

Course Specifications

Institution: Najran University	Date of Report: 22/8/1437h
College/Department College of nursing / Community and mental health nursing	

A. Course Identification and General Information

1. Course title and code:	Graduation project- 456 PRO – 2		
2. Credit hours	2 hours (1 theory + 1 practical)		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Nursing Program		
4. Name of faculty member responsible for the course	Dr. Nahid Khalil Elfaki		
5. Level/year at which this course is offered:	(4th year / level-8)		
6. Pre-requisites for this course (if any):	None		
7. Co-requisites for this course (if any):	None		
8. Location if not on main campus	Najran university new campus (medical sciences campus for girls).		
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?				
<u>By the end of the course, students should be able to:</u>				
<ul style="list-style-type: none"> ✓ Select areas for research ✓ Formulate scientific project incorporating advanced nursing knowledge and nursing research 				
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)				
<ul style="list-style-type: none"> • Providing update books & periodic journals. • Encourage students to communicate actively through e-mail with lecturer. • Encourage students to be active learner 				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
- Use more advanced teaching strategies to enhance student's cognitive skills	Conduct a role-play to represent to help the student to understanding.	1 st week	15 th week	Course coordinator
- More stress on the learning outcomes of the course .	- Updating the contents.	1 st week	15 th week	Course coordinator
	- Explain why this course is necessary and important in our real life			
	Serve as a facilitator through office hours to help the students to enhance self-learning abilities.			

	Encourage group activities			
	Increase student's ability for active communication.			
. Develop and increase learning resources	<ul style="list-style-type: none"> - Supplying the library with updated books and journals. - Activating the services of electronic learning lab. 	1 st week	15 th week	Program coordinator

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

List of topics	No of Weeks	Contact hours
A- theoretical part (15 hours)		
-Advanced theoretical foundation in nursing	3	3
Advanced nursing research	3	3
Utilization of nursing research	2	2
Health care policy , organization and finance	2	2
Ethical issues in nursing	2	2
Health promotion and diseases prevention	3	3
B-practical part (30 hours)	2	4
-Formulation of suitable research problems, through internet web sites search		
-Writing an introduction and literature review concerning research problem in an area of interest	4	8
-Follow research methodology	2	4
-Data collection , data analysis and interpretation	4	8
-Discussion of research findings with up to date research studies	2	4
-Writing research conclusion , and recommendations	1	2

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15	-----	-----	30	-----	45
Credit	15	-----	-----	15		

3. Additional private study/learning hours expected for students per week.

12h

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define all concepts related to nursing graduation research projects	<ul style="list-style-type: none"> Lectures Group discussion 	<ul style="list-style-type: none"> Written exam
1.2	Identify the areas for scientific research	<ul style="list-style-type: none"> Lectures Group discussion 	<ul style="list-style-type: none"> Written exam
2.0	Cognitive Skills		
2.1	Explain the importance of clinical nursing researches	<ul style="list-style-type: none"> Lectures Group discussion Problem solving 	<ul style="list-style-type: none"> Written exam
2.2	Interpret the research findings with up to date research studies	<ul style="list-style-type: none"> Lectures Group discussion Problem solving 	<ul style="list-style-type: none"> Written exam
3.0	Interpersonal Skills & Responsibility		
3.1	Enrich self-learning activities by actively participate in scientific research process beside timely submit all needed documents	<ul style="list-style-type: none"> Discussions. 	<ul style="list-style-type: none"> Class participation
4.0	Communication, Information Technology, Numerical		
4.1	Communicate professionally with the health team members, and study populations to calculate study sample	<ul style="list-style-type: none"> Presentations. Group discussion. Problem solving 	<ul style="list-style-type: none"> Presentation
4.2	Search the internet for recent information related to research methodology	<ul style="list-style-type: none"> Presentations. Group discussion. Problem solving 	<ul style="list-style-type: none"> Presentation
5.0	Psychomotor		
5.1	Design, formulate and conduct real field research	<ul style="list-style-type: none"> Presentations. Group discussion. 	<ul style="list-style-type: none"> Presentation

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise,

	evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5th week	5%
2	Midterm exam	9th week	20%
3	Final written exam	18th week	30%
4	Class participation/ Lab participation	Continuous	3%
5	Attendance	Continuous	2%
6	Attitude	Continuous	4%
7	Presentation	Continuous	4%

8	Continuous evaluation	Continuous	5%
9	Mid-term practical exam	11th week	8%
10	Final practical exam	16th week	17%

D. Student Academic Counseling and Support

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| <p>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)</p> <ul style="list-style-type: none"> • Office hours arranged into the time table. • Student encourage to communicate via e-mail or at office. |
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E. Learning Resources

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| <p>1. Required Text(s)</p> <ul style="list-style-type: none"> • D'Avanzo, C & Geissler, E. (2003): Cultural Health Assessment 3rd ed. Mosby |
| <p>2. Essential References</p> <ul style="list-style-type: none"> • Community health nursing concepts & practice. Allender, J & Spradly, B. Latest edition. • Community health nursing: Promoting the health for aggregates. Swanson, J & Nies, M. Latest edition. |
| <p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <ul style="list-style-type: none"> • Community & public health nursing, Stanhope, M. & Lancaster, J. Latest edition. • Community/Public health nursing practice: health for families & populations>Maurer & Smith. |
| <p>4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <ul style="list-style-type: none"> • http://www.careplans.com • www.studentnurse.org.uk • http://www.nursingworld.org/aan • http://www.britishjournalofnursing.com |
| <p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • Multimedia associated with the text books and the relevant websites. |

F. Facilities Required

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| <p>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.)</p> |
| <p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • Prepared lecture rooms with data show device with good ventilation and light • laboratory is well equipped with patient simulator, cardio-pulmonary resuscitation |

mannequin, life form hand simulation, etc. in addition to the facilities and supplies. There are 4 manikins in the lab for human simulation use by faculty to teach students how to administer care to patients. All the manikins are laid on the bed with appropriate pedicel equipment attached to them. Fundamental of Nursing lab is extremely realistic and flexible to meet multi-disciplinary education needs of the nursing students Functioned and safe devices

2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • Computer lab
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • library references and students' services • Availability of computer systems and internet for student

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • Electronic University questionnaire for evaluation of the course • Course evaluation by student. • Students- faculty meetings
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> • Peer observing teaching • Evaluation by program coordinator. • Teacher portfolio
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> • Integrating the remarks of the peer observer in the process of teaching • Conducting workshops given by experts on the teaching and learning methodologies
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) <ul style="list-style-type: none"> • Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective action.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- By the end of each semester course report is summated to the department and the results of study and questionnaire are involved ,improvement plan is designed and monitored by the head of the department.
- Review of annual course report which include students, peer, program coordinator evaluation, and students achievement
- Obtaining the improvement plan.
- Implementation of the improvement plan
- Monitoring of the plan by program coordinator

Faculty or Teaching Staff: Dr. Nahid Khalil

Signature: *Nahid Khalil* **Date Report Completed:** __20/8/1437h

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____

Matrix of the program- Course intended learning outcomes of graduation project

Domains of learning	Program ILOs	Course ILOs of graduation project
Knowledge	1- Explain cultural and ethical issues related to nursing practice and medical field.	Define all concepts related to nursing graduation research projects
	2-Explain the scientific background of different nursing interventions and procedures.	
	3-Clarify etiology, clinical picture, diagnosis, complications and nursing management of health problems affecting patients with different age groups.	Identify the areas for scientific research
Cognitive skills	1-Compare among different interventions and nursing procedures to conclude the suitable one.	Explain the importance of clinical nursing researches
	2-Plan for competent, efficient and holistic care of patients with different health problems.	Interpret the research findings with up to date research studies
Interpersonal Skills and Responsibility	1-Participate in ongoing self-learning activities related to Profession.	Enrich self-learning activities by actively participate in scientific research process beside timely submit all needed documents
Communication, Information technology and Numerical skills	1-Communicate professionally with the health team members, patients, clients and family members.	Communicate professionally with the health team members, and study populations to calculate study sample
		Search the internet for recent information related to research methodology
Psychomotor skills	1-Implement nursing procedures and interventions with respect to patients' right.	Design, formulate and conduct real field research

Matrix of aligning course ILOs with contents, assessment method and teaching strategies of graduation project

Domains of learning	Course ILOs	Course contents	Assessment methods and tools	Teaching strategies
Knowledge	<ul style="list-style-type: none"> Define all concepts related to nursing graduation research projects 	<ul style="list-style-type: none"> Advanced theoretical foundation in nursing Advanced nursing research 	<ul style="list-style-type: none"> Written exam 	<ul style="list-style-type: none"> Lecture, Group discussion
	<ul style="list-style-type: none"> Identify the areas for scientific research 			
Cognitive skills	<ul style="list-style-type: none"> Explain the importance of clinical nursing researches 	<ul style="list-style-type: none"> Utilization of nursing research Health care policy organization and finance 	<ul style="list-style-type: none"> Written exam 	<ul style="list-style-type: none"> Lecture, Group discussion
	<ul style="list-style-type: none"> Interpret the research findings with up to date research studies 			
Interpersonal skills and responsibility	<ul style="list-style-type: none"> Enrich self-learning activities by actively participate in scientific research process beside timely submit all needed documents 	<ul style="list-style-type: none"> Ethical issues in nursing 	<ul style="list-style-type: none"> Observation using check list Class participation 	<ul style="list-style-type: none"> Group discussion
Communication, Information technology and Numerical skills	<ul style="list-style-type: none"> Communicate professionally with the health team members, and study populations to calculate study sample 	<ul style="list-style-type: none"> Follow research methodology 	<ul style="list-style-type: none"> Presentation Observational checklist 	<ul style="list-style-type: none"> Presentation
	<ul style="list-style-type: none"> Search the internet for recent information related to research methodology 			

Psychomotor skills	<ul style="list-style-type: none">• Design, formulate and conduct real field research	<ul style="list-style-type: none">• Formulation of suitable research problems.• Writing an introduction and literature review concerning research problem in an area of interest	<ul style="list-style-type: none">• Written thesis• Group discussion.	<ul style="list-style-type: none">• Presentation
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