



**Philadelphia University**  
**Faculty of Nursing**  
**First Semester, 2009/2010**

**Course Syllabus**

|   |  |
|---|--|
| <b>Course Title:</b> Emergency and First Aid (clinical) | <b>Course code:</b> 0910116                                      |
| <b>Course Level:</b> 3 <sup>rd</sup> year               | <b>Course prerequisite(s) and/or co requisite(s):</b><br>0910115 |
| <b>Lecture Time:</b> 10 - 2 pm (Thursday)               | <b>Credit hours:</b> 2   |

**Academic Staff Specifics**

| <b>Name</b>                        | <b>Rank</b>                                       | <b>Office Number and Location</b>         | <b>Office Hours</b>             | <b>E-mail Address</b>  |
|------------------------------------|---|---|---------------------------------|--|
| <i>Dr. Sahar Hossni El-Shenawi</i> | <i>Course coordinator<br/>Assistant professor</i> | <i>0915507<br/>(2<sup>nd</sup> floor)</i> | <i>Thursday<br/>( 9-10 am )</i> | <i>sshenawy @Philadelphia.edu.jo<br/>drsaharelshenawi @yahoo.com</i> |

**Course Description:**

*This course is designed to provide nursing students with the skills required to care competently and safely for seriously ill patient or injured victim. It will present the psychomotor skills associated with assessment and provision of first aid and emergency nursing care for patient in emergency situations or disasters either in pre-hospital or in-hospital settings. It focuses on the application of immediate rapid and accurate nursing assessment and provision of first aid and emergency nursing care according to priorities.*

**Course Objectives:**

On successful completion of the course the student will be able to:

- Demonstrate an understanding of a standardized, systematic and organized approach in assessment of scene and casualty*
- Identify priorities for first aid measures and emergency nursing interventions based on assessment*

*data.*

- *Identify an appropriate first aid measures and emergency nursing interventions for the different types of trauma in the different body systems and for the different medical conditions*
- *Demonstrate an understanding for the essential first aid measures and emergency nursing skills in dealing with casualty with the different types of trauma in the different body systems and for the different medical condition*

### **Course Components**

This course consists of:-

- Scene size up
- Initial assessment
- Triage & Disaster
- Assessment of medical patient
- Assessment of traumatized victim
- SAMPLE history
- Vital signs assessment
- Ongoing assessment
- Communication & documentation
- Opening airway & airway management
- Upper airway obstruction \ Chocking & *Heimlich* maneuver
- Basic life support for adult and child (1-8 years) & infants
- Advanced life support & Automated defibrillation
- Wounds & bleeding
- Bandaging. & Splinting
- Lifting and moving patients
- Seminar presentation
  - *Respiratory emergencies*
  - *Cardiovascular emergencies*
  - *Neurological emergencies*
  - *Soft tissue emergencies*
  - *Infection & Septic shock*
  - *Gastrointestinal emergencies*
  - *Musculoskeletal emergencies*
  - *Diabetic emergencies*
  - *Poisoning*
  - *Environmental emergencies*

### **Textbook:**

Title: Sheehy's manual of emergency care 6 th ed.

Author: Lorene Newberry, Laura M. Criddle Mosby Inc. 2005

Publisher: Emergency nurses association

ISBN: 0-323-02799-7

## **Module References**

*Students will be expected to give the same attention to these references as given to the Module textbook(s)*

1. Daniel Limmer, Michael F. O'keefe. Emergency Care .10<sup>th</sup> ed, Pearson Education, Inc., 2005
2. Kathleen Sanders Jordan, Emergency Nursing Core Curriculum, 5<sup>th</sup> ed, Philadelphia, W.B. Saunders company: A division of Harcourt Brace & company, 2000.
3. <http://www.medi-smart.com/emergency.htm>

## **Teaching Methods:**

- *Lab sessions,*
- *Discussion,*
- *Video films*
- *Simulation*
- *Demonstration & re-demonstration*
- *Role play*
- *Assigned self reading*
- *Preparation of written assignment*
- *Oral Presentation of seminar*
- *Case study*

## **Learning Outcomes:**

### **• Knowledge and understanding**

- *Identify items that must be assessed in scene size up*
- *Identify the different mechanism of injury*
- *demonstrate understanding of initial assessment*
- *Recognize important items in assessment of traumatized and medical patient*
- *Identify the important consideration in sample history and vital signs assessment*
- *Demonstrate an understanding of ongoing assessment*
- *Recognize the first aid measures and emergency nursing interventions for:-*
  - *Respiratory emergencies*
  - *Cardiovascular emergencies*
  - *Neurological emergencies*
  - *Soft tissue emergencies*
  - *Infection & Septic shock*
  - *Gastrointestinal emergencies*
  - *Musculoskeletal emergencies*
  - *Diabetic emergencies*
  - *Poisoning*
  - *Environmental emergencies*

### **• Cognitive skills (thinking and analysis).**

- *Identify signs of partial and complete upper airway obstruction*
- *Identify signs of cardiopulmonary arrest*
- *identify life threatening dysrhythmias*
- *Identify the principles of proper body mechanics.*
- *Identify the principles of splinting*

- **Communication skills (personal and academic).**

- *Demonstrate an understanding of importance of effective communication with patients, families and health care members.*
- *Demonstrate an understanding of documentation of assessment and interventions*

- **Practical and subject specific skills (Transferable Skills).**

- *Demonstrate techniques for opening air way*
- *demonstrate Heimlich maneuver for conscious & unconscious adult and for unconscious infant*
- *Demonstrate rescue breathing techniques for an adult, child, and infant on simulator*
- *Demonstrate recovery position on simulator or other student*
- *Demonstrate correct CPR techniques for adult, child, and infant using the appropriate manikin.*
- *Demonstrate correct technique for using an Automated Electrical Defibrillator (AED)*
- *Demonstrate the different types of bandages on simulator or other student*
- *Demonstrate the different splinting techniques for the different parts of extremities (straight and Bent) on simulator or other student*
- *Demonstrate the different methods of transporting a victim on simulator or other student*

### **Course Evaluation**

| <b><u>Allocation of Marks</u></b>            |             |
|--|-------------|
| <b>Assessment Instruments</b>                | <b>Mark</b> |
| • Professional behavior.                     | <b>10%</b>  |
| • Discussion & Participation                 | <b>10%</b>  |
| • Quizzes                                    | <b>10%</b>  |
| • Written assignment & Seminar presentation. | <b>10%</b>  |
| • Case study & Open book exams               | <b>10%</b>  |
| • Final written exam on seminars             | <b>10%</b>  |
| • Mid-term exam                              | <b>20 %</b> |
| • Final Exam                                 | <b>20 %</b> |
| <b>Total</b>                                 | <b>100%</b> |

- *Make-up exams will be offered for valid reasons only with consent of the Dean.*
- *Make-up exams may be different from regular exams in content and form*

### **Course Academic Calendar**

| <b>Week</b> | <b>Date</b>           | <b>Content</b>  | <b>Comments</b>  |
|-------------|-----------------------|---|--|
| <b>(1)</b>  | <b>Thursday 15/10</b> | <ul style="list-style-type: none"> <li>• Registration</li> <li>• Introduction to the course</li> </ul>  |  |
| <b>(2)</b>  | <b>Thursday 22/10</b> | <ul style="list-style-type: none"> <li>• Scene size up</li> <li>• Triage &amp; disaster</li> <li>• Initial assessment</li> </ul>  | Video film   |
| <b>(3)</b>  | <b>Thursday 29/10</b> | <ul style="list-style-type: none"> <li>• Assessment of medical patients &amp; traumatized victims</li> <li>• SAMPLE history, vital signs &amp; ongoing assessment</li> <li>• Communication &amp; Documentation</li> </ul> | Video film   |
| <b>(4)</b>  | <b>Thursday 5/11</b>  | <ul style="list-style-type: none"> <li>• Airway obstruction (Chocking).</li> <li>• Opening airway techniques &amp; Hemlic maneuver</li> </ul>   | <b>First Quiz</b><br><b>Submission of written assignment</b><br>Video film |

|      |                      |   |  |
|------|----------------------|---|--|
| (5)  | Thursday 12/11       | <ul style="list-style-type: none"> <li>• Basic life support for adult</li> <li>• Basic life support for children (1- 7 years)</li> </ul>  | Video film   |
| (6)  | Thursday 19/11       | <ul style="list-style-type: none"> <li>• Basic life support for infant , new born &amp; high risk baby</li> <li>• Advanced life support &amp; Automated defibrillator</li> </ul>                            | Video film   |
| (7)  | Thursday 26/11       | <ul style="list-style-type: none"> <li>• Wounds and bandages &amp; Splinting</li> </ul>   | <b>Second quiz</b><br>Role play  |
| (8)  | <u>Thursday 3/12</u> | <b>El-Atha feast</b>  |  |
| (9)  | Thursday 10/12       | <ul style="list-style-type: none"> <li>• Lifting &amp; Moving patients &amp; victims</li> </ul>   | Role play  |
| (10) | Thursday 17/12       | <b>Mid term exam</b>  |  |
| (11) | Thursday 24/12       | <u>Seminar presentation</u> <ul style="list-style-type: none"> <li>• <i>Respiratory emergencies</i></li> <li>• <i>Cardiovascular emergencies</i></li> <li>• <i>Neurological emergencies</i></li> </ul>      | <b>Submission of case study</b>  |
| (12) | Thursday 31/12       | <u>Seminar presentation</u> <ul style="list-style-type: none"> <li>• <i>Soft tissue emergencies</i></li> <li>• <i>Infection &amp; Septic shock</i></li> <li>• <i>Musculoskeletal emergencies</i></li> </ul> |  |
| (13) | Thursday 7/1         | <u>Seminar presentation</u> <ul style="list-style-type: none"> <li>• <i>Gastrointestinal emergencies</i></li> <li>• <i>Diabetic emergencies</i></li> <li>• <i>Genitourinary emergencies</i></li> </ul>      |  |
| (14) | Thursday 14/1        | <u>Seminar presentation</u> <ul style="list-style-type: none"> <li>• <i>Poisoning</i></li> <li>• <i>Environmental emergencies</i></li> </ul>  | <b>Submission of open book exam</b><br><b>Written exam on seminars</b> |
| (15) | Thursday 21/1        | <b>Final Examination</b>  | <b>25\5 Esteklal feast</b>   |

### Attendance Policy:

- Absence from lectures and/or tutorials shall not exceed 15%.
- Absence will lead to decrease in the score of professional behavior & score of discussion & participation.
- In case of absence because of presence of first or second or final exam for any other subject in the same time, the student must inform the teacher in advance and submit a signed document from the teacher of other subject reveals this in the day just after absence.
- Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course.
- If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

### Documentation and Academic Honesty

- Submit your home work covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).
- Any completed homework must be handed on the due date.
- Submission after the deadline will lead to one grade decrease in the score of the home work for each delayed day in addition to decrease in score of professional behavior.
- You must keep a duplicate copy of your work because it may be needed while the original is being marked.

## • Protection by Copyright

1. Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such.
2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.
3. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.

## • Avoiding Plagiarism.

1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.

Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).