

## Critical care nursing Course Description 2025-2026

<b>1. Course name:</b>
Critical Care Nursing
<b>2. Course code</b>
WNR-41-02
<b>3. Semester / Year:</b>
Fourth Stage/ Second Semester
<b>4. Description Preparation Date:</b>
1/ 2/ 2026
<b>5. Available Attendance Forms:</b>
Paper lectures in college halls, and electronic lectures on the university website.
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>
2 Theoretical + 4 hospital (12 Hours Per Week), Number of Credits (6)
<b>7. Course administrator's name (mention all, if more than one name)</b>
Lecturer Roula Mohammad Abboud /Email: <a href="mailto:roula.ab@uowa.edu.iq">roula.ab@uowa.edu.iq</a> Asst. Lect. Hadi Faiz Jazan /Email: <a href="mailto:hadi.ja@uow.edu.iq">hadi.ja@uow.edu.iq</a>
<b>8. Course Objectives</b>
<p>❖ At the end of critical care nursing course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the critical care Nursing Roles</li> <li>2. Distinguish and manage the different type of shock and stroke</li> <li>3. Interpret the ventilator parameters.</li> <li>4. Assess and manage the ventilated patients.</li> <li>5. Distinguish the different types and degree of burns</li> <li>6. Able to identify and manage (Pulmonary embolism, pleural effusion and pneumothorax).</li> <li>7. Define the current procedure</li> <li>8. List the indications</li> <li>9. Identify the contraindications</li> <li>10. Determine the complications</li> <li>11. Assess the manikin before start the procedure</li> <li>12. Prepare (his\ her self, patient,equipment and environment)</li> <li>13. Apply the procedure steps on the manikin</li> <li>14. Justify every steep in procedure</li> <li>15. Document the procedure</li> <li>16. Interpret the ABGs values</li> <li>17. Care with ventilated patient</li> <li>18. Apply basic and advanced life support techniques</li> <li>19. Monitor the patient hemodynamically</li> </ol>
7 of 1Page

20. Formulate the daily follow up sheet
21. Apply nursing care plan for critically ill patient

## 9. Teaching and Learning Strategies

1. Lectures
2. Group Discussion
3. Assignments
4. Brain storming.
5. Case studies
6. Demonstration of Critical Skills
7. Practical sessions in Hospital

## 10. Course Structure

Week N	Hours	Required Learning Outcomes	Unit or subject name	Learning methods	Evaluation methods
1.	2T	Prepare the students to start the critical care nursing curriculum.	Critical Care Nursing. (Introduction)	-Lectures.	Quizzes, students' participation in the lecture.
2.	2T+6P	Assess the acid- base imbalance and how to manage it	Arterial blood gases (ABG's) values, compensatory mechanisms and management	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
3.	2T+6P	Assess the acid- base balance and imbalance	ABG's Interpretation.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
4.	2T+6P	Assess the patient's level of consciousness Provide nursing care for uncounscious patient	Counsciousness	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
5.	2T+6P	Determine heart rate and rhythm Identify cardiac axis Identify AT,AF,VT,VF Dysrhythmias Identify shockable and non- shockable rhythm.	Review of Conduction System	-Lectures. - Lab training -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
6.	2T+6P	Perform cardiopulmonary resuscitation and cardiac defibrillation	-Basic and advanced life support.	-Lectures. - Lab training -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
7.	Mid-term exam. No 1				
8.	2T+6P	In critical care unite , the patient high risk for	Shock (Classification, Stages, Clinical Alert	-Lectures. -Hospital	Quizzes, students' participation in the

		shock. The student should learn how to deal with shocked patient	and Management)	practice	lecture, & Practical evaluation.
9.	2T+6P	Care for patient with pulmonary embolism.	Pulmonary Embolism.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
10.	2T+6P	Care for patient with Pleural Effusion, Hemo& Pneumo thorax.	Pleural Effusion Hemo &Pneumo thorax.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
11.	Mid-term exam. No 2				
12.	2T+6P	Provide nursing care for mechanically ventilated patient.	Mechanical Ventilation.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
13.	2T+6P	Play optimal role for weaning process.	Weaning from Mechanical Ventilation.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
14.	2T+6P	To differentiate between the tow types of Stroke and manage every type.	Cerebral Vascular Accident. Stroke	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.
15.	2T+6P	determine the burns' stages degree and types Identify the primary and secondary survey guidelines	Burns.	-Lectures. -Hospital practice	Quizzes, students' participation in the lecture, & Practical evaluation.

#### 11. Course Evaluation

Evaluation				Score standard
Formative		Summative		<b>- Excellent (90-100)</b> <b>- Very Good (80-less than 90)</b> <b>- Good (70-less than 80)</b> <b>- Fair (60-less than 70)</b> <b>- Acceptable (50-less than 60)</b> <b>- Fail (less than 50)</b>
Scores	Evaluation methods	Scores	Evaluation methods	
5%	Daily Quizzes	10%	Mid-term theoretical exam	
5%	Assignment	5%	Mid-term-practical evaluation	
10%	Hospital	20%	Final practical exam	
5%	Attendance& Participation	40%	Final theoretical exam	
<b>25%</b>		<b>75%</b>		

12. Learning and Teaching Resources	
<b>Required textbooks (curricular books, if any)</b>	- Morton P and Fontain D. Critical care nursing: A holistic approach (2013), 10th ed. Wolters Kluwer Health   Lippincott Williams & Wilkins, Sydney.
<b>Main references (sources)</b>	- Burns S. AACN Essentials of Critical Care Nursing (2014), 3rd ed. McGraw-Hill Education, Toronto.
<b>Recommended books and references (scientific journals, reports...)</b>	MAHASHRI KARVE STREE SHIKSHAN SAMSTHA'S SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION KARVENAGAR, PUNE CRITICAL CARE NURSING MANUAL (PRESENTED BY 3 RD YEAR B. B. Sc. NURSING). (2021). <a href="https://mksssbttne.ac.in/wp-content/uploads/2022/06/Critical-care-manual-2021-2022.pdf">https://mksssbttne.ac.in/wp-content/uploads/2022/06/Critical-care-manual-2021-2022.pdf</a> (2024) . <a href="https://bojnourd.iau.ir/file/download/page/1674382503-critical-care-nursing-diagnosis-and-management.pdf">Bojnourd.iau.ir. https://bojnourd.iau.ir/file/download/page/1674382503-critical-care-nursing-diagnosis-and-management.pdf</a>
<b>Electronic References, Websites</b>	CPR in Action   A 3D look inside the body: <a href="https://www.youtube.com/watch?v=DUaxt8OIT3o">https://www.youtube.com/watch?v=DUaxt8OIT3o</a> CPR step by step: <a href="https://www.youtube.com/watch?v=ozzZVQQTvo4">https://www.youtube.com/watch?v=ozzZVQQTvo4</a> Conduction system: <a href="https://www.youtube.com/watch?v=RYZ4daFwMa8">https://www.youtube.com/watch?v=RYZ4daFwMa8</a> Shock mechanism: <a href="https://www.youtube.com/watch?v=WueGqL58tlo">https://www.youtube.com/watch?v=WueGqL58tlo</a> Pulmonary embolism: <a href="https://www.youtube.com/watch?v=8UnPPZlnfbk">https://www.youtube.com/watch?v=8UnPPZlnfbk</a> Stroke: <a href="https://www.youtube.com/watch?v=EY98RInP-A4">https://www.youtube.com/watch?v=EY98RInP-A4</a>



The Lecturer: Dr. Roula Mohammad Abboud

## Mapping of End of Program Student Learning Outcomes (EPSLOs) to Course Learning Outcomes (CLOs) – Critical Care Nursing

End of Program Student Learning Outcomes (EPSLOs)	Course Learning Outcomes (CLOs) – Critical Care Nursing	Link to EPSLO
<b>Knowledge</b>		
EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession.	CLO-1: Explain the scientific basis underlying critical care nursing interventions, including hemodynamic monitoring and ventilator management.	CLO-1 supports EPSLO-1 by emphasizing advanced scientific knowledge in nursing.
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.	CLO-2: Utilize reflection and case-based learning to identify personal strengths and areas for improvement in critical care nursing practice.	CLO-2 links to EPSLO-2 through encouraging continuous learning and self-evaluation.
EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.	CLO-3: Develop individualized nursing care plans for critically ill patients by integrating pathophysiological data with psychosocial assessments.	CLO-3 directly aligns with EPSLO-3 by focusing on holistic care planning.
EPSLO-4: Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best outcomes.	CLO-4: Apply current research findings and evidence-based guidelines in managing patients with multi-organ dysfunction.	CLO-4 supports EPSLO-4 by fostering evidence-based and judgment-driven practice.
<b>Skills:</b>		
EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.	CLO-5: Safely manage advanced technologies such as invasive monitoring devices and mechanical ventilators in the ICU.	CLO-5 links to EPSLO-5 through the application of technology and evidence-based practice.

EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.	CLO-6: Accurately interpret arterial blood gases (ABGs) and laboratory data to guide clinical decision-making in critical care.	CLO-6 supports EPSLO-6 by applying quantitative reasoning in practice.
EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.	CLO-7: Provide age-appropriate critical care interventions for adult and elderly patients with life-threatening conditions.	CLO-7 supports EPSLO-7 by ensuring competent practice across patient populations.
EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with standards.	CLO-8: Perform emergency procedures (e.g., CPR, advanced airway management) and routine ICU nursing interventions safely.	CLO-8 directly aligns with EPSLO-8 through accurate and safe performance of interventions.
<b>Values:</b>		
EPSLO-9: Demonstrate respect for patient diversity, cultural values, and individual beliefs.	CLO-9: Provide culturally sensitive care for critically ill patients and their families in stressful healthcare situations.	CLO-9 links to EPSLO-9 by respecting diversity in care delivery.
EPSLO-10: Exhibit a professional attitude of integrity, accountability, and empathy through holistic, patient-centered care.	CLO-10: Demonstrate accountability, empathy, and professionalism when caring for critically ill patients and supporting families.	CLO-10 supports EPSLO-10 by promoting integrity and patient-centered care.
EPSLO-11: Demonstrate effective communication and collaboration skills in interdisciplinary healthcare.	CLO-11: Communicate and collaborate effectively with the multidisciplinary ICU team to ensure optimal patient outcomes.	CLO-11 links directly to EPSLO-11 through teamwork and professional communication.

Curriculum update: Title of the new lecture: (Consciousness in a critically ill patient)

**Outline:**

1. Causes of coma
2. Assessment of unconscious patient
3. Medical Management of an unconscious patient
4. Nursing Management of an unconscious patient

Most intensive care patients suffer from problems with consciousness as a result of their complex medical condition, therefore it was necessary to assess and monitor the degree of consciousness as it is a very important indicator of the progression of the medical condition.