objectives will be given and explained to the students from the start of semester.
 - The bulk of students activities will be increased
 - Anew email for student communication will be established.
 - More reference for course will be recommended.
 - The students will receive feedback about exams in suitable times.

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

Course Description :

The course deals with the basic concepts and principles of first aid and CPR that helps the student to acquire knowledge about safety measurements and infection control. Through the practical part, students can examine and assess the victims effectively and acquire the basic skills in dealing with the common first aid emergencies.

1. Topics to be Covered :		
List of Topics	No. of Weeks	Contact Hours
- First aid essentials - Guidelines to Prevent Cross Infection	one	1
- Overview of the main important system of the body. - Baseline vital signs in adult, children and infants.	one	1

- Shock (definition, causes, classifications and diagnosis) - Bleeding (types and bleeding from nose)	one	1
- Airway (Opening of the airway, suctioning - Oxygen sources)	one	1
- Wound (definitions and types)	one	1
- Burn (definition causes and classification)	one	1
- Fractures and dislocations (definition, types and diagnosis)	two	1
- Medical emergencies(allergy, poisoning, altered mental status)	one	1
- Environmental emergencies (heat stroke, hypothermia)	one	1
-Adult Chocking (meaning & indications)	two	1
-Child Chocking (meaning & indications)	one	1
-Infant Chocking (meaning & indications)	one	1
-Adult CPR (meaning & indications)	Three	1
-Child CPR (meaning & indications)	one	1
-Infant CPR (meaning & indications)	two	1
1 Topics to be Covered (practical (180hr)	No of Weeks	Contact hours
- Demonstration of equipment and supplies of First Aid	one	2
- Primary & secondary Survey	one	2
- ER care of Shock - ER care of Bleeding	one	2

- Demonstration of air way adjunct , oxygen cylinders and equipment for oxygen delivery	one	2
- ER care of Wound	one	2
- ER care of Burn	one	2
- Splinting of the main areas of the body	two	2
- ER Care of medical emergencies	one	2
- ER Care of environmental emergencies	one	2
- ER Care of Altered Mental Status	one	2
- ER care of choking in adult , children and infant	two	2
- ER care of choking in children	one	2
- ER care of choking in infant	one	2
- The mechanism of CPR in adult	three	2
- The mechanism of CPR in children & infant	three	2

1.Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or studio	Practical	Other:	Total
Contact Hours	15 hours		30	-		45 hours
Credit	1h		1h	-		2 hours

3-Additional private study/learning hours expected for students per week	3H
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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 -Lectures Group discussion	Course Assessment Methods * written exam
1.0	Knowledge		
1.1	- Identify the various terminology pertinent to first aid	-Lectures -Group discussion.	* written exam

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies -Lectures Group discussion	Course Assessment Methods * written exam
2.0	Cognitive Skills		
2.2	Analyse primary and secondary survey for each patient.	Cooperative learning	Written exam
3.0	Interpersonal Skills & Responsibility		
3.1	-Work independently and as a team member and manage time	-Cooperative learning -Self-learning	- Participation checklist
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	-Act as professional communicator with lecturer and student and integrate modern technology in performing class presentation.	-Self -learning -Cooperative learning	-Presentation checklist
4.2			
5.0	Psychomotor		
5.1	perform all procedures in different life threaten situation with high competent	<ul style="list-style-type: none"> • Demonstration and re-demonstration. • Simulation • Role play 	- Clinical practical exams
5.2			

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 th	5 %

2	Mid Term theoretical Exam	15 th	15%
3	Mid Term practical exam	9 th	10%
4	Assignment PRESENTATION	Continuous	5%
	Class Participation	Continuous	5%
7	Final Theory Exam	18 th	35%
8	Final practical Exam	17 th	25%

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
 - 2 office hours every week
 - Student encourage to communicate on e-mail or at office
 - Exam error analysis in class
 - Feedback for each student

E. Learning Resources

1. List Required Textbooks
 - **Jon R. Krohmer, First Aid Manual, 2004, American College of Emergency Physicians. 2nd edition (main reference)**
2. List Essential References Materials (Journals, Reports, etc.)
 - **American Red Cross, 2013, First Aid/CPR/AED- Participant's Manual**
3. List Electronic Materials Web Sites, Facebook, Twitter, etc.
 - <http://firstaid.webmd.com/>
 - <http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex>
- 3-Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Advanced electronic simulators

First Aid Guide .Emergencies
http://www.doe.virginia.gov/support/health_medical/health_emergencies/first_aid_emergencies.pdf

F. Facilities Required

- 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.)
 - Lecture room with max 30 seats.
 - A square or rectangular laboratory room with minimum width 7 m is desirable.
 - Movable benches.
 - The supplies should be consistent with the types of injuries anticipated in emergencies.
 - 2- Computer resources (AV, data show, Smart Board, software, etc.):

Computer lab with internet access for self-learning.

3- Other resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list):

- 1- Adhesive bandages (1 x 3 in.)
- 2- Individual-use burn treatment applications (0.5 g each)
- 3- Sterile pads (3 x 3 in.)
- 4- Bandage compresses of various pad sizes ranging from 2 x 2, 3 x 3, or 4 x 4 in.
- 5- Eye covering(s) with the ability to cover both eyes (an area of at least 2.9 sq. in. per eye)
- 6- Eyewash (a minimum of 30 ml of sterile, isotonic, buffered solution in individual-use 15-ml applications)
- 7- - Scissors with rounded tips
- 8- Tweezers (forceps)
- 9- A small flashlight with extra batteries
- 11- Eyewash cups or eye irrigator loops
- 12- Personal Protective Equipment for the First Aid Provider; supplies consist of latex or vinyl disposable gloves, safety glasses, CPR protective shields, and a Face shield.

G. Course Evaluation and Improvement Processes:

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Questionnaire about the achievement of ILOs related to the course.
- University questionnaire for evaluation of the course on web site.

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

- Peer observing teaching process.

Program coordinator evaluation

3. Processes for Improvement of Teaching:

- By the end of each semester teachers are evaluated via:
 1. Peer observation.
 2. Program coordinator.
 3. Teacher portfolio.
 4. Student evaluation of the course and performance of the teacher.
- The course coordinator is required to integrate the points mentioned in all these reports, in addition to his/her own interpretations, into the course improvement plan in the course report.
- Course coordinator must keep a copy from all the evaluation reports and a copy from the

<p>course improvement plan, including improvement of teaching, in his/her own portfolio.</p> <ul style="list-style-type: none"> • Course improvement plan must be executed during the next semester. • Program coordinator is responsible for monitoring the commitment of the course coordinator to the improvement plan
<p>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)</p> <p>-Exam papers and evaluation process are reviewed by the Exams' evaluation committee; - Reports are discussed in the program committee to take corrective actions.</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :</p> <p>Course effectiveness is reviewed by the end of each semester on the light of the following reports and documents:</p> <ol style="list-style-type: none"> 1. Student evaluation for the course and teaching performance. 2. Results and distribution of students' grades. 3. Student evaluation for their own achievement of course ILOs. 4. Report of the exam committee. 5. Self evaluation by the course coordinator. 6. All the new decisions of the program committee regarding teaching and learning. 7. The percentage of achievement of course ILOs is involved in the final program report each semester <p>Course report, including improvement plan, must be submitted to program coordinator by the end of each semester.</p> <p>Any changes in the course specifications must be discussed at the level of the program committee and approved.</p>

Name of instructor : _____dr. Amna Mohammed Idris



Signature _____ Date Report Completed : 28/8/138

Name of field experience teaching staff : _____

Program coordinator : dr. nahid khlil

Signature: _____



Date received: _____