



KUWAIT UNIVERSITY

Health Sciences Center

Faculty of Allied Health Sciences

Department of Nursing

PROGRAM PROPOSAL FOR

A BACHELOR'S DEGREE OF SCIENCE IN NURSING

This proposed tracks of the program:

1. Nurse Midwifery
2. Forensic Nursing
3. Critical Care Nursing
4. Medical Surgical Nursing

2019

(Revised October 2021)

INTENT OF PROPOSAL

This proposal is a result of the combined efforts of official committees established through the Faculty of Allied Health Sciences and the Ministry of Health. It is designed to outline the necessity of the development of a Department of Nursing to address the growing deficit of nurses within Kuwait's healthcare system (with special consideration given to the specialties of Nurse Midwifery, Forensic Nursing, Critical Care Nursing and Medical Surgical Nursing). This will provide a brief description of the curriculum of the proposed Bachelor of Science in nursing degree and quantify the staff and space requirements for the future development and expansion of the program within Kuwait University.

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BACKGROUND

A health care system consists of all organizations, people and actions whose primary intent is to promote health via the prevention, diagnosis and treatment of disease. This includes, but is not limited to acute and chronic illnesses, injury, and other physical and mental impairments. It is comprised of three interrelated components: health care consumers, health care providers, and the systematic arrangements for delivering health care. Any health care system is based on nursing which is one of the most important health disciplines. Nurses play a critical role in health promotion, disease prevention and delivering primary and community care across multiple settings. According to the World Health Organization's (WHO) statistics, of the 43.5 million healthcare professionals in the world, 20.7 million are nurses, which represent approximately 48% of the health care providers globally.

Unfortunately, many countries have developed a crisis, as there has been significant growth in healthcare demand that has overwhelmed the number of current health care providers. The WHO warned that there is a shortage of global health care providers, especially nurses, who account for more than 50% of the current shortage of healthcare workers. They have also identified the Middle East and Africa as being among the areas that are the most greatly impacted by this deficit of nurses. WHO has estimated that the world will need another 9 million nurses by 2030.

Although some countries offer incentives and attractive features, the shortage of nursing is still ongoing and hampers the development of health care systems globally. The World Health Organization (WHO) (2020) projects that by 2030 there will be a global shortage of 18 million health care workers (World Health Organization. (2020). State of the world's nursing 2020, Investing in education, jobs and leadership. World Health Organization. <https://www.who.int/publications/i/item/9789240003279>). Based on the report on the Future of Nursing by the Institute of Medicine, the nursing profession will look vastly different and will be caring for a changing world (The future of nursing 2020–2030: Charting a path to achieve health equity. The National Academies Press. Washington, DC). As emphasized in the report, a substantial increase in number, types, and distribution of members of the nursing workforce is essential to combat the immediate need of the health care system all over the world. In this situation, we hope that the new proposal will provide an opportunity to train nurses with substantial knowledge and skills focusing on different subspecialties of the nursing profession.

In India, the situation is direr and complicated as the acute shortage of nurses is attributable to low recruitment, migration, attrition, and drop-outs due to poor working



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conditions. According to the Indian Nursing Council (INC), India is short of 1.94 million nurses. The shortage of nurses is also beginning to affect Asian countries which are considered one of the main sources of the nursing workforce. As emphasized in the report, a substantial increase in number, types, and distribution of members of the nursing workforce is essential to combat the immediate need of the health care system all over the world. In this situation, we hope that the new proposal will provide an opportunity to train nurses with substantial knowledge and skills focusing on different subspecialties of the nursing profession.

The World Health Organization has expressed serious concern about the international migration of health care providers. Over the last decade, there has been a 60% rise in the number of migrant doctors and nurses working in developing countries. Thus, future projections point to a continuing acceleration in the international migration of health care providers, with an escalating mismatch between the supply of and economic demand for health care providers.

Although nursing education in Kuwait began more than 50 years ago, the number of Kuwaiti nurses is still below the level of ambition. The Ministry of Health of Kuwait showed in recent statistics (first quarter 2018) that the total number of nurses in the country is 22,328 comprised from 37 different countries. Figure 1 depicts the alarmingly low numbers of Kuwaiti nurses (in blue) as compared to expatriate nurses (in green) in the country.

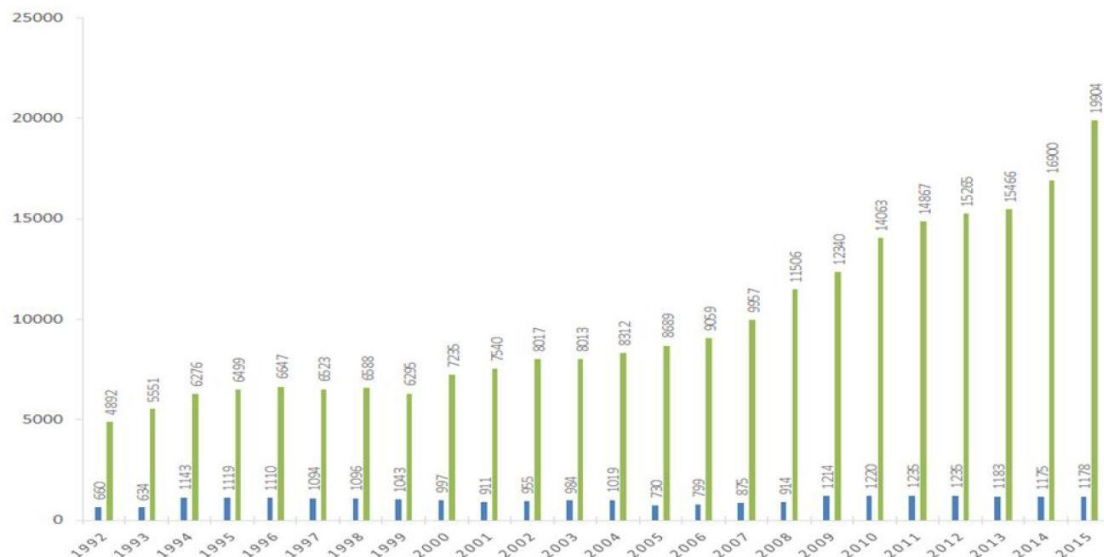


Figure 1: Total number of Kuwaiti and non-Kuwaiti nurses in Kuwait from 1992 to 2015

Nurses represent the largest number of healthcare providers and have the widest contact with the population. However, the shortage of nurses in the world has led to a decline



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in the quality of nursing care and has affected their professional efficiency. This has been reflected in the quality of healthcare services, including increased medical errors, which has posed a serious risk to the health and safety of patients. The nursing shortage affects the quality of nursing care. The negative emotional feelings/symptoms engendered by the nurse shortage, it was not always possible to take the morally right course of action, which resulted in increased clinical errors.

SCOPE OF THE PROBLEM AND MANPOWER NEEDS

In 2013, based on the responsibility of Kuwait University for the needs of the workforce, the University Office of the Vice-President for Planning, Prof. Malek Hussain published a report showing the expected quantitative development of the bachelor's campaign between the market needs and the outputs of Kuwait University for the years 2012-2016 (Figure 2). Bachelor of Science in Nursing ranked first in terms of need in the public and private sectors. The annual need for graduates of the Bachelor of Science in Nursing campaign was 1500 graduates annually. The report concluded the need to accelerate the introduction of the program to meet the aspirations and needs of the local labor market and fill the shortage so as not to reduce the efficiency of graduates.

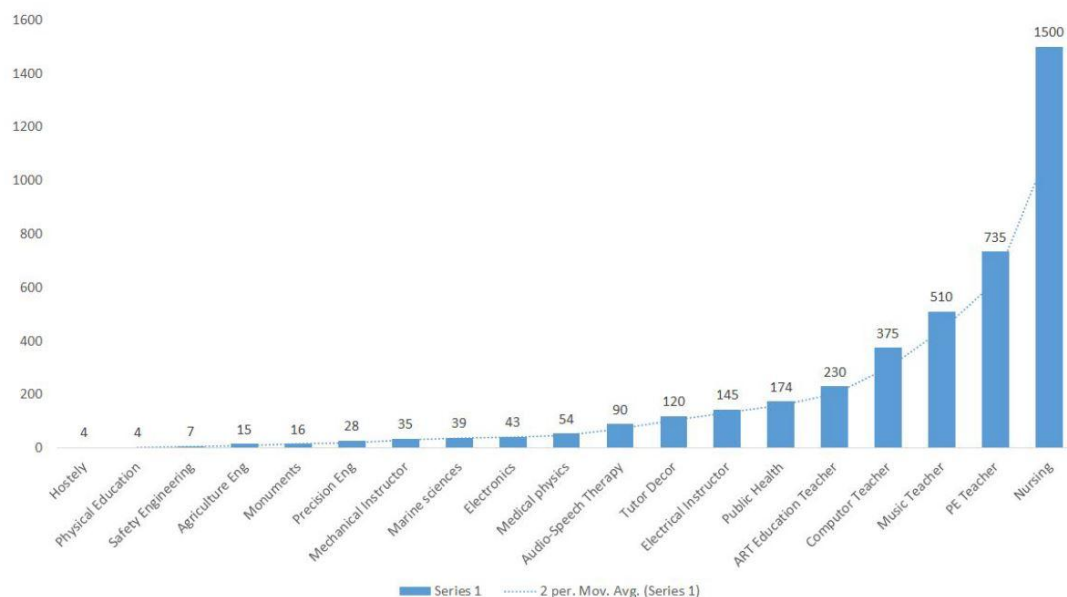


Figure 2: Expected quantitative development of a Bachelor's campaign between market needs and output of Kuwait University



According to the global ratio of nursing education, one specialized faculty member is needed for every 10 students in order to graduate 100 students annually. Therefore, in order to obtain 1500 graduates in the Bachelor of Science in Nursing in Kuwait, there is a need to have 15 nursing college faculty members. Please review the calculations regarding need for faculty or refer to more details later.

During the last two decades, there was a tremendous shortage of nurses in practice and in academia, which severely affects the quality and safety of patient care. According to the American Association of Colleges of Nursing in 2019, there is 7.9% vacancy rate for full-time nursing faculty in the United States.

In November 27, 2014 the suggestion for the establishment of a faculty of Nursing at Kuwait University from Prof. Basil Al Nakib, the former Vice President for Health Sciences, the former President of Kuwait University called for a meeting with the Executive Committee to discuss Prof. Malek Hussain's report. The Executive Council was of the opinion that Kuwait University should study the possibility of establishing a Faculty of Nursing. It was also recommended that the proposal for the new Faculty of Nursing should incorporate features that would make nursing an attractive profession for young Kuwaiti men and women. Unfortunately, this proposal did not come to light for unknown reasons.

The 2015-16 / 2019-20 development plan of the Planning Council of Kuwait stressed the need for the development of the health workforce, providing highly specialized and efficient medical and professional skills with the interest of education and continuous training. The Planning Council believes that the field of nursing is a crucial element in the provision of basic health services and is essential to strengthening the health system in Kuwait. These goals incorporated the directives of His Highness the Amir Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah to preserve Kuwait's social identity, achieve human development with balanced advancement, and adequate infrastructure evolution.

To respond to the urgent need to provide the Ministry of Health with local nursing staff, a joint committee was formed between the Faculty of Allied Health Sciences and the Nursing Department in the Ministry of Health. The committee discussed the current situation as most of the nursing staff are recruited from more than 40 different nationalities and they represent more than 96% of the nursing workforce, which affects the efficacy of their nursing care because of religious, linguistic and social differences.



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Nurses in Kuwait are mainly expatriates from Asia, with language and social barrier and the skill levels in some instances are jeopardized. In addition, there is no long-term commitment to the Kuwaiti health care system because majority work in Kuwait as a bridge to finally settle in Europe or States. Improvement in the quality of services should be in a steady manner, which cannot be achieved with high turnover by non-Kuwaiti nurses.

Furthermore, the majority of the local nurses are graduates from the Kuwait Nursing Institute (equivalent to a high school certificate). This program is mainly taught in Arabic language and is affecting their performance in the service.

Nevertheless, the severe shortage of nursing staff is obligating the Ministry of Health to randomly allocate the nurses regardless of their specialty to fill in the gap. The committee highlighted the need for establishing local programs that serve the Ministry of Health's need in graduating more nurses with different specialties such as Critical Care, Forensics, and Midwifery. The committee concluded that the acceleration of the opening of specialized nursing programs in Critical Care, Forensics, and Midwifery were paramount with the need for future cooperation in the development of nursing and research services.

The global scientific level required for those who qualify for nursing positions is no less than four-years, Figure 3 depicts the shortage in qualified nurses in Kuwait. The Gulf Cooperation Countries (GCC) have agreed on the policy of a minimum level for qualification. The American Medical Institute (2010) recommended that "All academic nursing schools must work together to increase the proportion of nurses with a bachelor's degree in nursing from 50 to 80% by 2020".

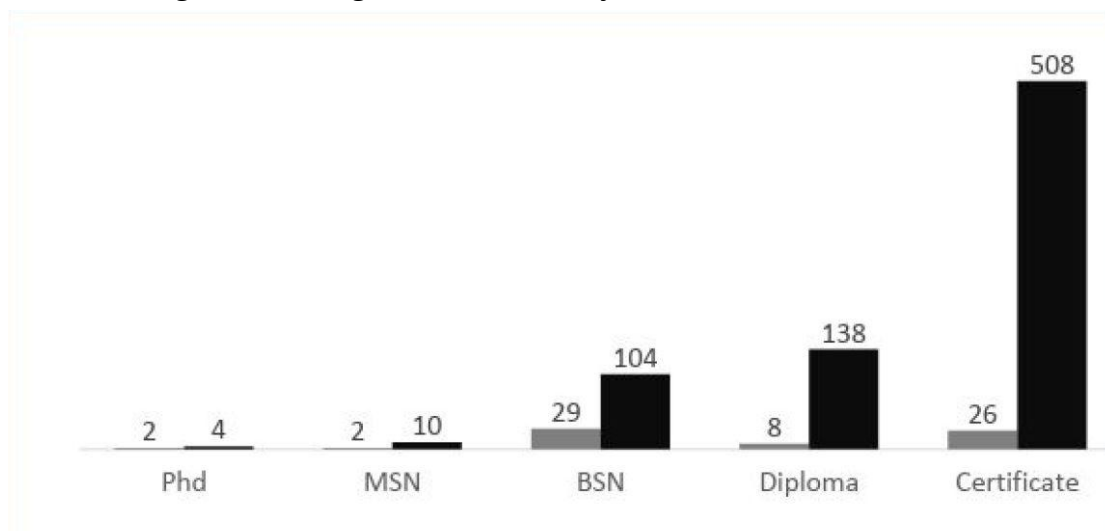


Figure 3: First quarter statistics of nursing certificates from the Ministry of Health, Kuwait, 2018



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Unfortunately, Figure 3 shows that the number of nurses with “nursing certificates”, which is three-years of study after Grade 9 of the General Education Scale, is highest in Kuwait. Most nurses in Kuwait graduate with nursing certificates and are 18 years of age. After several years, these nurses are promoted and become head nurses and take the responsibility of large departments and staff as well as training and continuous education. With below-standard education in this unique and important field of health, the chances of medical errors, malpractice lawsuits, and detrimental outcomes are increased.

The nursing population has stepped in majorly during times of crisis through the years, specifically during the COVID-19 pandemic. With their skills, nurses have served as front line providers particularly during areas such as field work, hospital settings and disaster preparedness.

In December 2018, Asian nurse leaders from ten nursing associations, representing approximately six million nurses from the region, attended the 19th Asian Workforce Forum of the International Council of Nurses (ICN). With the cooperation of The International Centre on Nurse Migration (ICNM) under the umbrella of WHO it was highlighted that there is an “urgent need to increase nurse staffing in order to achieve safe levels for patients and the population, and that nurse retention must also be improved”. Although there is a slight increase in the number of graduate nurses from Asian countries, the number of nurses migrating to the Middle East and Western countries are significantly greater. Therefore, they recommended to urgently establishing domestic laws to restrict nurse workforce migration.

In the event that the above recommendation is applied to the health care system in Kuwait, the country will suffer unbearable consequences, as the majority of the nurses in Kuwait are expatriates. Figure 4 shows the vastly disproportionate number of non-Kuwaiti nurses in contrast to Kuwaiti nurses in the workforce and the declining number of Kuwaiti nationals in the field of nursing at the Ministry of Health in Kuwait as compared to the number of expatriate nurses in the country.

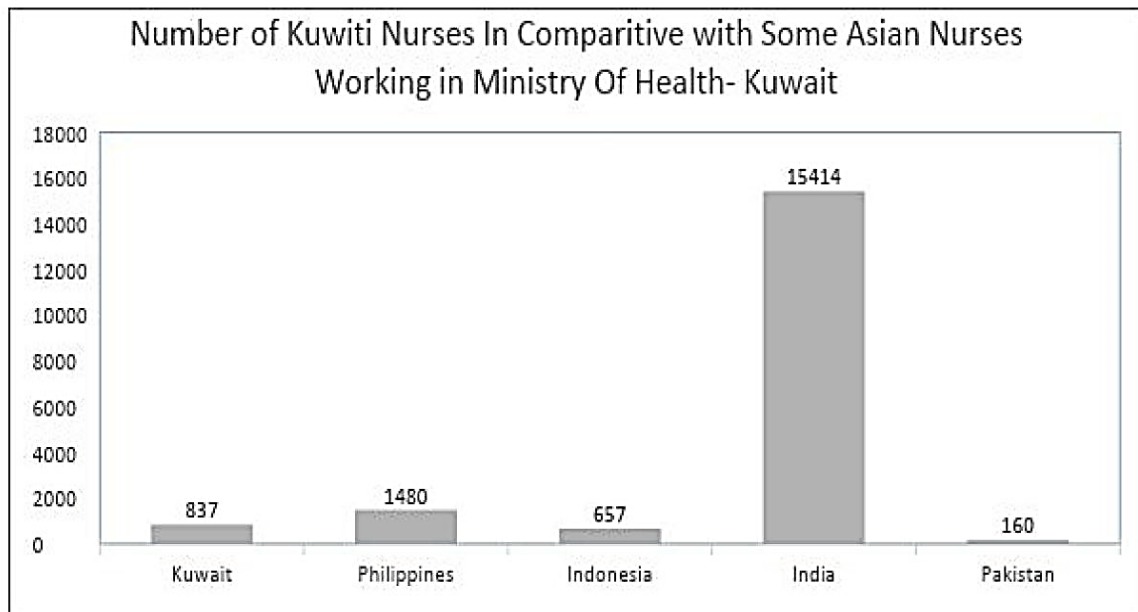


Figure 4: Number of Kuwaiti Nurses in Comparative with some Asian Nurses Working in the Ministry of Health, Kuwait

Prof. Suad AlFadhli, Dean, Faculty of Allied Health Sciences held numerous meetings in request to the Ministry of Interior, in particular the Department of Forensics, for their urgent need of nursing staff. Due to high confidentiality and concealment in forensics work, the need for local nurses is of utmost importance. However, out of the 80 recruited nursing staff in the forensic department none of them are Kuwaiti. Furthermore, the forensic department is planning to expand into 6 more branches, one in each Kuwait governorate, which means that there will be an increasing demand for hiring more Kuwaiti forensic nurses.

There is a great demand for nursing program at university level to meet the demand of the society in particular the increase in the chronic diseases and elderly citizens that require a professional and an effective nursing practice.

The medical field is becoming more complex which requires nurses who are competent and have critical thinking and problem-solving skills. The career should be attractive in the presence of the competition from other professions that offer better career possibilities.



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There are limited educational opportunities for nursing programs in Kuwait, we seek an education of high standards and internationally recognized. There is lack of positive image of nursing in Kuwait, which makes it an unpopular profession in Kuwait society. The status of nurses in Kuwait should change by providing a university level education for nursing with specialization to attract students to this important health care service.

This undergraduate program might contribute to the workforce in Kuwait. Since the public health services are growing by building new hospitals, nurses with advanced skills and specialties will be in high demand. Because of the changes in the nature of the delivery of health care and the dependence on expatriate nurses in Kuwait, it now seems appropriate to re-examine the place of nursing education in the University.

In conclusion, the global shortage of nursing suggests that an immediate international intervention is necessary. Since Kuwait University is taking this matter into deep consideration, all their efforts should be dedicated to establishing a strong nursing program within the Faculty of Allied Health Sciences to meet this requirement.

Based on a previous study, it is suggested that in 2020, there will be around 96.6% migrant nurses. This will have a major impact on the quality of health care owing to language, religions and socio-cultural barriers between foreign nurses and patients. The supply of Kuwaiti nurses should be increased in order to deliver effective nursing care with shared culture and language in the modern healthcare system of Kuwait. This nursing proposal we hope, will lead to the recruitment and retention of more native nurses and nursing students.

The factors contributing to the low number of native nurses in Kuwait include: the low status of nursing in Kuwait; the variation in basic nursing programs; the affluent lifestyle of Kuwaitis, and the cultural norms and religious values by which they live. As the need to Kuwaitize the nursing workforce is important, these issues should be explored and addressed.

The Government of Kuwait (Arab Times, 23-12-2019) new financial benefits for Kuwaiti nurses is still underway. A study is currently in progress by Civil Service Commission to increase the financial benefits for Kuwaiti nurses to present the outcome to Civil Service Council to do the needful.

In addition to providing more financial benefits to Kuwaiti nurses, another recommendation is that the Ministry of Health, Ministry of Higher Education and Kuwait University should launch public education programs through mass media to educate the community regarding the essential role played by nurses in the healthcare delivery system.



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In Kuwait, the certification of nursing degrees and registration of nurses by the Ministry of Health and the Ministry of higher Education is similar to other developed countries.

VISION

The vision of the Department of Nursing at Faculty of Allied Health Sciences, Kuwait University is to be recognized as a leader in innovative and scholarly nursing education and to inspire future leaders in the advancement of the nursing profession in a collaborative and culturally sensitive health care environment.

MISSION

In keeping with the mission of the Faculty of Allied Health Sciences, Kuwait University, the mission of the Department of Nursing is to provide innovative and relevant undergraduate nursing programs that prepare future nurses and nurse leaders who can effectively respond and contribute to future changes in the nursing profession and the health care delivery system.

VALUES

To fulfill its vision, the Department of Nursing embraces the core values of the university which are conceptualized to support professional nursing education and practice

Learning: The Nursing Department values education that is learner-centered and incorporates current evidence-based practices in nursing and liberal arts education. Further, the Department values the ideal of lifelong learning as an integral component of professionalism.

Pursuit of Excellence: The Department of Nursing is committed to provide nursing programs that are built upon and responsive to established standards of practice and professional performance.

Collaboration: The School of Nursing values collaboration among educational disciplines to provide relevant nursing education programs. Collaboration among inter-



professional health disciplines is valued as a critical component of the delivery of patient care that reflects quality and safety.

Compassion and Respect: The Department of Nursing is committed to the development of Compassion and respect towards other fellow members.

Opportunity: The Department of Nursing is committed to provide opportunity for both career entry and career advancement within the profession of nursing and to deliver nursing programs that prepare professional nurses to practice in a rapidly changing health care environment.

Ethical Reasoning and Social Justice: The Department of Nursing is committed to the development of a professional nurse who will practice within the Nursing Code of Ethics and whose practice is guided by the values of altruism, autonomy, human dignity, integrity and social justice.

Scholarship and Service: The cultivation of both scholarship and service among faculty and students that supports the advancement of the profession is highly valued.



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This proposed course of study is for the development of Kuwait University's Bachelor of Science in Nursing program (BSN).

The degrees are within four different specialties of nursing: are you proposing 4 BSN degrees or one generic BSN program with areas of emphasis. The generic program includes medical surgical and critical care as core components.

Nurse midwifery can be a separate degree at the UG level or a postgraduate degree. Content on forensic nursing can be integrated in the UG program and offered as a postgraduate degree or certificate. Forensic nurses must hold a BSN degree first

- 1. Bachelor of Science in Nursing with specialty in Nurse Midwifery**
- 2. Bachelor of Science in Nursing with specialty in Forensic Nursing**
- 3. Bachelor of Science in Nursing with specialty in Critical Care Nursing**
- 4. Bachelor of Science in Nursing with specialty in Medical Surgical Nursing**

All four tracks have the same core classes in the first three years of study. The guiding principles are strong nursing core modules in conjunction with simulation lab experiences, supported by clinical practice. These classes include applied medical sciences, fundamentals of nursing, math, research, and specialty nursing classes. It is imperative that all nurses, in all fields of nursing work, obtain mastery of these courses and core competencies as a basis for their nursing practice. After successful completion of the first three years of core nursing work, the fourth year of study is focused on a specialty within nursing. These include specialty classes, clinical, simulation lab, and a capstone practicum.

It is important to note that even if a specialty track is chosen and completed, the graduate possesses basic nursing skills applicable to any nursing setting. This allows for ultimate flexibility to serve the needs of the Ministry of Health as well as allowing the graduate to pursue their passions. In addition, all of these bachelor's degrees are well positioned to pursue postgraduate programs (i.e. Master's and Doctoral level nurse practitioner programs).

The design of this curriculum closely follows the United States' model but has also been modified to fit the unique needs of Kuwait as outlined by the Ministry of Health. Should the student ever need to practice in the United States or other countries with reciprocity with the NCLEX (National Council Licensure Examination - board certification exam for nurses), the requirements for accreditation the American



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Association of Colleges of Nursing (AACN) have been met within the courses included.

Course sequence by years:

CORE BSN YEAR 1 (Code Number Begins with 0718-)

Semester One		Semester Two	
Course No/ Name	CH	Course No/ Name	CH
110 Chemistry	3	101 Introduction to Sociology	3
111 Chemistry Lab	1	155 Professionalism in Nursing	1
115 Finite Mathematics	3	177 Anatomy and Physiology II	4
166 Anatomy & Physiology I	4	Anatomy and Physiology 2 Lab	0
Anatomy & Physiology I Lab	0	182 English Language	5
181 English Language	5	188 Developmental Psychology	3
Total credit hours	16	Total credit hours	16

Students are required to complete a Basic Life Support (BLS) class this semester, which usually consists of a few hours of instruction on basic first aid and emergency care (a prerequisite for starting clinical in the U.S.).

CORE BSN YEAR 2 (Code Number Begins with 0718-)

Semester One		Semester Two	
Course No/ Name	CH	Course No/ Name	CH
200 Microbiology	3	206 Nursing Foundations II	4
201 Statistics	3	207 Applied Nutrition for Nursing	3
202 Nursing Foundations I	3	208 Pharmacology for Nursing	3
203 Health Assessment and Simulation Lab	2	209 Health Informatics	3
211 Ethics and Professionalism in Health Care	2	210 Nursing Research & Evidence Based Practice	3
204/205 Elective *	1		
250 English Language	3		
Total credit hours	17	Total credit hours	16

*Students are required to complete an elective course of 1 CH during Semester I - Year 2.
204 Nursing Management and Leadership(OR) 205 Educational Technology in Nursing

CORE BSN YEAR 3 (Code Number Begins with 0718-)

Semester One		Semester Two	
Course No/ Name	CH	Course No/ Name	CH
300 Caring for Adult Clients	4	305 Childbearing Family	3
301 Caring for Adult Clients Clinical	4	306 Childbearing Family Clinical	3
302 Health Education and Gerontology	3	307 Psychiatric Nursing	4



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303 Community Health Nursing	2	308 Psychiatric Nursing Clinical	4
304 Health System and Inter professional relations	2	309 Current Issues in Nursing	2
Total credit hours	15	Total credit hours	16

Total credit hours for core nursing modules = 96

COURSE DESCRIPTIONS

YEAR ONE, SEMESTER ONE

0420-110 CHEMISTRY (Faculty of Science) (3-0-3)

Stoichiometry; electronic structure of atoms, periodic table; chemical bonds, introduction to chemistry of elements; chemical thermodynamics, chemical kinetics; chemical equilibria, acids and bases in aqueous solutions.

0420-111 CHEMISTRY LAB (Faculty of Science) (0-3-1)

Co-requisite: 110 Chemistry

0410-115 FINITE MATHEMATICS (Faculty of Science) (3-0-3)

This course develops the logical structure, provides an essential algebraic and statistical background and emphasizes the comprehension of problem-solving techniques for real life problems associated with business, life and social sciences thus giving insight into the importance of mathematical skills in almost all aspects of the human society. This includes solving systems of linear programming and the simplex method, rudiments of discrete probability distribution and expected value of a random variable and elements of statistics.

0718-166 ANATOMY AND PHYSIOLOGY I (4-0-4)

A study of the fundamentals of human anatomy and physiology. This course covers basic cytology, histology, musculoskeletal, nervous and endocrine systems.

- ANATOMY AND PHYSIOLOGY LAB I (0-0-0)

0788-181 ENGLISH LANGUAGE (10-0-5)



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181 English is the first of three required English Language courses offered in the Faculty. It is a reading-based, multi-skills course intended to advance students' abilities to study content area courses in English. The macro-skills of reading, writing, listening, speaking and grammar are broken down into their component parts to give the students the opportunity to acquire fluency and accuracy in the language of the health sciences.

YEAR ONE, SEMESTER TWO

1370-101 INTRODUCTION TO SOCIOLOGY (Faculty of Social Sciences (3-0-3)

Introduces the students to the establishment, development, and various approaches of sociology. Students learn the core concepts including the social fabric, levels of social relations, culture, upbringing and development, process of organization, social systems, and social adaptation and change.

0718-155 PROFESSIONALISM IN NURSING (1-0-1)

Exposure for the novice nursing student to the profession of nursing. The concept of professionalism is explored related to nursing. It also includes a brief introduction to nursing theories. Professional values, practice standards, informatics and communications with health care professionals are included. Legal implications for nursing is explored.

0718-177 ANATOMY AND PHYSIOLOGY II (3-3-4)

A further study of the fundamentals of human anatomy and physiology. This course covers integumentary, cardiovascular, lymphatic/immunity, respiratory, digestive, urinary, reproductive systems along with metabolism and development.

ANATOMY AND PHYSIOLOGY LAB II (0-0-0)

The lab course is designed to provide students with a hands on experience related to the anatomy and physiology of the human body. Emphasis on structure and its relation to the function and the maintenance of hemostasis.

0788-182 ENGLISH LANGUAGE (10-0-5)

182 English expands on the content of the five basic language learning skills introduced



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in 181 English. Students read and listen to materials of a scientific/medical nature, discuss the topics with their classmates to broaden their comprehension, and then write about the topics they have discussed to show they are able to communicate comprehensibly. Grammar instruction is explicit and includes the grammar of science and medicine.

Prerequisite: 181 English

0718-188 DEVELOPMENT PSYCHOLOGY (3-0-3)

Study of human development from a lifespan perspective. Emphasis is placed on the scientific study of growth and change in the areas of physical, cognitive, socioemotional and spiritual development of the individual. This course also provides an exposure to a wide variety of human behaviors which may include but are not limited to: sensation, perception, learning, memory, thinking, development motivation and personality.

YEAR TWO, SEMESTER ONE

0718-200 MICROBIOLOGY (2-3-3)

Study of the history of microbiology, classification of microorganisms, structure and ultrastructure of bacteria, fungi, protozoa and viruses. This course also includes study of the growth of bacteria and fungi and replication of viruses. The student will understand the requirements for the laboratory cultivation of bacteria, fungi and viruses. Understanding the bacterial metabolism and genetics, microorganisms in the environment and their public health significance. Also included is basic virology; introduction to host/parasite relationships and host responses to infection.

0718-201 STATISTICS (3-0-3)

Relevance and principles of Biostatistics with application in Medicine and Biology Descriptive statistics, sampling and sampling distributions. Estimation of parameters, probability and probability distribution, with emphasis on the normal Tests of hypotheses for one or two means and one or two proportions. Measures of association between two continuous variables (correlation and regression) and two discrete variables (chi-square), Non-parametric tests commonly used in medicine.

0718-202 NURSING FOUNDATIONS I (2-3-3)

Introduces students to nursing practice caring for adults/elderly adults with chronic



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and/or acute health conditions. This didactic and clinical course provides opportunities to apply learning from related nursing science and arts, and science courses. Students use a nursing framework in their practice and develop relevant skills. Settings include a variety of agencies and nursing laboratories. This course introduces the beginner students to the history of nursing, its nature and roles. The course has been prepared to provide the students with basic information and appropriate positive attitudes that will be acquired while studying and working in nursing profession. This information includes health and freedom from illness, nursing process and health care delivery. In addition, it prepares the nursing students to use critical thinking and decision-making process which is a guide to safe and competent nursing practice.

0718-203 HEALTH ASSESSMENT AND SIMULATION LAB (2-3-2)

This course teaches the principles and techniques required for the assessment and analysis of data (diagnosis). Normal assessment findings and selected abnormal findings are studied. Cultural variations and assessment variations across the lifespan are explored.

Note:

Skills laboratory is the opportunity to practice the basic principles and techniques required for the assessment and analysis of patient physical data. Simulation laboratories will be used frequently throughout the program. Simulation presents opportunities to reproduce both rare and frequent clinical events in a realistic manner as often as needed. Nursing students can hone their abilities and skills—and commit every possible error—without harming real patients. Simulation has long been utilized to train nurses and other providers in cardiopulmonary resuscitation. It is now used in most nursing specialties for various other purposes, including physical assessment, communication and collaboration.

Today, simulation is more than a way to teach and practice psychomotor skills. It is also an evidence-based strategy to facilitate high-quality experiences that foster thinking and clinical reasoning skills for students. Many clinicians, educators and leaders believe simulation promotes patient safety and raises the quality of patient care when used for both the basic education of nurses and continuing education. It will be important in Kuwait for continuing education and standardization of clinical practice in the Ministry of Health.

0700-211 ETHICS AND PROFESSIONALISM IN HEALTH CARE (1-2-2)



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This course introduces the students to concept in health care ethics and professionalism. The application of ethics & professionalism in their respective specialties will be emphasized throughout the course. The delivery of the course will include lectures and problem-based-learning (PBL) sessions or discussions to develop the philosophical understanding of ethics, morals, attitudes, informed consent, confidentiality and plagiarism. PBL sessions will enable students to apply their ethical knowledge in specific circumstance their profession and beyond. The course will enable students to understand how resolve on-going ethical dilemmas within each discipline and collaboratively within the allied health care.

Elective Course (1 CH)

Students are required to complete either of the elective course of 1 CH during Semester I of Year 2

0718-204 NURSING MANAGEMENT AND LEADERSHIP (1-0-1) (Elective)

This course is designed to give an opportunity to the student to gain an understanding of the principle of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of professional leadership need. The topics covered in this course includes the principles of administration, principles and techniques of supervision, personnel management budgeting, effective organization and management of Nursing unit and the dynamics of organizational behavior, styles, and functions of effective leadership.

(OR)

0718-205 EDUCATIONAL TECHNOLOGY IN NURSING (1-0-1) (Elective)

This course is designed to introduces the students to principles and concepts of education curriculum, development and methods and media of teaching. It also describes the steps in curriculum development and implementation of educational programs in nursing among individuals and groups both in educational and clinical settings. It further enables students to participate actively in team and collaborative learning.

0788-250 ENGLISH LANGUAGE (6-0-3)

Language and study skills are perfected using authentic health sciences journal articles



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relevant to the students' majors. Report writing style, abstract writing, bibliography and referencing techniques are taught.

Prerequisite: 182 English

YEAR TWO, SEMESTER TWO

0718-206 NURSING FOUNDATIONS II (0-4-4)

This clinical course is designed to provide the student with laboratory guided experiences with emphasis on the student's independent learning that will assist her/him to master the basic nursing skills. These skills are presented according to the functional health patterns in parallel with knowledge provided to the students in the theory course, in order to prepare the students to implement holistic care modalities in the clinical settings.

0718-207 APPLIED NUTRITION FOR NURSING (3-0-3)

This course focuses on nutrition as determinant of health through the study of nutrient metabolism, nutrition throughout the lifespan, nutrition behavior and nutrition behavior change. Learning about the role of nutrition in promoting health within the context of their professional discipline is also emphasized.

0718-208 PHARMACOLOGY FOR NURSING (3-0-3)

This course begins education of the nursing students on the concepts of pharmacotherapeutics, establishing a knowledge base that applies to patient care and education. At the completion of this course the student will understand the major drug classifications, pharmacokinetics and pharmacodynamics. Pharmacological agents will be examined in the context of clinical nursing management of patients with complex pathophysiological conditions and common pharmacological interventions will be explored. This will also include basic mathematic calculations as they relate to computing doses of medication in all forms. Introduce basic medication administration concepts.

0718-209 HEALTH INFORMATICS (2-3-3)

The course is designed to introduce the students to the fundamentals of information technology and systems from the perspective of health informatics. It provides the students with a wide spectrum of computer-related concepts and skills to ensure that they can employ appropriate technologies and tools to manage health information as it relates to their respective discipline. The course covers a variety of topics including



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computer concepts, computer technology and information systems, statistical software, communication technology, database design and management, and clinical, business and specialty clinical systems applications. Delivery methods employed for this course combine didactic theory supplemented by laboratory sessions that will provide hand-on applications of learned theory.

0718-210 NURSING RESEARCH AND EVIDENCE BASED PRACTICE (3-0-3)

Introduce students to the basic concepts of research, its nature, purposes, methods, literature review, data collection, analysis and utilization. The student will be able to critique and make decisions about the applicability of published nursing research. Utilizing evidence-based practice research the focus is placed on the cyclical process of identifying clinical questions, researching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes and identifying additional gaps in nursing knowledge. The integration of the existing evidence with clinical judgment, patient preferences, inter-professional perspectives and other resources form the basis for the clinical decision-making process that is inherent in improving patient, population, and organizational outcomes.

YEAR THREE, SEMESTER ONE

0718-300 CARING FOR ADULT CLIENTS (4-0-4)

Focus on professional nursing care in a variety of settings for the adult client with simple and chronic health problems. It incorporates the nursing process and critical thinking skills into the professional nursing care of the adult client experiencing complex, multi-system illness, failure, and trauma. Opportunities for the nursing student to combine acquired knowledge from previous nursing courses and courses from other disciplines with new phenomena encountered in a variety of low and high acuity care settings.

0718-301 CARING FOR ADULT CLIENTS CLINICAL (0-4-4)

Students integrate didactic and empirical knowledge and skills for clients with critical needs into the acute care setting. Apply the nursing process in a clinical setting with the adult client experiencing acute and chronic health deviations. Understanding of complex, multi-system illness, failure, and trauma in providing nursing care.

0718-302 HEALTH EDUCATION AND GERONTOLOGY (3-0-3)

Provides the student with the concepts of health education and primary health care. It focuses on the normal aging process and related health care issues from an interdisciplinary perspective. Facilitate integration and application of scientific



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knowledge, concepts of health promotion, prevention, and adaptation for those who are aging in the community and their families. In addition, it introduces the students to the teaching methods and skills to enhance the health of individuals, families and society. The health education process will be focused on the main aspects that include disease prevention and treatment.

0718-303 COMMUNITY HEALTH NURSING (2-3-3)

Provide a guided nursing experience, knowledge, and skills essential in preparation of professional nurses who are responsible to provide nursing care of adult patients with medical and surgical health conditions within the community. It focuses on the biopsychosocial responses of adults to actual and high-risk conditions that affect their functional health patterns. This course also provides the student with practical experiences in the clinical settings to deliver nursing care for adult patients with altered functional health patterns. It aims at developing the decision-making and problem-solving skills and linking theory to practice. It also focuses on the work of an interdisciplinary healthcare team and concepts of nursing and public health when working with the individual, family, group and community as client.

0718-304 HEALTH SYSTEM AND INTER PROFESSIONAL RELATIONS (1-3-2)

Offers theory and context of inter professional education and collaborative practice from a global policy viewpoint as well as the opportunity to develop and apply the required inter professional education core competencies. Incorporating field trips to centers of innovation and excellence in inter professional education and collaborative practice as a core course component, learners will work in teams to develop competencies in inter professional communication; patient/client/community centered care; role clarification; team functioning; collaborative leadership; inter professional conflict resolution and reflective practice. The course also provides an opportunity to select, in collaboration with faculty, a practice setting which enhances and consolidates knowledge and skills. The practicum includes a leadership/management experience, the form and timing of which is determined by the setting selected. Emphasis on advancing professional identity and accountability and strengthening evidence-based and reflective practice. Furthering skills in critical thinking, the nursing process, workload organization, setting priorities for self and others, working effectively with the health team including family and unregulated health care providers. The practicum includes a wide variety of clinical experiences including, public health, selected community-based agencies, and hospital experiences.



YEAR THREE, SEMESTER TWO

0718-305 CHILDBEARING FAMILY (2-3-3)

Introduce the student to family-centered maternal and child nursing. A systems-based conceptualization of the family and a family assessment model is used to examine social, psychological and cultural influences on the childbearing family in contemporary society. This course focuses on nursing care during the normal childbearing cycle and nursing care of the family with children. Discussion includes nursing care of the family during pregnancy, labor, birth and postpartum, as well as prevention and care of selected health alterations in children.

0718-306 CHILDBEARING FAMILY CLINICAL (0-3-3)

This applied course for maternal and child family centered nursing care, students apply theoretical frameworks, family centered, maternal child evidenced informed knowledge and skills in providing care during health, acute illness, chronic illness, and transition situations. Two rotations are required; focus on maternal/child family health (i.e., pregnancy, labor, pre/postpartum and infancy) and care of children and their families from infant through adolescent stages. Settings include a variety of agencies (hospital and community) and nursing laboratories.

0718-307 PSYCHIATRIC MENTAL HEALTH NURSING (3-3-4)

Address critical psychosocial and mental health issues that impact the health of individuals, families, and groups in society. Topics include nursing care of clients with major mental illnesses including mood and thought disorders, addictions and significant mental health challenges related to children, adolescents, and the older adult. It also addresses therapeutic processes used in working with clients with complex psychosocial issues such as suicide, family violence, aggression, end-of-life decisions and abuse. Advanced communication processes and strategies used by nurses are a major focus of the course.

0718-308 PSYCHIATRIC MENTAL HEALTH NURSING CLINICAL (0-4-4)

Promote the nursing student's ability to develop knowledge and gain practical experience when dealing with an individual who is suffering from mental and psychological problems, or an individual who is suffering from physical, emotional, spiritual, and social problems causing psychological and mental effects whether transient or permanent. The course is planned to facilitate integration and application of the scientific knowledge acquired from the theory class. The nursing process will be



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applied through the therapeutic relationship between the nurse and the client. The focus is on humanistic holistic approach through effective communication with the health care team members to promote the health and well-being of the client within the therapeutic environment.

0718-309 CURRENT ISSUES IN NURSING (1-0-2)

Explore current issues in nursing and in delivery of health care which affect the new graduate. Topics include legal, ethical, and quality-of-work issues, and career planning.



SPECIALTY TRACKS

BACHELOR OF SCIENCE IN NURSING WITH A CONCENTRATION IN NURSE MIDWIFERY

This specialty track will prepare the baccalaureate graduates to provide primary health care for women and newborns. The graduates will receive clinical preparation and health science theoretical knowledge, judgement and skills to improve health care outcomes for women and childbearing families. This course was designed with the consideration of the core competencies established by the American College of Nurse-Midwives. It involves appropriate medical consultation and collaborative management. The following components of midwifery care are the main foci of this program: Primary health care, midwifery management process and the childbearing family, including pregnancy, childbirth, postpartum period, care of the new-born and the family planning and gynecologic needs of women. This program aims to encourage critical thinking, awareness and cultural sensitivity throughout the curriculum.

Learning outcomes

Graduates will be able to:

- Use the midwifery management process to carry out the care of uncomplicated women from menarche throughout the life cycle and new-borns.
- Gather comprehensive data from the patient's history and physical examination including current symptoms, progress of the pregnancy, related health behaviours and health problems and support systems.
- Identify existing or potential health issues based on correct interpretation of the data.
- Collaborate with other health team members to help identify and assume the appropriate role in the planning and provision of care.
- Use the decisions made with the support of valid rationale to develop a comprehensive plan of action
- Implement the plan of action independently and/ or in collaboration with other providers safely, efficiently, and in accordance with standard nursing and obstetrical practice.
- Assess the effectiveness and completeness of the care provided, revise as needed and communicate effectively with the patient and all relevant providers.

PROGRAM TIMETABLE

TRACK I: NURSE MIDWIFERY

(Course codes begin with 0724-)

FOURTH YEAR

Semester One		Semester Two	
Course	CH	Course	CH
400 Maternal -Fetal Newborn Physiology	2	407 Primary Care for Woman: Diagnosis & Management	2
401 Pelvic Assessment of the Adult Woman	2	408 Midwifery Clinical Competency Skills II	2
402 Well- Woman Gynecology	3	409 Interpersonal Violence & Abuse: Prevention, Assessment and Intervention by Health Care Professionals	1
403 Well- Woman Gynecology Clinical	2		
404 Midwifery Clinical Competency Skills I	2	432 Intrapartum	2
405 Normal Antepartum	2	433 Intrapartum Clinical	2
406 Normal Antepartum Clinical	2	434 Breastfeeding, Postpartum and Newborn Care	2
		435 Capstone Practicum	4
Total	15	Total	15

Note: Students are required to obtain both Advanced Cardiac Life Support (ACLS) and Neonatal Resuscitation Program (NRP) certifications before starting Semester Two.
Nurse Midwifery Specialty Track is 30 Credit Hours.
Bachelor of Nursing: concentration Nurse Midwifery is 126 Credit Hours.



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COURSE DESCRIPTIONS: NURSE MIDWIFERY

YEAR FOUR, SEMESTER ONE

07-24-400 Maternal-Fetal-Newborn Physiology (2-0-2)

The fundamental purpose of this course is to facilitate an understanding of physiological mechanisms relevant to the maternal experience, fetal life and neonatal period. This course will focus primarily on physiology of normal maternal/fetal/newborn issues and cover some common complications as well as pathology.

07-24-401 Pelvic Assessment of the Adult Woman (1-3-2)

Pelvic assessment of the adult woman develops the required technical knowledge base and clinical skills for adequate gynecologic assessment of women from adolescence through perimenopause and into the postmenopausal years. This comprehensive knowledge base regarding the anatomy and physiology of the pelvic and reproductive organs, including normal variations, prepares student for the acquisition of practical skills for assessment and intervention. Respect for women and cultural sensitivity for this vulnerable examination will be emphasized.

07-24-402 Well-Woman Gynecology (2-3-3)

This course addresses issues throughout a woman's lifespan in the arena of gynecological wellbeing. It focuses on the development of a knowledge base that enables us to understand what gynecological and reproductive wellbeing is for a woman and how this impacts her health physically, mentally, emotionally, and culturally. From this perspective we can develop appropriate patient education to maximize the ability to achieve and maintain wellbeing. Topics include full range of gynecologic studies and reproduction. This course provides the student with a theoretical and practical knowledge for the normal antepartum period. Normal physiology and management skills are emphasized. Pathophysiology is also reviewed when deviations from the normal are encountered. This will also include health maintenance issues and challenges women face across the life cycle.

07-24-403 Well-Woman Gynecology Clinical (0-2-2)

The Well-Woman Gynecology clinical is designed to concentrate on the physical, emotional and educational needs of the essentially healthy woman. It covers a variety of topics including: health maintenance, gynecologic screening, identification and



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education surrounding sexually transmitted infections (STIs), family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

07-24-404 Midwifery Clinical Competency Skills I (0-2-2)

Clinical skills preparation is essential before a student enters the capstone practicum. A variety of skills relevant to antepartum, well woman gynecology and intrapartum care are taught and then practiced in simulation settings and peer practice.

07-24-405 Normal Intrapartum (2-0-2)

This course provides the student with theoretical and practical knowledge for the normal intrapartum period. Normal physiology and management skills are emphasized. Pathophysiology is also reviewed with deviations from the normal are encountered.

07-24-406 Normal Antepartum Clinical (0-2-2)

This module covers the broad scope of prenatal care and includes: the history and physical examination techniques aimed at understanding the normal parameters of pregnancy, recognizing any deviations from normal in the pregnant woman or the fetus; and the physiological, social, emotional, and educational components of antepartum care. Clinical practice includes nurse-midwifery management of the normal antepartum woman, screening for high-risk pregnancies and co-management or referral of high-risk pregnancies.

YEAR FOUR, SEMESTER TWO

07-24-407 Primary Care for Women: Diagnosis and Management (2-0-2)

This diagnosis and management course will focus on each physiologic system and include unique characteristics relevant to women's health throughout the lifespan. Complex health concerns will be included in the context of consultation, collaborative management and/or referral to specialists. The course will reinforce appropriate standards and scope of midwifery practice within a critical analysis of social and political influences on women's health care including institutional racism. Identify strategies to close gaps in evidence, in order to improve diagnosis and management of women's health systems.

07-24-408 Midwifery Clinical Competency Skills II (0-2-2)

Clinical skills preparation is essential before a student enters the capstone practicum. A variety of skills relevant to antepartum, well woman gynecology and intrapartum care are taught and then practiced in simulation settings and peer practice.

07-24-409 Interpersonal Violence and Abuse: Prevention, Assessment and Intervention by Health Care Professionals (1-0-1)

This course is aimed at increasing student awareness of the prevalence, context, dynamics and potential outcomes of interpersonal violence (IPV). The goal is to provide nurses with the information needed for prevention, identification, assessment appropriate intervention and resource referral for clients and families who are at risk for, have a history with, or are currently experiencing IPV. Course content will explore dynamics, causes and consequences of IPV, specifically: domestic violence, child abuse, elder abuse and sexual assault.

07-24-432 Intrapartum (1-3-2)

This didactic class presents an understanding of the process of labor, birthing, and immediate postpartum and how this impacts the mother and baby from a midwifery perspective. Specific focus centers on the midwifery management process, particularly for the normal, with differential diagnosis to determine when intervention/ consultation is necessary. Birthing management will be viewed in a variety of settings and cultures. Practical skills for assessment and management will be taught.

07-24-433 Intrapartum Clinical (0-2-2)

The clinical practice includes nurse-midwifery management of the care of the normal intrapartum woman and newborn, as well as collaboration and/or referral for complex management. Experience on the postpartum ward and in newborn care is obtained in this clinical rotation when intrapartum patients are not available.

07-24-434 Breastfeeding, Postpartum and Newborn Care (1-3-2)

This course provides the nurse-midwifery student with theoretical and practical knowledge of the neonate, breastfeeding and postpartum period, with an emphasis on the first six weeks. Normal physiology and family centered management skills are emphasized. Students are encouraged to provide care that recognizes and respects the cultural dynamics of the family. Pathophysiology is also covered to familiarize the nurse-midwife with various interventions when deviations from the normal are encountered.

07-24-435 Capstone Practicum (0-4-4)



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The Nurse-Midwifery capstone practicum provides intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program as well as simulation lab experiences to aid in professional development.



SPECIALTY TRACKS

BACHELOR OF SCIENCE IN NURSING WITH A CONCENTRATION IN FORENSIC NURSING

Forensic nurses are graduates who treat survivors of assault or abuse and serve as patient advocates. They also collect evidence and may testify in court cases.

This forensic nursing course readies graduates to care for victims and perpetrators in tragic events or criminal acts that lead to trauma or death. Victims of violence, abuse or neglect are the highest number of patients who seek out health care services, with professionals trained in forensic nursing often being the first line of defense. As the patient is the main priority, the role of forensic nurses complements medical care. Specialized knowledge of the legal system and skills are required for injury identification, evaluation and documentation. These skills are necessary for the proper observation, collection and preservation of evidence, which is vital in determining the legal outcome of tragic events.

Learning outcomes

Graduates of this program will be able to:

- Collect and preserve evidence accurately
- Carry out forensic documentation
- Identify domestic violence, assault and stalking
- Understand the ethical and legal issues of forensic nursing
- Identify patients at risk and any injury patterns
- Accurately describe forensic nursing in terms of legal responsibilities and the implications behind it
- Care for the parent and family involved in the traumatic event

PROGRAM TIMETABLE

TRACK II: FORENSIC NURSING

(Course codes begin with 0725-)

FOURTH YEAR

Semester One		Semester Two	
Course	CH	Course	CH
410 Foundations of Forensic Health Care	4	415 Forensic Sexual Assault Examiner	3
411 Victimology: Clinical Implications and Applications	3	416 Application of Clinical Pharmacology to Victims of Violence	3
412 Impact of Violence Across Lifespan.	3	417 Policy and Ethics of Interpersonal Violence	3
413 Forensic Investigation of Injury	2	418 Capstone Practicum	4
414 Forensic Mental Health	2		
Legal aspects of forensic science or forensic science and the law			
Total	14	Total	13

Note: Forensic Nursing Specialty Track is 27 Credit Hours.

Bachelor of Nursing: concentration Forensic Nursing is 123 Credit Hours.



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COURSE DESCRIPTIONS: FORENSIC NURSING

YEAR FOUR, SEMESTER ONE

07-25-410 Foundations of Forensic Healthcare (3-3-4)

This foundations course includes the legal, ethical, clinical and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and unintentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview.

07-25-411 Victimology: Clinical Implications and Applications (2-3-3)

This course is a comprehensive examination of human responses to victimization resulting in physical and psychological trauma. This includes interpersonal violence as a public health issue, overview of intentional injury, neglect, abuse and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including, secondary effects of victimization, theoretical and evidence-based approaches to assessment, documentation of victims and perpetrators of violence.

07-25-412 Impact of Violence Across the Lifespan (2-3-3)

This is an in-depth analysis of the role of the multidisciplinary team within the criminal and civil court systems. This includes: critical collaboration between representatives of the health care system; investigative systems and the legal system in seeking justice for victims of violence; civil investigative processes involving trauma, injury and death; methods of evidence collection and preservation; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs.

07-25-413 Forensic Investigation of Injury (1-3-2)

This is a focused study on injury pathology across the lifespan, classifications and mechanisms of injury, intentional and unintentional injuries, physiology of wound healing and documentation of injury.

07-25-414 Forensic Mental Health (2-0-2)



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This class is focused on the mental health issues related to victimization and perpetration, forensic mental health professional roles, diminished capacity and competence to stand trial, addiction and crime, and current issues in forensic mental health.

YEAR FOUR, SEMESTER TWO

07-25-415 Forensic Sexual Assault Examiner (2-3-3)

This course includes specific instructions on roles and responsibilities, legal definitions, expert witness testimony, nurse advocacy, motivations of perpetrators to offend, obtaining historical account of sexual assault using interview techniques, appropriate methods of documentation, head-to-toe assessment, injury documentation, basic refresher of anatomy of female and male sexual organs, evidence collection kit, treatment of STIs, Pregnancy prophylactic treatment, role of advocates and advocacy centers, communication skills, vicarious victimization, and civil and criminal trial procedures.

07-25-416 Application of Clinical Pharmacology to Victims of Violence (2-3-3)

This course seeks to highlight common substances of abuse, substance abuse and crimes against persons, drug laws and enforcement, drug facilitated crimes and pharmacological prophylaxis.

07-25-417 Policy and Ethics of Interpersonal Violence (3-0-3)

This course is an overview of policies and ethical considerations that inform forensic healthcare practice and procedures which include identification, discussion and analysis of federal state and local policies, regulation of professional practice, scopes and standards of practice, policies and legislation regarding victim populations and ethical standards for health professionals working with victims.

07-25-418 Capstone Practicum (0-4-4)

A capstone practicum pairs the senior nursing student with a forensic or emergency room registered nurse (RN) for hands on experience and clinical hours. The simulation lab will be utilized as appropriate. Specialty areas within forensic nursing may also be included as part of the rotation.



SPECIALTY TRACKS

BACHELOR OF SCIENCE IN NURSING WITH A CONCENTRATION IN CRITICAL CARE NURSING

This aims to provide patient centered care to those who are 13 years and above and have medical conditions that may be complex acute and chronic. The coursework focuses on the building of core competencies as an acute care nurse whilst preparing the graduate to function at an advanced level within emergency departments, intensive care, trauma centers, specialty medicine and other high acuity settings such as hospitals. A Basic critical care course should be part of the UG program. Post graduate and advanced certificates can be offered in the 4th year.

Learning outcomes

Graduates of this program will be able to:

- Recognize situations that are likely to result in need for highly acute and critical care nursing management such as exacerbation of acute and chronic illnesses, disasters and trauma related events, treatment plans that require use of complex technology and more highly refined nursing assessment, planning and management skills
- Develop competency in using complex technology (e.g. physiologic monitoring devices, ventilators and complex oxygen therapies) and in administering complex treatments (e.g., intravenous therapies, multisystem support).
- Function as an entry level critical care nurse who practices collaboratively with team members in settings such as emergency departments, critical and acute care units, disaster field settings.
- Develop competencies in addressing the psychosocial and educational needs of critically ill patients and their families, people experiencing disasters and trauma.
- Function collaboratively with all members of the health care team to manage the transition of high-risk patients from the critical care unit to general care and out of hospital care.



PROGRAM TIMETABLE

TRACK III: CRITICAL CARE NURSING

(Course codes begin with 0726-)

FOURTH YEAR

Semester One		Semester Two	
Course	CH	Course	CH
419 Advanced Pharmacology	3	422 Disaster Nursing and Emergency Preparedness	3
420 Advanced Health Assessment and Diagnostic Reasoning	4	423 Disaster Nursing and Emergency Preparedness Skills Lab	3
421 Advanced Practice in Acute Care Settings I	5	424 Advanced Practice in Acute Care Settings II	5
		425 Capstone Practicum	4
Total	12	Total	15

Note: Students are required to obtain Advanced Cardiac Life Support (ACLS) certification before going to Semester Two.

Critical Care Nursing Specialty Track is 27 Credit Hours.

Bachelor of Nursing: concentration Critical Care Nursing is 123 Credit Hours.



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COURSE DESCRIPTIONS: CRITICAL CARE NURSING

YEAR FOUR, SEMESTER ONE

07-26-419 Advanced Pharmacology (2-3-3)

A solid foundation in the concepts and principles of drug therapy across the lifespan is essential to the work of advanced nurses. Students in this course apply the advanced principles of pharmacology including pharmacogenomics, pharmacokinetics, and pharmacodynamics by analysis of common drug classes administered by acute care nurses. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, complementary regimens, and patient behaviors are also considered. Through this course, students prepare to examine complex decisions in the management and treatment of selected acute and chronic diseases through pharmacologic and non-pharmacologic agents.

07-26-420 Advanced Health Assessment and Diagnostic Reasoning (3-3-4)

The physical and emotional well-being of patients and families can be complex and multifaceted. Critical care and Medical Surgical nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across lifespan. They learn to use diagnostic reasoning, advanced communication, and physical assessment skills to identify changes in health patterns. Students also use a systematic approach through which students focus on the assessment of patients with acute and chronic health problems. The advanced skills of reading 12 Lead EKGs, wound care and basic interpretation of X-rays will be covered. Students engage in course assignments that emphasize risk assessment, diagnostic reasoning, and evidence-based assessment across the lifespan.

07-26-421 Advanced Practice in Acute Care Settings I (0-5-5)

The complex assessment and care of patients in hospital settings will require critical care practice nurses to obtain specialized skills necessary to provide quality care for patients in these acute care settings. This course is designed to prepare students to provide care for acutely ill and critically ill patients. Students in this course will be introduced to the role of advanced nursing, while gaining confidence in caring for acutely ill patients. Through course assignments and clinical practice in the critical care setting they will plan, implement and evaluate care for critically ill patients. Students will also increase their knowledge of pharmacologic interventions, pathophysiology



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and management of hospitalized patients while applying knowledge gained through previous coursework.

YEAR FOUR, SEMESTER TWO

07-26-422 Disaster Nursing and Emergency Preparedness (2-3-3)

This course aims to prepare nursing students to provide care for people in emergency situations and disaster. This course will provide students with: definition of disaster nursing, recognition of the community resources, utilizing disaster planning models and recognizing the role of nurses in disaster situations. In addition, the course will include basics of emergency, first aid and emergency nursing care for natural disasters, technological/human-induced disasters and complex emergencies (such as war or conflict), both inside and outside hospital settings. Critical thinking and problem solving is emphasized.

07-26-423 Disaster Nursing and Emergency Preparedness Skills Lab (0-3-3)

This practical course will provide the opportunity to hone the skills needed most urgently in the three main categories of disaster situations. Instructions will include: videos, critical thinking discussions and hands-on practice of skills.

07-26-424 Advanced Practice in Acute Care Settings II (0-5-5)

Students in this course advance their clinical competence in the acute care settings by building on knowledge and skills gained in Advanced Practice Care of Adults I. Through clinical practice, students build confidence as they begin the transition from student to critical care nurse. Classroom activities and case studies enable students to explore the complex healthcare system, including: multiple governmental, social and personal resources available to acutely ill adults across the age continuum. Clinical experiences in hospital settings provide students with the continued opportunity to develop, implement and evaluate management plans for adults and older adults with complex acute, critical and chronic illness. The application of knowledge in management of patients and collaboration between the critical care nurse, and the patient and family, and inter-professional healthcare team are emphasized.

07-26-425 Capstone Practicum (0-4-4)

A capstone practicum, pairing senior nursing students with registered nurse (RN) preceptors for practice in various areas within critical care nursing. Areas of experience may include: emergency clinics, acute care units, simulation laboratories and surgical suites. Emphasis is placed on development of critical thinking/clinical reasoning, leadership skills and the transition of student into the role of the professional nurse.



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SPECIALTY TRACKS

BACHELOR OF SCIENCE IN NURSING WITH A CONCENTRATION IN MEDICAL SURGICAL NURSING

Those specializing in medical surgical nursing are prepared to function in hospitals and clinical settings such as Health Maintenance Organizations (HMOs), home health care and community agencies, ambulatory care units, surgical centers and long-term care homes. They may serve as managers and as educators in universities. The skills required by a nurse with the capability to practice across this continuum of care include management of larger numbers of patients, less reliance on the tasks of nursing but with a greater focus on critical thinking, anticipatory planning and meeting the patient's needs across a trajectory of health and illness.

This takes advanced skills in assessment, care planning and coordination, inter-professional collaboration, team delegation, time management, accurate and comprehensive documentation to be prepared for all the responsibilities that face a medical surgical nurse or a supervisor of nursing. This specialty track will facilitate development of skills beyond the basic preparation achieved in the specialty position them to become an expert in the field of nursing.

Learning outcomes

Graduates of this program will be able to:

- Function in practice settings across the continuum of care because they have acquired a broader knowledge and skills that transcend narrow inpatient boundaries and include the full continuum of care. Develop comprehensive plans for care for a more diverse population such as those requiring complex surgery, need the support of community agencies and are experiencing the full range of illness from highly acute through end-of-life care.
- Use their expertise in managing more complex problems and can incorporate more advanced skills in pain and wound management, respiratory infection.
- Function in leadership roles such as managers, quality monitoring and improvement leaders and educators.



PROGRAM TIMETABLE

TRACK IV: MEDICAL SURGICAL NURSING

(Course codes begin with 0727-)

FOURTH YEAR

Semester One		Semester Two	
Course	CH	Course	CH
420 Advanced Health Assessment and Diagnostic Reasoning	4	429 Professional Practice and Leadership	4
427 Medical Surgical Nursing	6	430 Health Disparities in Nursing Practice	4
428 Medical Surgical Nursing Clinical	5	431 Capstone Practicum	4
Total	15	Total	12

Medical Surgical Nursing Specialty Track is 27 Credit Hours.

Bachelor of Nursing: concentration Medical Surgical Nursing is 123 Credit Hours.

See my comments above regarding courses in this track



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COURSE DESCRIPTIONS: MEDICAL SURGICAL NURSING

YEAR FOUR, SEMESTER ONE

07-26-420 Advanced Health Assessment and Diagnostic Reasoning (3-3-4)

The physical and emotional well-being of patients and families can be complex and multifaceted. Critical care and Medical Surgical nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across the lifespan. They learn to use diagnostic reasoning, advanced communication, and physical assessment skills to identify changes in health patterns. Students also use a systematic approach through which they focus on the assessment of patients with acute and chronic health problems. The advanced skills of reading 12 Lead EKGs, wound care and basic interpretation of X-rays will be covered. Students engage in course assignments that emphasize risk assessment, diagnostic reasoning, and evidence-based assessment across the lifespan.

07-27-427 Medical Surgical Nursing (0-6-6)

This course introduces common health challenges and implications for care using the life span as a principal variable. It begins to establish advanced nursing knowledge needed to care for clients whose health and independence have been disrupted. It attempts to encourage the students to think critically in identifying probable physical and psychosocial responses of individuals and families coping with illness and hospitalization. This course emphasizes evidence-based nursing management of clients and use knowledge from related disciplines to provide the basis for nursing care. The concept of critical pathways is introduced as it relates to health challenges including pain, fluid and electrolyte imbalance, the perioperative experience, infection, common cardiovascular and respiratory problems and sensory alterations. Exploration of additional clinical problems that challenge the well-being and functioning of clients, using the lifespan as a principal variable is emphasized. Evidence-based care and collaborative approach continue to be paramount in discussing nursing intervention and responsibility. Health challenges discussed and presented may include cancer, musculoskeletal disorders, impaired integument, diabetes, digestive problems, immune disorders, neurological and cardiovascular disorders.

07-27-428 Medical Surgical Nursing Clinical (0-5-5)



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This practical course focuses on the care of adults with complex health challenges and unpredictable outcomes. The course involves two, 6-week rotations that include laboratory and clinical experiences, care of clients with acute physiological problems and/or exacerbations of chronic illnesses, and care of clients with acute or long-term mental health problems. These clinical provide an opportunity to enhance assessment, intervention and organizational skills in laboratory and clinical education center settings, as well as in direct client care in hospital, community and ambulatory settings.

YEAR FOUR, SEMESTER TWO

07-27-429 Professional Practice and Leadership (3-3-4)

This course provides the opportunity to examine and evaluate theoretical concepts relating to leadership and management in nursing. The learning experiences emphasize the development of strategies that enhance leadership capabilities including: decision-making, managing conflict, risk management, using power and delegating.

07-27-430 Health Disparities in Nursing Practice (0-4-4)

This course provides the student with a study of health disparities and promotion of health equity across a variety of disease processes. Advanced analysis and evaluation of theories, concepts and methods related to health equity and disparity, will be examined. Students will have the opportunity to critically examine the links between health outcomes and economics, class, gender, sex, sexuality, race and ethnicity. Emphasis is on advanced discourse and analysis of health equity and disparity theory, and research. The focus of this course will be on multiple levels of analysis from the nurse-patient interactions to the health care system as a whole. This will include an assessment of the social determinants of health. Students will spend a substantial amount of time engaging in scholarly discourse and in developing their own specific practice, based on clinical and research interests in this field culminating in an empirical paper and a conference ready presentation of their findings.

07-27-431 Capstone Practicum (0-4-4)

A capstone practicum, pairing senior nursing students with registered nurse (RN) preceptors for practice in various areas within medical surgical nursing. Areas of experience will include: clinics, hospital floors, simulation lab, long-term care, surgical suites and hospice or palliative care. Emphasis placed on development of critical



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thinking/clinical reasoning, leadership skills and the transition of student into the role of the professional nurse.



MAJOR SHEET in the specialty of NURSE MIDWIFERY

Course Number	Courses	Credit	Course Number	Courses	Credit
UNIVERSITY REQUIREMENTS (16 Credits)			0718-305	Childbearing Family	3
0410-115	Finite Maths	3	0718-306	Childbearing Family -CLINICAL	3
0788-181	English Language	5	0718-307	Psychiatric Nursing	4
0788-182	English Language	5	0718-308	Psychiatric Nursing -CLINICAL	4
0788-250	English Language	3	0718-309	Current Issues in Nursing	2
FACULTY REQUIREMENTS (4 Credits)			B- Electives		
0420-110	Chemistry	3	Student Chooses one of the electives		
0420-111	Chemistry Lab	1	0718-204	Nursing Management and Leadership	1
			0718-205	Educational Technology in Nursing	
PROFESSIONAL REQUIREMENTS (106 Credits)			C - Courses for Specialty 07-24		
	A- Compulsory Courses				
1370-101	Introduction to Sociology	3	0724-400	Maternal-Fetal Newborn Physiology	2
0718-155	Professionalism in Nursing	1	0724-401	Pelvic Assessment of Adult Women	2
0718-166	Anatomy & Physiology I	4	0724-402	Well-Woman Gynecology	3
	Anatomy & Physiology I - LAB		0724-403	Well-Woman Gynecology -CLINICAL	2
0718-177	Anatomy & Physiology II	4	0724-404	Midwifery Clinical Competency Skills I	2
	Anatomy & Physiology II - LAB		0724-405	Normal Antepartum	2
0718-188	Developmental Psychology	3	0724-406	Normal Antepartum -CLINICAL	2
0718-200	Microbiology	3	0724-407	Primary Care for Women-Diagnosis & Mgmt.	2
0718-201	Statistics	3	0724-408	Midwifery Clinical Competency Skills II	2
0718-202	Nursing Foundations I	3	0724-409	Interpersonal Violence & Abuse: Prevention, Assessment & Intervention by HCP	1
0718-203	Health Assessment & Simulation Lab	2	0724-432	Intrapartum	2
0718-206	Nursing Foundations II	4	0724-433	Intrapartum -CLINICAL	2
0718-207	Applied Nutrition for Nursing	3	0724-434	Breastfeeding, Postpartum & Newborn Care	2
0718-208	Pharmacology for Nursing	3	0724-435	Capstone Practicum	4
0718-209	Health Informatics	3			
0718-210	Nursing Research & Evidence based Practice	3			
0700-211	Ethics and Professionalism in Health Care	2			
0718-300	Caring for Adult Clients	4			
0718-301	Caring for Adult Clients -CLINICAL	4			
0718-302	Health Education & Gerontology	3			
0718-303	Community Health Nursing	2	Bachelor of Nursing: Specialty Nurse Midwifery = 126 Credit Hours		
0718-304	Health System & Inter Professional Relations	2			



MAJOR SHEET in the specialty of FORENSIC NURSING

Course Number	Courses	Credit	Course Number	Courses	Credit
UNIVERSITY REQUIREMENTS (16 Credits)			0718-305	Childbearing Family	3
0410-115	Finite Maths	3	0718-306	Childbearing Family -CLINICAL	3
0788-181	English Language	5	0718-307	Psychiatric Nursing	4
0788-182	English Language	5	0718-308	Psychiatric Nursing -CLINICAL	4
0788-250	English Language	3	0718-309	Current Issues in Nursing	2
FACULTY REQUIREMENTS (4 Credits)			B- Electives		
0420-110	Chemistry	3	Student Chooses one of the electives		
0420-111	Chemistry Lab	1	0718-204	Nursing Management and Leadership	1
			0718-205	Educational Technology in Nursing	
PROFESSIONAL REQUIREMENTS (103 Credits)					
	A- Compulsory Courses			C - Courses for Specialty 07-25	
1370-101	Introduction to Sociology	3	0725-410	Foundations of Forensic Health Care	4
0718-155	Professionalism in Nursing	1	0725-411	Victimology: Clinical Implications & Applications	3
0718-166	Anatomy & Physiology I	4	0725-412	Impact of Violence Across Lifespan	3
	Anatomy & Physiology I - LAB		0725-413	Forensic Investigation of Injury	2
0718-177	Anatomy & Physiology II	4	0725-414	Forensic Mental Health	2
	Anatomy & Physiology II - LAB		0725-415	Forensic Sexual Assault Examiner	3
0718-188	Developmental Psychology	3	0725-416	Appl. Of Clin. Pharmacology to victims	3
0718-200	Microbiology	3	0725-417	Policy & Ethics of Interpersonal Violence	3
0718-201	Statistics	3	0725-418	Capstone Practicum	4
0718-202	Nursing Foundations I	3			
0718-203	Health Assessment & Simulation Lab	2			
0718-206	Nursing Foundations II	4			
0718-207	Applied Nutrition for Nursing	3			
0718-208	Pharmacology for Nursing	3			
0718-209	Health Informatics	3			
0718-210	Nursing Research & Evidence based Practice	3			
0700-211	Ethics and Professionalism in Health Care	2			
0718-300	Caring for Adult Clients	4			
0718-301	Caring for Adult Clients -CLINICAL	4			
0718-302	Health Education & Gerontology	3			
0718-303	Community Health Nursing	2	Bachelor of Nursing: Specialty Forensic Nursing = 123 Credit Hours		
0718-304	Health System & Inter Professional Relations	2			



MAJOR SHEET in the specialty of CRITICAL CARE NURSING

Course Number	Courses	Credit	Course Number	Courses	Credit
UNIVERSITY REQUIREMENTS (16 Credits)			0718-305	Childbearing Family	3
0410-115	Finite Maths	3	0718-306	Childbearing Family -CLINICAL	3
0788-181	English Language	5	0718-307	Psychiatric Nursing	4
0788-182	English Language	5	0718-308	Psychiatric Nursing -CLINICAL	4
0788-250	English Language	3	0718-309	Current Issues in Nursing	2
FACULTY REQUIREMENTS (4 Credits)			B- Electives		
0420-110	Chemistry	3	Student Chooses one of the electives		
0420-111	Chemistry Lab	1	0718-204	Nursing Management and Leadership	1
			0718-205	Educational Technology in Nursing	
PROFESSIONAL REQUIREMENTS (103 Credits)					
	A- Compulsory Courses			C - Courses for Specialty 07-26	
1370-101	Introduction to Sociology	3	0726-419	Advanced Pharmacology	3
0718-155	Professionalism in Nursing	1	0726-420	Adv. Health Assessment & Diagn. Reasoning	4
0718-166	Anatomy & Physiology I	4	0726-421	Adv. Practice Care of Adults in Acute Care Settings I	5
	Anatomy & Physiology I - LAB		0726-422	Disaster Nursing & Emergency Preparedness	3
0718-177	Anatomy & Physiology II	4	0726-423	Disaster Nursing & Emergency Preparedness Skills -LAB	3
	Anatomy & Physiology II - LAB		0726-424	Adv. Practice Care of Adults in Acute Care Settings II	5
0718-188	Developmental Psychology	3	0726-425	Capstone Practicum	4
0718-200	Microbiology	3			
0718-201	Statistics	3			
0718-202	Nursing Foundations I	3			
0718-203	Health Assessment & Simulation Lab	2			
0718-206	Nursing Foundations II	4			
0718-207	Applied Nutrition for Nursing	3			
0718-208	Pharmacology for Nursing	3			
0718-209	Health Informatics	3			
0718-210	Nursing Research & Evidence based Practice	3			
0700-211	Ethics and Professionalism in Health Care	2			
0718-300	Caring for Adult Clients	4			
0718-301	Caring for Adult Clients -CLINICAL	4			
0718-302	Health Education & Gerontology	3			
0718-303	Community Health Nursing	2	Bachelor of Nursing: Specialty Critical Care Nursing = 123 Credit Hours		
0718-304	Health System & Inter Professional Relations	2			



MAJOR SHEET in the specialty of MEDICAL SURGICAL NURSING

Course Number	Courses	Credit	Course Number	Courses	Credit
UNIVERSITY REQUIREMENTS (16 Credits)			0718-305	Childbearing Family	3
0410-115	Finite Maths	3	0718-306	Childbearing Family -CLINICAL	3
0788-181	English Language	5	0718-307	Psychiatric Nursing	4
0788-182	English Language	5	0718-308	Psychiatric Nursing -CLINICAL	4
0788-250	English Language	3	0718-309	Current Issues in Nursing	2
FACULTY REQUIREMENTS (4 Credits)				B- Electives	
0420-110	Chemistry	3	Student Chooses one of the electives		
0420-111	Chemistry Lab	1	0718-204	Nursing Management and Leadership	1
			0718-205	Educational Technology in Nursing	
PROFESSIONAL REQUIREMENTS (103 Credits)					
	A- Compulsory Courses			C - Courses for Specialty 07-27	
1370-101	Introduction to Sociology	3	0726-420	Adv. Health Assessment & Diagn. Reasoning	4
0718-155	Professionalism in Nursing	1	0727-427	Medical Surgical Nursing	6
0718-166	Anatomy & Physiology I	4	0727-428	Medical Surgical Nursing -CLINICAL	5
	Anatomy & Physiology I - LAB		0727-429	Professional Practice & Leadership	4
0718-177	Anatomy & Physiology II	4	0727-430	Health Disparities in Nursing Practice	4
	Anatomy & Physiology II - LAB		0727-431	Capstone Practicum	4
0718-188	Developmental Psychology	3			
0718-200	Microbiology	3			
0718-201	Statistics	3			
0718-202	Nursing Foundations I	3			
0718-203	Health Assessment & Simulation Lab	2			
0718-206	Nursing Foundations II	4			
0718-207	Applied Nutrition for Nursing	3			
0718-208	Pharmacology for Nursing	3			
0718-209	Health Informatics	3			
0718-210	Nursing Research & Evidence based Practice	3			
0700-211	Ethics and Professionalism in Health Care	2			
0718-300	Caring for Adult Clients	4			
0718-301	Caring for Adult Clients -CLINICAL	4			
0718-302	Health Education & Gerontology	3			
0718-303	Community Health Nursing	2	Bachelor of Nursing: Specialty Medical Surgical Nursing = 123 Credit Hours		
0718-304	Health System & Inter Professional Relations	2			



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BSc Nursing
COURSE SYLLABUS

Course Title: **Anatomy & Physiology I**

Course Number: **166**

Credit Hours: **4**

Contact Hours: **4 (Didactic)**

Year / Semester: **1 / 1**

Prerequisite:

Course Description

A study of the fundamentals of human anatomy and physiology. This course covers basic cytology, histology, musculoskeletal, nervous and endocrine systems.

Course Objectives

At the end of the course students will be able to:

1. Understand the structure and function of the cell
2. Describe the general structure and functions of the body as a whole.
3. Describe the microscopic structure and functions of musculoskeletal, nervous and endocrine systems
4. Explain the macroscopic and microscopic structure and functions of musculoskeletal, nervous and endocrine systems.
5. Understand the effects of alterations in structures and functions of the musculoskeletal, nervous and endocrine systems.
6. Apply the knowledge of anatomy and physiology in the practice of nursing.

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook

1. Anthony & Thibodcon, "Anatomy & Physiology for nurses" Recent ed., C.V. Mosby Co., London.
2. Tortora, "Principles of Anatomy & Physiology," Recent ed., Wiley international.



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COURSE SYLLABUS

Course Title: Anatomy & Physiology I Lab
Course Number:
Credit Hours: 0-0-0
Contact Hours: 4
Year / Semester: 1 / 1
Prerequisite:

Course Description

The lab course is designed to provide students with a hands-on experience related to the anatomy and physiology of the human body. This course covers basic cytology, histology of musculoskeletal, nervous and endocrine systems.

Course Objectives

At the end of the practical students will be able to:

1. Understand the structure of the cell organelles and their functions
2. Identify the macroscopic and microscopic structure and functions of musculoskeletal system.
3. Identify the macroscopic and microscopic structure and functions of nervous systems.
4. Identify the macroscopic and microscopic structure and functions of the endocrine system.
5. Understand the effects of alterations in structures and functions of the musculoskeletal, nervous and endocrine systems.
6. Apply the knowledge of anatomy and physiology in the practice of nursing.

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook

1. Anthony & Thibodcon, "Anatomy & Physiology for nurses" Recent ed., C.V. Mosby Co., London.
2. Tortora, "Principles of Anatomy & Physiology," Recent ed., Wiley international.



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Students should attend the laboratory demonstration on cytology and histology of musculoskeletal, nervous and endocrine systems.



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BSc Nursing
COURSE SYLLABUS

Course Title: Introduction to Sociology
Course Number: 101
Credit Hours: 3
Contact Hours: 3 (Didactic)
Year / Semester: 1 / 2
Prerequisite:

Course Description

Introduces the students to the establishment, development, and various approaches of sociology. Students learn the core concepts including the social fabric, levels of social relations, culture, upbringing and development, process of organization, social systems, and social adaptation and change.

Course Objectives

At the end of the course students will be able to:

1. Understand the structure and the dynamics of the society
2. Describe the relationship of the individual to the society.
3. Understand the social problems and its influence on social changes and the
4. Factors contributing to these social problems.
5. Describe sociological concepts applicable to nursing.
6. Determine role of sociology in nursing as related to social institution in Kuwait and other Gulf countries.
7. Develop positive attitudes towards individual, family and community.

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook

Social and Behavioural sciences for Nurses, Recent edition, by N.H.Groenman, O D'aslevin, M A Bockenham, Companion Press Ltd.

Sociology A guide to problem and literature, Recent edition, by T.B.Bottomore, Blockie & Sons Publishers Pvt. Ltd.



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BSc Nursing
COURSE SYLLABUS

Course Title: Professionalism in Nursing
Course Number: 155
Credit Hours: 1
Contact Hours: 1 (Didactic)
Year / Semester: 1 / 2
Prerequisite:

Course Description

Exposure for the novice nursing student to the profession of nursing. The concept of professionalism is explored related to nursing. It also includes a brief introduction to nursing theories. Professional values, practice standards, informatics and communications with health care professionals are included. Legal implications for nursing are explored.

Course Objectives

At the end of the course students will be able to:

1. Define Nursing, its scope of responsibility to the public and the role of the nurse in comparison and collaboration with other disciplines.
2. Discuss the history and development of nursing: Nursing as a developing profession, Criteria of a profession and Comparison between occupation and profession.
3. Discuss the role of a professional nurse: Nursing education, Socialization in nursing, International and national nursing association
4. Understand the Philosophy of Nursing: Beliefs, values and philosophy of Nursing, Types of Nursing theories
5. Discuss the Communication and interpersonal relationships in nursing
6. Explain the General legal concepts and legal issues in nursing

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook

Professional Nursing: Concepts and challenges, Recent edition, by Kay Kittrell Chitt, W.B.



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COURSE SYLLABUS

Course Title: Anatomy & Physiology 2
Course Number: 177
Credit Hours: 4
Contact Hours: 4 (Didactic)
Year / Semester: 1 / 2
Prerequisite:

Course Description

A further study of the fundamentals of human anatomy and physiology. This course covers integumentary, cardiovascular, lymphatic/immunity, respiratory, digestive, urinary, reproductive systems along with metabolism and development.

Course Objectives

At the end of the course students will be able to:

1. Understand the macroscopic and microscopic structure and functions of integumentary system.
3. Discuss the macroscopic and microscopic structure and functions of cardiovascular lymphatic/immune system.
5. Explain the macroscopic and microscopic structure and functions of the respiratory system.
6. Discuss the macroscopic and microscopic structure and functions of the digestive system.
4. Understand the macroscopic and microscopic structure and functions of the urinary system.
5. Explain the macroscopic and microscopic structure and functions of the reproductive system.
6. Understand briefly the metabolism, genetics and development.

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook

Anthony & Thibodcon, "Anatomy & Physiology for nurses" Recent ed., C.V. Mosby Co.,



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London.

Tortora, "Principles of Anatomy & Physiology," Recent ed., Wiley international.

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**BSc Nursing
COURSE SYLLABUS**

Course Title: Anatomy & Physiology 2 Lab

Course Number:

Credit Hours: 0

Contact Hours:

Year / Semester: 1 / 2

Prerequisite:

Course Description

The lab course is designed to provide students with a hands-on experience related to the anatomy and physiology of the human body. Emphasis on structure and its relation to the function and the maintenance of hemostasis.

Course Objectives

At the end of the practical sessions the students will be able to:

1. Identify the macroscopic and microscopic structure and functions of integumentary system.
2. Identify the macroscopic and microscopic structure and functions of cardiovascular lymphatic/immune system.
3. Identify the macroscopic and microscopic structure and functions of the respiratory system.
4. Identify the macroscopic and microscopic structure and functions of the digestive system. Identify the macroscopic and microscopic structure and functions of the urinary system.
5. Identify the macroscopic and microscopic structure and functions of the reproductive system.

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook



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1. Anthony & Thibodcon, "Anatomy & Physiology for nurses" Recent ed., C.V. Mosby Co., London.
2. Tortora, "Principles of Anatomy & Physiology," Recent ed., Wiley international.

Students should attend the laboratory demonstration of Anatomy and histology of the above systems.

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**BSc Nursing
COURSE SYLLABUS**

Course Title: Developmental Psychology

Course Number: 188

Credit Hours: 3

Contact Hours: 3 (Didactic)

Year / Semester: 1 / 2

Prerequisite:

Course Description

Study of human development from a lifespan perspective. Emphasis is placed on the scientific study of growth and change in the areas of physical, cognitive, socioemotional and spiritual development of the individual. This course also provides an exposure to a wide variety of human behaviors which may include but are not limited to: sensation, perception, learning, memory, thinking, development motivation and personality.

Course Objectives

At the end of the course students will:

1. Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
2. Be able to demonstrate an understanding of different stages of development through the lifespan.
3. Identify and apply developmental concepts to everyday life.
4. Demonstrate improved critical thinking and communication skills.
5. Identify major theorists that contribute to the field of developmental psychology.

Assessment

10% for the quiz
10% for assignment
30% midterm



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50% for final examination

Textbook

Development psychology by Hurlock E: Tata MC grow Hill Book Co.



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BSc Nursing
COURSE SYLLABUS

Course Title: Microbiology
Course Number: 200
Credit Hours: 3
Contact Hours: 5
Year / Semester: 2 / 1
Prerequisites: All Year One, Semester Two courses
Course Description

Study of the history of microbiology, classification of microorganisms, structure and ultrastructure of bacteria, fungi, protozoa and viruses. This course also includes study of the growth of bacteria and fungi and replication of viruses. The student will understand the requirements for the laboratory cultivation of bacteria, fungi and viruses. Understanding the bacterial metabolism and genetics, microorganisms in the environment and their public health significance. Also included is basic virology; introduction to host/parasite relationships and host responses to infection.

Course Objectives

At the end of the course students will be able to:

1. describe the discovery, history & developments of knowledge in Bacteriology.
2. understand the biology & classification of microorganisms.
3. describe the processes of transmission, infection & treatment of diseases.
4. explain human body's defense mechanisms against microorganisms.
5. apply infection control & sterilizations procedures.
6. identify symptoms of infectious diseases of different body systems.
7. interpret results of microbiology test results.
8. advice patients on infection control processes.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

BS Nagoba, Microbiology for Nurses (3rd Ed), Wolters Kluwer (2016).



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BSc Nursing
COURSE SYLLABUS

Course Title: Statistics
Course Number: 201
Credit Hours: 3
Contact Hours: 3
Year / Semester: 2 / 1
Prerequisites: All Year One, Semester Two courses
Course Description

Relevance and principles of Biostatistics with application in Medicine and Biology Descriptive statistics, sampling and sampling distributions. Estimation of parameters, probability and probability distribution, with emphasis on the normal Tests of hypotheses for one or two means and one or two proportions. Measures of association between two continuous variables (correlation and regression) and two discrete variables (chi-square), Non-parametric tests commonly used in medicine.

Course Objectives

At the end of the course students will be able to:

1. describe the statistical principles & quantities used in Nursing & Health Care.
2. understand qualitative and quantitative data collection & sampling methods.
3. explain probabilities, data distributions, confidence intervals and risk factors.
4. understand the difference between continuous & discrete data, parametric & non-parametric tests.
5. use appropriate statistical tests for clinical data to test hypotheses.
6. apply regression methods for appropriate data.
7. interpret statistical test results from research articles.
8. calculate men, median, dispersion, skewness, normality for sets of data.
9. apply use of statistical methods to the quality monitoring and improvement process.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

J Flower, Practical Statistics for Nursing and Health Care (2nd Ed), Wiley-Blackwell (2021).



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BSc Nursing
COURSE SYLLABUS

Course Title: Nursing Foundations I
Course Number: 202
Credit Hours: 3
Contact Hours: 5
Year / Semester: 2 / 1
Prerequisites: All Year One, Semester Two courses

Course Description

Introduces students to nursing practice caring for adults/elderly adults with chronic and/or acute health conditions. This didactic and clinical course provides opportunities to apply learning from related nursing science and arts, and science courses. Students use a nursing framework in their practice and develop relevant skills. Settings include a variety of agencies and nursing laboratories. This course introduces the beginner students to the history of nursing, its nature and roles. The course has been prepared to provide the students with basic information and appropriate positive attitudes that will be acquired while studying and working in nursing profession. This information includes health and freedom from illness, nursing process and health care delivery. In addition, it prepares the nursing students to use critical thinking and decision-making process which is a guide to safe and competent nursing practice.

Course Objectives

At the end of the course students will be able to:

1. understand the principles of nursing, roles of nursing and scope of practice.
2. appreciate the legal & ethical responsibilities of nursing.
3. explain illness, wellness and their effects on patients & families.
4. demonstrate appropriate attitude towards nursing the ill.
5. understand the need to communicate effectively & appropriately with patients & peers.
6. use reflective practice to analyze and interpret the role of nursing in real and simulated settings.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination



Textbook

E Clement, Textbook of Nursing Foundations. Jaypee Digital (2015).

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**BSc Nursing
COURSE SYLLABUS**

Course Title: Health Assessment & Simulation Lab
Course Number: 203
Credit Hours: 2
Contact Hours: 5
Year / Semester: 2 / 1
Prerequisites: All Year One, Semester Two courses

Course Description

This course teaches the principles and techniques required for the assessment and analysis of data (diagnosis). Normal assessment findings and selected abnormal findings are studied. Cultural variations and assessment variations across the lifespan are explored.

Course Objectives

At the end of the course students will be able to:

1. Develop skills in taking comprehensive health histories
2. Accurately perform a system focused and comprehensive physical examination.
3. Identify the impact of culture on techniques for performing physical assessment
4. Identify variations in assessment techniques and findings across the spectrum of age and race
5. Develop a plan of care related to assessment findings for specific cases and identify nursing priorities for implementing the plan
6. Consistently apply principles of infection control and proper management of equipment

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination



Textbook

TBA.

KUWAIT UNIVERSITY FACULTY OF ALLIED HEALTH SCIENCES

INTER-PROFESSIONAL EDUCATION

COURSE SYLLABUS

Course Title:	Ethics and Professionalism in Health care
Course Number:	211
Credit Hours:	2
Contact Hours:	1 (Lecture) 2 (Discussion / PBL)
Year:	Two
Semester:	One
Prerequisite:	All Year One, Semester Two courses

Course Description

This course introduces the students to concept in medical ethics and professionalism. The application of ethics & professionalism in their respective specialties will be emphasized throughout the course. The delivery of the course will include lectures and problem-based-learning (PBL) sessions or discussions to develop the philosophical understanding of ethics, morals, attitudes, informed consent, confidentiality and plagiarism. PBL sessions will enable students to apply their ethical knowledge in specific circumstance their profession and beyond. The course will enable students to understand how resolve on-going ethical dilemmas within each discipline within Health Care Professions.

Course Objectives

At the end of the course students will be able to:

1. identify ethical issues & professional behavior in health care and life sciences.
2. provide rational justification for ethical decisions.
3. apply the ethical principles in their study, assignments and assessments.
4. apply the ethical codes of conduct and ethical principles when determining the right from the wrong
5. examine how individuals or societies may determine right from wrong in



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- historical, ethnic, religious, professional, and/or comparative contexts.
6. identify an ethical issue and analyze that issue in relationship to the specific topic of study or discipline.
 7. develop ethical skill in avoiding slipper slopes when examining ethical dilemmas.
 8. identify the specific entities being affected by the ethical dilemma.
 9. articulate why a specific course of action is ethically defensible.

Course Content

1. Honesty, integrity and accountability in the profession
2. Interaction with colleagues, patients, families and professional organizations
3. Professional behaviors reflecting compassion and respect for patient privacy
4. Altruism and a commitment to comprehensive, holistic medical care
5. Ethical theories and application in medical care
6. Influence of religion, culture, family, gender in ethical principles
7. Informed consent and confidentiality
8. Morality and communications within ethics
9. Ethical issue related to health professions
10. Plagiarism and consequences
11. Case study examples in ethics & professionalism

Assessment

Assignments & Case studies	20%
Presentations	10%
Mid-Semester examination	20%
Final Examination	50%
Total	100%

Textbook

Salloch S. Ethics and Professionalism in Healthcare (1st Edition – 2016), Routledge Publishing.

Forrestal E. Ethics and Professionalism for Healthcare Managers (Gateway to Healthcare Management, 1st Edition – 2016), Health Administration Press.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Nursing Management and Leadership (1-0-1)
Course Number: 204 - Elective
Credit Hours: 1
Contact Hours: 1 (Didactic)
Year / Semester: 2 / 1
Prerequisite:

Course Description

This course is designed to give an opportunity to the student to gain an understanding of the principle of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of professional leadership need. The topics covered in this course includes the principles of administration, principles and techniques of supervision, personnel management budgeting, effective organization and management of Nursing unit and the dynamics of organizational behavior, styles, and functions of effective leadership.

Course Objectives

At the end of the course students will be able to:

1. Identify the principles of administration.
2. Describe the principles and techniques of supervision.
3. Explain the principles and methods of personnel management.
4. Explain the principles of budgeting.
5. Organize and manage a Nursing unit effectively.
6. Identify dynamics of organizational behavior, styles and functions of effective leadership.
7. Identify processes for measuring and improving nurse sensitive quality outcomes.

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook

TBA



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

Course Title: Educational Technology in Nursing
Course Number: 205 - Elective
Credit Hours: 1
Contact Hours: 1 (Didactic)
Year / Semester: 2 / 1
Prerequisite:

Course Description

This course is designed to introduce the students to principles and concepts of education curriculum, development and methods and media of teaching. It also describes the steps in curriculum development and implementation of educational programs in nursing among individuals and groups both in educational and clinical settings. It further enables students to participate actively in team and collaborative learning.

Course Objectives

At the end of the course students will be able to:

1. Describe the philosophy and principles of education
2. Explain the teaching- learning process
3. Describe how to assess health literacy levels
4. Identify strategies to assist patients with low health literacy to manage their health care.
5. Develop the ability to teach using various methods and media
6. Describe the process of assessment
7. Describe the administrative aspects of school of nursing
8. Participate in planning and organizing an in –service education programme
9. Develop basic skill of counseling and guidance

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook

TBA



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: **Nursing Foundations II**
Course Number: **206**
Credit Hours: **4**
Contact Hours: **4**
Year / Semester: **2 / 2**
Prerequisites: All Year Two, Semester One courses

Course Description

This clinical course is designed to provide the student with laboratory guided experiences with emphasis on the student's independent learning that will assist her/him to master the basic nursing skills. These skills are presented according to the functional health patterns in parallel with knowledge provided to the students in the theory course, in order to prepare the students to implement holistic care modalities in the clinical settings.

Course Objectives

At the end of the course students will be able to:

1. undertake independent learning of the skills required for nursing.
2. combine theory & practice to perform wholistic nursing care.
3. select suitable modalities of patient care.
4. implement nursing practice at the introductory level with a focus on respectful communication, performance of hygiene and comfort measures, attention to patient safety, appropriate use of body mechanics to prevent nurse and patient injury, targeted use of physical assessment modalities, consistent use of infection control practices
5. communicate effectively with patients to provide caring service.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook



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E Clement, Textbook of Nursing Foundations. Jaypee Digital (2015).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Applied Nutrition for Nursing
Course Number: 207
Credit Hours: 3
Contact Hours: 3
Year / Semester: 2 / 2
Prerequisites: All Year Two, Semester One courses

Course Description

This course focuses on nutrition as determinant of health through the study of nutrient metabolism, nutrition throughout the lifespan, nutrition behavior and nutrition behavior change. Learning about the role of nutrition in promoting health within the context of their professional discipline is also emphasized.

Course Objectives

At the end of the course students will be able to:

1. define the different terminologies concerning the subject of nutrition.
2. explain objectives of dietary allowances and standards.
3. identify the main component of normal balanced diet.
4. recognize negative impact of diet imbalance on health, including malnutrition.
5. describe the effects of food components on health and performance of people.
6. analyze the nutritive value of food elements.
7. identify specific nutritional needs for patients with selected health problems (e.g. diabetes, obesity, heart and renal disease, food allergies,

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

S Dudek, Nutrition Essentials for Nursing Practice. LWW (2021).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Pharmacology for Nursing
Course Number: 208
Credit Hours: 3
Contact Hours: 3
Year / Semester: 2 / 2
Prerequisites: All Year Two, Semester One courses

Course Description

This course begins education of the nursing students on the concepts of pharmacotherapeutics, establishing a knowledge base that applies to patient care and education. At the completion of this course the student will understand the major drug classifications, pharmacokinetics and pharmacodynamics. Pharmacological agents will be examined in the context of clinical nursing management of patients with complex pathophysiological conditions and common pharmacological interventions will be explored. This will also include basic mathematic calculations as they relate to computing doses of medication in all forms. Introduce basic medication administration concepts.

Course Objectives

At the end of the course students will be able to:

1. describe the various routes of administration and related effect on the pharmacokinetics of a drug.
2. describe factors that can affect the pharmacokinetics of a drug.
3. compare drug-drug and drug-food interactions and their relationship to adverse effects and toxicity.
4. identify hypersensitivity reactions, including anaphylaxis, and actions taken to manage them.
5. calculate appropriate doses of medication, duration of effectiveness and frequency of administration.
6. identify drug specific nursing assessments that facilitate medication administration such as decision to administer versus hold a drug, monitoring parameters, assessment of effectiveness and side effects.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination



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Textbook

M Adams, Pharmacology for Nurses: A Pathophysiologic Approach (5th Ed).
Pearson (2016).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Health Informatics
Course Number: 209
Credit Hours: 3
Contact Hours: 5
Year / Semester: 2 / 2
Prerequisites: All Year Two, Semester One courses

Course Description

The course is designed to introduce the students to the fundamentals of information technology and systems from the perspective of health informatics. It provides the students with a wide spectrum of computer-related concepts and skills to ensure that they can employ appropriate technologies and tools to manage health information as it relates to their respective discipline. The course covers a variety of topics including computer concepts, computer technology and information systems, statistical software, communication technology, database design and management, and clinical, business and specialty clinical systems applications. Delivery methods employed for this course combine didactic theory supplemented by laboratory sessions that will provide hand-on applications of learned theory.

Course Objectives

At the end of the course students will be able to:

1. Fundamentals of information technology and systems from the perspective of health informatics.
2. Provides the students with a wide spectrum of computer-related concepts and skills to ensure that they can employ appropriate technologies and tools to manage health information as it relates to their respective discipline.
3. Employ computer concepts, computer technology and information systems, statistical software, communication technology, database design and management, and clinical, business and specialty clinical systems applications.
4. Provide hand-on applications of learned theory.
5. Develop beginning competency in reviewing an Electronic Health Record to obtain patient data and understand how health care providers communicate with each other.
6. Develop competence in performing computer facilitated search for scholarly information and to identify resources for patients and families to improve self-management.

Assessment

10% for quiz 10% for Assignments



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KUWAIT UNIVERSITY

30% for midterm 50% for final examination

Textbook TBA

**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

Course Title: Nursing Research & Evidence Based Practice
Course Number: 210
Credit Hours: 3
Contact Hours: 3
Year / Semester: 2 / 2
Prerequisites: All Year Two, Semester One courses

Course Description

Introduce students to the basic concepts of research, its nature, purposes, methods, literature review, data collection, analysis and utilization. The student will be able to critique and make decisions about the applicability of published nursing research. Utilizing evidence-based practice research the focus is placed on the cyclical process of identifying clinical questions, researching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes and identifying additional gaps in nursing knowledge. Integration of the existing evidence with clinical judgment, patient preferences, inter-professional perspectives and other resources form the basis for the clinical decision-making process that is inherent in improving patient, population and organizational outcomes.

Course Objectives

At the end of the course students will be able to:

1. Understand qualitative & quantitative research processes and how they are applied in answering selected research questions.
2. Learn to conduct appropriate literature reviews to identify evidence based care for selected clinical nursing care processes.
3. Review selected professionally developed evidence-based guidelines and literature review synthesis articles to determine best practices and areas where further research is needed.
4. Integrate evidence into practice via commentary on faculty developed case studies. .
5. Discuss current models for integrating research into practice, including strategies to consider when gaps in research exist.

Assessment

10% for quiz 10% for Assignments



جامعة الكويت
KUWAIT UNIVERSITY

30% for midterm 50% for final examination

Textbook

SJ Brown, Evidence-Based Nursing: The Research Practice Connection (4th Ed).
Jones & Bartlett (2016).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Caring for Adult Clients
Course Number: 300
Credit Hours: 4
Contact Hours: 4 (Didactic)
Year / Semester: 3 / 1

Prerequisite:

Course Description

Focus on professional nursing care in a variety of settings for the adult client with simple and chronic health problems. It incorporates the nursing process and critical thinking skills into the professional nursing care of the adult client experiencing complex, multi-system illness, failure and trauma. Opportunities for the nursing student to combine acquired knowledge from previous nursing courses and courses from other disciplines with new phenomena encountered in a variety of low and high acuity care settings.

Course Objectives

At the end of the course students will be able to:

1. Integrate use of nursing process, professional behavior, and evidence-based practice in the delivery of patient-centered, holistic care to adults with complex health problems.
2. Synthesize concepts of caring, critical thinking, and clinical decision-making as foundational in the care of acutely ill adults.
3. Analyze the relationships among disease process, clinical presentation, and nursing management of patients with selected major adult health problems.
4. Apply knowledge of the nursing management of selected, complex adult health problems, incorporating best practice guidelines, across the continuum of care.
5. Integrate knowledge of the needs of older adults into the plan of care

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook



جامعة الكويت
KUWAIT UNIVERSITY

Medical Surgical Nursing - Assessment and Management of Clinical Problems by
Lewis S, Heitkemper, M.M., Dirksen, S.R., O'Brien, P.G., & Bucher, L. (Recent
ed.). St. Louis: Mosby.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Caring for Adult Clients Clinical
Course Number: 301
Credit Hours: 4
Contact Hours: 4
Year / Semester: 3 / 1
Prerequisite:

Course Description

Students integrate didactic and empirical knowledge and skills for clients with critical needs into the acute care setting. Apply the nursing process in a clinical setting with the adult client experiencing acute and chronic health deviations. Understanding of complex, multi-system illness, failure and trauma in providing nursing care.

Course Objectives

At the end of the course students will be able to:

1. Apply knowledge of health promotion, protection and restoration in planning care for diverse adult clients with complex healthcare needs.
2. Apply the nursing process in the care of adult clients with complex health care problems.
3. Use critical thinking and communication skills in making decisions for care of adults in acute care settings.
4. Design and implement health-teaching strategies by using advanced technology for groups of clients.
5. Deliver care to adult clients with complex health problems in collaboration with other health care providers.
6. Plan and implement evidence-based nursing care for adult clients with complex health problems.
7. Demonstrate accountability and responsibility for continuing personal and professional practice, growth and development.
8. Understand the complex, multi-system illness, failure and trauma in providing nursing care

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook



جامعة الكويت
KUWAIT UNIVERSITY

Medical Surgical Nursing - Assessment and Management of Clinical Problems by
Lewis S, Heitkemper, M.M., Dirksen, S.R., O'Brien, P.G., & Bucher, L. (Recent
ed.). St. Louis: Mosby.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Health Education and Gerontology
Course Number: 302
Credit Hours: 3
Contact Hours: 3 (Didactic)
Year / Semester: 3 / 1
Prerequisite:

Course Description

Provides the student with an understanding of the concepts of healthy aging, strategies for promoting healthy lifestyles in older adults and the role of primary health care in health promotion, illness prevention and living with chronic illness. The impact of normal aging versus the effects of acute and chronic illness will be addressed from an interdisciplinary perspective. Evidence based strategies for nursing care in common conditions that older adults face such as cognitive impairment, risk for falls, chronic illness and decision making about end-of-life care will be discussed. The needs of adults who are aging in the community and their families as well as those with limited family support will be addressed. In addition, it introduces the students to the teaching methods and skills to enhance the health of individuals, families and society. The health education process will be focused on understanding the patient's specific needs and goals and helping them manage their health problems independently and with needed support.

Course Objectives

At the end of the course students will be able to:

1. Describe the normal aging process and related health care issues from an interdisciplinary perspective.
2. Understand the teaching methods and skills to enhance the health and function of older adults, families and society.
3. Identify evidence-based strategies to support healthy aging, prevent development and exacerbation of chronic illness and manage health problems
4. Identify nursing priorities to enable older adults to adopt healthy lifestyles to prevent illness, manage chronic conditions including cognitive and memory problems,
5. Identify strategies to enlist family and community support to optimize symptom status, function and quality of life that is consistent with the person's goals.
6. Discuss risk factors and criteria for identifying elder abuse and the role of the nurse in reporting and correcting problems
7. Identify resources to support conversations with older adults and families in identifying end of life wishes and care plans

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination



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KUWAIT UNIVERSITY

Textbook

Gerontological Nursing- Competencies of care (2010) by Kristen L. Mauk Jones & Bartlett Publishers



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: **Community Health Nursing**
Course Number: 303
Credit Hours: 2
Contact Hours: 2 (Didactic)
Year / Semester: 3 / 1
Prerequisite:

Course Description

Provide a guided nursing experience, knowledge and skills essential in preparation of professional nurses who are responsible to provide nursing care of adult patients with medical and surgical health conditions within the community. It focuses on the bio-psychosocial responses of adults to actual and high-risk conditions that affect their functional health patterns with a population health and chronic illness management perspective. This course also provides the student with practical experiences in the clinical settings to deliver nursing care for adult patients with altered functional health patterns. It aims at developing the decision-making and problem-solving skills and linking theory to practice. It also focuses on the work of an interdisciplinary healthcare team and concepts of nursing and public health when working with the individual, family, group and community as client.

Course Objectives

At the end of the course students will be able to:

1. Understand the concepts of population health, community health and community health nursing
2. Explain the various factors influencing health in the community such as social determinants of health, common health problems and risk factors in the community and community resources.
3. Understand the concept, scope, uses and methods of epidemiology
4. Apply these methods to understanding the epidemiology and nursing management of common communicable and chronic diseases.
5. Describe the concept and scope of demography
6. Understand the impact of population explosion and population control

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination

Textbook



جامعة الكويت
KUWAIT UNIVERSITY

Community Health Nursing Process and Practice for Promoting Health, by
Lancaster, Mosby Publications.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Health System and Inter professional relations
Course Number: 304
Credit Hours: 2
Contact Hours: 2 (Didactic)
Year / Semester: 3 / 1
Prerequisite:

Course Description

Offers theory and context of interprofessional education and collaborative practice from a global policy viewpoint as well as the opportunity to develop and apply the required inter-professional education core competencies. Incorporating field trips to centers of innovation and excellence in interprofessional education and collaborative practice as a core course component, learners will work in teams to develop competencies in inter-professional communication; patient/client/community centered care; role clarification; team functioning; collaborative leadership; interprofessional conflict resolution and reflective practice. The course also provides an opportunity to select, in collaboration with faculty, a practice setting which enhances and consolidates knowledge and skills. The practicum includes a leadership/management experience, the form and timing of which is determined by the setting selected. Emphasis on advancing professional identity and accountability and strengthening evidence-based and reflective practice. Furthering skills in critical thinking, the nursing process, workload organization, setting priorities for self and others, working effectively with the health team including family and unregulated health care providers. The practicum includes a wide variety of clinical experiences including, public health, selected community-based agencies and hospital experiences.

Course Objectives

At the end of the course students will be able to:

1. Understand the theory and context of interprofessional education and collaborative practice from a global policy viewpoint
2. Develop and apply the required interprofessional education core competencies.
3. Develop competencies in interprofessional communication; patient/client/community centered care; role clarification; team functioning; collaborative leadership; interprofessional conflict resolution and reflective practice.
4. Develop a leadership/management experience, the form and timing of which is determined by the setting selected.
5. Develop skills in critical thinking, the nursing process, workload organization, setting priorities for self and others, working effectively with the health team including family and unregulated health care providers.

Assessment

10% for the quiz 10% for assignment



جامعة الكويت
KUWAIT UNIVERSITY

30% midterm 50% for final examination

Textbook: TBA

**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

Course Title: **Childbearing Family**
Course Number: 305
Credit Hours: 3
Contact Hours: 5
Year / Semester: 3 / 2
Prerequisites: All Year Three, Semester One courses

Course Description

Introduce the student to family-centered maternal and child nursing. A systems-based conceptualization of the family and a family assessment model is used to examine social, psychological and cultural influences on the childbearing family in contemporary society. This course focuses on nursing care during the normal childbearing cycle and nursing care of the family with children. Discussion includes nursing care of the family during pregnancy, labor, birth and postpartum, as well as prevention and care of selected health alterations in children.

Course Objectives

At the end of the course students will be able to:

1. understand roles of nurses in maternal & child health.
2. describe how to provide nursing care during pregnancy, birth, postpartum & newborn periods.
3. identify nursing care needs during normal & complicated pregnancies.
4. Identify the impact of healthy lifestyles, acute and chronic illness on normal child development
5. Identify the nursing care needs of children with selected acute and chronic illnesses with particular focus on the problems children and families face in Kuwait.
6. Identify the impact of risk to psychological and cultural well-being for children and childbearing families
7. Identify specific strategies to optimize psychological and cultural well-being in children and childbearing families.

Assessment

10% for quiz 10% for Assignments



جامعة الكويت
KUWAIT UNIVERSITY

30% for midterm 50% for final examination

Textbook

J Silbert-Flagg, Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family (8th Ed). Wolters Kluwer (2017).



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

Course Title: Childbearing Family - Clinical
Course Number: 306
Credit Hours: 3
Contact Hours: 3
Year / Semester: 3 / 2
Prerequisites: All Year Three, Semester One courses

Course Description

This applied course for maternal and child family centered nursing care, students apply theoretical frameworks, family centered, maternal child evidenced informed knowledge and skills in providing care during health, acute illness, chronic illness and transition situations. Two rotations are required; focus on maternal/child family health (i.e., pregnancy, labor, pre/postpartum and infancy) and; care of children and their families from infant through adolescent stages. Settings include a variety of agencies (hospital and community) and nursing laboratories.

Course Objectives

At the end of the course students will be able to:

1. perform the roles of nurses in maternal & child health.
2. provide nursing care during pregnancy, birth, postpartum & new-born periods.
3. manage nursing care needs during normal & complicated pregnancies.
4. advice healthy living practices, child development & growth to families.
5. provide psychological & cultural advice for families.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

J Silbert-Flagg, Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family (8th Ed). Wolters Kluwer (2017).



جامعة الكويت
KUWAIT UNIVERSITY



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Psychiatric Nursing
Course Number: 307
Credit Hours: 4
Contact Hours: 6 (3, 3, 4)
Year / Semester: 3 / 2
Prerequisites: All Year Three, Semester One courses

Course Description

Address critical psychosocial and mental health issues that impact the health of individuals, families and groups in society. Topics include nursing care of clients with major mental illnesses including mood and thought disorders, addictions and significant mental health challenges related to children, adolescents and the older adult. It also addresses therapeutic processes used in working with clients with complex psychosocial issues such as suicide, family violence, aggression, end-of-life decisions and abuse. Advanced communication processes and strategies used by nurses are a major focus of the course.

Course Objectives

At the end of the course students will be able to:

1. understand principles of mental health & mental illness.
2. describe theories & therapies of various mental / psychological disorders.
3. identify nursing care needs for complex psychosocial & psychological issues.
4. explain different communication strategies used by nurses in providing mental health care to both people without psychiatric illness who are experience serious health care problems and those with underlying psychological and psychiatric problems.
5. identify common psychiatric and psychological treatment resources in the community and the nursing services that are provided.

Assessment

10% for quiz 10% for Assignments
30% for midterm 50% for final examination

Textbook



جامعة الكويت
KUWAIT UNIVERSITY

MJ Halter, Foundations of Psychiatric - Mental Health Nursing (8th Ed). Elsevier (2018).

**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

Course Title: Psychiatric Nursing - Clinical
Course Number: 308
Credit Hours: 4
Contact Hours: 4
Year / Semester: 3 / 2
Prerequisites: All Year Three, Semester One courses

Course Description

Promote the nursing student's ability to develop knowledge and gain practical experience when dealing with an individual who is suffering from mental and psychological problems, or an individual who is suffering from physical, emotional, spiritual and social problems causing psychological and mental effects whether transient or permanent. The course is planned to facilitate integration and application of the scientific knowledge acquired from the theory class. The nursing process will be applied through the therapeutic relationship between the nurse and the client. \The focus is on humanistic holistic approach through effective communication with the health care team members to promote the health and well-being of the client within the therapeutic environment.

Course Objectives

At the end of the course students will be able to:

1. apply the principles of care for mental health & mental illness.
2. use theories & therapies of various mental / psychological disorders.
3. provide nursing care needs for complex psychosocial & psychological issues.
4. implement different communication strategies used by nurses in providing mental health care.
5. integrate the significance of psychological wellbeing within the family & society into nursing.

Assessment

10% for quiz
10% for Assignments
30% for midterm



جامعة الكويت
KUWAIT UNIVERSITY

50% for final examination

Textbook

MJ Halter, Foundations of Psychiatric - Mental Health Nursing (8th Ed). Elsevier (2018).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

Course Title: Current Issues in Nursing
Course Number: 309
Credit Hours: 2
Contact Hours: 1
Year / Semester: 3 / 2
Prerequisites: All Year Three, Semester One courses

Course Description

Explore current issues in nursing and in delivery of health care which affect the new graduate. Topics include: legal, ethical and quality-of-work issues, and career planning.

Course Objectives

At the end of the course students will be able to:

1. understand their roles, responsibilities & limitations with the health care system including the evolving role of the nurse in society
2. appreciate the role of continuing education and their personal obligation to remain current in nursing knowledge as well as strategies to accomplish this
3. identify strategies to learn to use evolving technology effectively to support nursing practice.
4. explain ethical & legal issues related to nursing in a local and global sense.
5. identify career advancement opportunities and strategies for developing the competencies and skills for more complex nursing roles including the role of mentors and advanced degrees in achieving a successful career in nursing.
6. identify the professional challenges, collaborations & conflict of interest and discuss strategies for gaining support in addressing these.
7. Explore the role of professional nursing organizations as information sources on current issues, policy advocates for nurses, sources of continuing learning

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook



جامعة الكويت
KUWAIT UNIVERSITY

TBA.



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Midwifery
COURSE SYLLABUS**

Course Title: Maternal – Fetal - Newborn Physiology
Course Number: 400
Credit Hours: 2
Contact Hours: 2 (Didactic)
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

The fundamental purpose of this course is to facilitate an understanding of physiological mechanisms relevant to the maternal experience, fetal life and neonatal period. This course will focus primarily on physiology of normal maternal/fetal/newborn issues and cover some common complications as well as pathology.

Course Objectives

At the end of the course students will be able to:

1. explain the biologic & physiologic basis of human reproduction.
2. discuss physiologic changes in mother & foetus during pregnancy.
3. describe postnatal & lactation physiology.
4. explain the foetal organ development process in pregnancy.
5. describe normal pregnancy & common complications in pregnancy.
6. explain the metabolic process in mother, foetus & newborn.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

S Blackburn, Maternal, Fetal, & Neonatal Physiology: A Clinical Perspective (5th Ed). Saunders (2017).



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Midwifery
COURSE SYLLABUS**

Course Title: Pelvic Assessment of the Adult Woman
Course Number: 401
Credit Hours: 2
Contact Hours: 4
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

Pelvic assessment of the adult woman develops the required technical knowledge base and clinical skills for adequate gynecologic assessment of women from adolescence through perimenopause and into the postmenopausal years. This comprehensive knowledge base regarding the anatomy and physiology of the pelvic and reproductive organs, including normal variations, prepares student for the acquisition of practical skills for assessment and intervention. Respect for women and cultural sensitivity for this vulnerable examination will be emphasized.

Course Objectives

At the end of the course students will be able to:

1. explain normal development of pelvic & reproductive organs.
2. discuss common abnormalities & diseases of the pelvic & reproductive organs.
3. assess pelvic & reproductive health during stages of human development.
4. appreciate cultural sensitivities & privacy of patients during health care provision.
5. perform basic nursing procedures related to reproductive health.
6. describe various assessments of pre & post-menopausal women.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

JW Hawkins, Guidelines for Nurse Practitioners in Gynecologic Settings (11th Ed).
Springer (2015).



جامعة الكويت
KUWAIT UNIVERSITY



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FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title: Well-Woman Gynecology
Course Number: 402
Credit Hours: 3
Contact Hours: 5
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

This course addresses issues throughout a woman's lifespan in the arena of gynecological wellbeing. It focuses on the development of a knowledge base that enables us to understand what gynecological and reproductive wellbeing is for a woman and how this impacts her health physically, mentally, emotionally and culturally. From this perspective we can develop appropriate patient education to maximize the ability to achieve and maintain wellbeing. Topics include: full range of gynecologic studies and reproduction. This course provides the student with a theoretical and practical knowledge for the normal antepartum period. Normal physiology and management skills are emphasized. Pathophysiology is also reviewed when deviations from the normal are encountered. This will also include health maintenance issues and challenges women face across the life cycle.

Course Objectives

At the end of the course students will be able to:

1. describe the anatomical & physiological aspects of gynaecological development.
2. discuss the impact of gynaecological well-being on women's overall health.
3. educate patients on all aspects of gynaecological well-being.
4. explain reproductive health, disorders and diseases and their impact on psycho-social aspects.
5. understand the pathophysiological changes encountered during one's lifespan.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook



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JW Hawkins, Guidelines for Nurse Practitioners in Gynecologic Settings (11th Ed).
Springer (2015).



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Midwifery
COURSE SYLLABUS**

Course Title: Well-Woman Gynecology (Clinical)
Course Number: 403
Credit Hours: 2
Contact Hours: 2
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

The Well-Woman Gynecology clinical is designed to concentrate on the physical, emotional and educational needs of the essentially healthy woman. It covers a variety of topics including: health maintenance, gynecologic screening, identification and education surrounding sexually transmitted infections (STIs), family planning, sexuality and sexual dysfunction, and the late (4-6 week) postpartum period.

Course Objectives

At the end of the course students will be able to:

1. discuss the physical, emotional needs of a healthy woman.
2. identify signs & symptoms of sexual dysfunction & sexually transmitted diseases.
3. educate patients on all aspects of gynaecological health.
4. perform the required gynaecological nursing care for before, during & after pregnancy.
5. understand the physiological & psychological changes in postnatal period.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

D Chelmow, The Well - Woman Visit (1st Ed). Cambridge University Press (2017).



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Midwifery
COURSE SYLLABUS**

Course Title: Midwifery Clinical Competency Skills I
Course Number: 404
Credit Hours: 2
Contact Hours: 2
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

Clinical skills preparation is essential before a student enters the capstone practicum. A variety of skills relevant to antepartum, well woman gynecology and intrapartum care are taught and then practiced in simulation settings and peer practice.

Course Objectives

At the end of the course students will be able to:

1. develop clinical skills related to role of midwives in health care.
2. identify signs & symptoms which require clinical intervention during ante-, intra- & post-partum.
3. educate patients on all aspects of pregnancy, childbirth & infant care.
4. perform the required gynecological nursing care for before, during & after pregnancy.
5. recognize physiological & psychological changes relevant to “well-woman” concept.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

JE Marshal, Myles Textbook for Midwives (17th Ed). Elsevier (2020).



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FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title:	Normal Antepartum
Course Number:	405
Credit Hours:	2
Contact Hours:	2
Year / Semester:	4 / 1
Prerequisites:	All Year Three, Semester Two courses

Course Description

This course provides the student with theoretical and practical knowledge for the normal intrapartum period. Normal physiology and management skills are emphasized. Pathophysiology is also reviewed with deviations from the normal are encountered.

Course Objectives

At the end of the course students will be able to:

1. describe theoretical & practical basis of normal physiology in antepartum.
2. understand the philosophy, science & art of midwifery.
3. explain the skills & competencies required to perform the role of midwife in antepartum.
4. comprehend the psychology & physiology of labour & childbirth.
5. describe the pathophysiology of abnormal situations on antepartum.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

D Walsh, Intrapartum Care (17th Ed). Wiley-Blackwell (2010).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title:	Normal Antepartum Clinical
Course Number:	406
Credit Hours:	2
Contact Hours:	2
Year / Semester:	4 / 1
Prerequisites:	All Year Three, Semester Two courses

Course Description

This module covers the broad scope of prenatal care and includes: the history and physical examination techniques aimed at understanding the normal parameters of pregnancy, recognizing any deviations from normal in the pregnant woman or the fetus; and the physiological, social, emotional and educational components of antepartum care. Clinical practice includes: nurse-midwifery management of the normal antepartum woman, screening for high-risk pregnancies and co-management or referral of high-risk pregnancies

Course Objectives

At the end of the course students will be able to:

1. perform physical examinations required during pregnancy.
2. differentiate between normal & abnormal parameters of pregnancy.
3. screen, identify & co-manage high-risk pregnancies.
4. provide emotional, physiological & sociological patient support.
5. perform the role of midwife during antepartum.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

D Walsh, Intrapartum Care (17th Ed). Wiley-Blackwell (2010).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title: Primary Care for Women: Diagnosis & management
Course Number: 407
Credit Hours: 2
Contact Hours: 2
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

This diagnosis and management course will focus on each physiologic system and include unique characteristics relevant to women's health throughout the lifespan. Complex health concerns will be included in the context of consultation, collaborative management and/or referral to specialists. The course will reinforce appropriate standards and scope of midwifery practice within a critical analysis of social and political influences on women's health care including institutional racism. Identify strategies to close gaps in evidence, in order to improve diagnosis and management of women's health systems.

Course Objectives

At the end of the course students will be able to:

1. describe theoretical & practical basis of diagnosis & management of women's health.
2. differentiate situations that require consultation, co-management and further referral.
3. appreciate the scope & standards of midwifery practice.
4. comprehend the physiologic & sociologic aspects of women's health.
5. identify gaps in evidence in order to improve diagnosis and management of women's health systems.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook



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BK Hackley, Primary Care for Women (2nd Ed). Jones & Bartlett (2017).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title: Midwifery Clinical Competency Skills II
Course Number: 408
Credit Hours: 2
Contact Hours: 2
Year / Semester: 4 / 1
Prerequisites: All Year Four, Semester One courses

Course Description

Clinical skills preparation is essential before a student enters the capstone practicum. A variety of skills relevant to antepartum, well woman gynecology and intrapartum care are taught and then practiced in simulation settings and peer practice.

Course Objectives

At the end of the course students will be able to:

1. develop clinical skills related to role of midwives in health care.
2. identify signs & symptoms which require clinical intervention during ante-, intra- & post-partum.
3. educate patients on all aspects of pregnancy, childbirth & infant care.
4. perform the required gynecological nursing care for before, during & after pregnancy.
5. recognize physiological & psychological changes relevant to “well-woman” concept.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

JE Marshal, Myles Textbook for Midwives (17th Ed). Elsevier (2020).



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title: Interpersonal Violence & Abuse
Course Number: 409
Credit Hours: 1
Contact Hours: 1
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

This course is aimed at increasing student awareness of the prevalence, context, dynamics and potential outcomes of interpersonal violence (IPV). The goal is to provide nurses with the information needed for prevention, identification, assessment appropriate intervention and resource referral for clients and families who are at risk for, have a history with, or are currently experiencing IPV. Course content will explore dynamics, causes and consequences of IPV, specifically: domestic violence, elder abuse and sexual assault.

Course Objectives

At the end of the course students will be able to:

1. describe the prevalence & dynamics of interpersonal violence.
2. differentiate between types of violence & abuse.
3. explore ways to identify, assess and help prevent violence & abuse.
4. comprehend the classification of type of violence & abuse.
5. use referral systems available for victims within health care.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title: **Intrapartum**
Course Number: **432**
Credit Hours: **2**
Contact Hours: **4**
Year / Semester: **4 / 2**
Prerequisites: All Year Four, Semester One courses

Course Description

This didactic class presents an understanding of the process of labor, birthing, and immediate postpartum and how this impacts the mother and baby from a midwifery perspective. Specific focus centers on the midwifery management process, particularly for the normal, with differential diagnosis to determine when intervention/ consultation is necessary. Birthing management will be viewed in a variety of settings and cultures. Practical skills for assessment and management will be taught.

Course Objectives

At the end of the course students will be able to:

1. describe theoretical & practical basis of normal physiology in intrapartum.
2. understand the process of labour, birthing and postpartum.
3. explain the skills & competencies required to perform the role of midwife in intrapartum.
4. comprehend the psychology & physiology of labour & childbirth.
5. describe the pathophysiology of abnormal situations on intrapartum.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

D Walsh, Intrapartum Care (17th Ed). Wiley-Blackwell (2010).



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FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Midwifery
COURSE SYLLABUS**

Course Title: Intrapartum Clinical
Course Number: 433
Credit Hours: 2
Contact Hours: 2
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

The clinical practice includes nurse-midwifery management of the care of the normal intrapartum woman and newborn, as well as collaboration and/or referral for complex management. Experience on the postpartum ward and in newborn care is obtained in this clinical rotation when intrapartum patients are not available.

Course Objectives

At the end of the course students will be able to:

1. perform physical examinations required during labour, birthing & postnatal.
2. differentiate between normal & abnormal situations during intrapartum.
3. collaborate & co-manage complex situation during labour & birthing.
4. provide emotional, physiological & sociological patient support.
5. perform the role of midwife during intrapartum.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

D Walsh, Intrapartum Care (17th Ed). Wiley-Blackwell (2010).



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FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing – Midwifery
COURSE SYLLABUS

Course Title: **Breastfeeding, Postpartum & Newborn Care**
Course Number: 434
Credit Hours: 2
Contact Hours: 4
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

This course provides the nurse-midwifery student with theoretical and practical knowledge of the neonate, breastfeeding and postpartum period, with an emphasis on the first six weeks. Normal physiology and family centered management skills are emphasized. Students are encouraged to provide care that recognizes and respects the cultural dynamics of the family. Pathophysiology is also covered to familiarize the nurse-midwife with various interventions when deviations from the normal are encountered.

Course Objectives

At the end of the course students will be able to:

1. describe theoretical & practical basis of neonatal care & breast feeding.
2. understand the process of postnatal development and health care for mother & baby.
3. explain the skills & competencies required to perform the role of midwife postpartum.
4. comprehend the pathophysiology of abnormal developments.
5. provide healthcare associated with cultural & family dynamics.
6. advice on breastfeeding techniques, normal growth & development.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



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**KUWAIT UNIVERSITY
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**BSc Nursing - Midwifery
COURSE SYLLABUS**

Course Title: Capstone Practicum
Course Number: 435
Credit Hours: 4
Contact Hours: 4
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

The Nurse-Midwifery capstone practicum provides intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program as well as simulation lab experiences to aid in professional development.

Course Objectives

At the end of the course students will be able to:

1. combine research, evidence-based practice, critical thinking, and inter-profession collaboration when determining care choices and outcomes for an individual.
2. formulate holistic care when devising patient-specific interventions
3. organize theories and knowledge from nursing science, arts, and technology when implementing interventions.
4. support provision and promotion of health in midwifery health care settings.
5. manage ethical use of technology and information systems to discover, retrieve, and analyze information for decision making and safe midwifery practice.
6. plan collaborative leadership activities and effective interdisciplinary communication amongst the health care team.

Assessment

10% for the quiz
10% for assignment
30% midterm
50% for final examination

Textbook

TBA.



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Forensic Nursing
COURSE SYLLABUS**

Course Title: Foundations of Forensic Healthcare
Course Number: 410
Credit Hours: 4
Contact Hours: 6
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

This foundations course includes the legal, ethical, clinical and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and unintentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview.

Course Objectives

At the end of the course students will be able to:

1. describe the legal, ethical & clinical aspects of forensic healthcare.
2. differentiate between intentional & accidental injuries.
3. appreciate the investigate process related to suspicious injuries & death.
4. understand the terminology used in forensic healthcare.
5. assist in the documentation of findings following investigations.
6. describe the relevant judicial systems.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

R Hammer, Forensic Nursing: A Handbook for Practice (2nd Ed). Jones & Bartlett (2013).



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Forensic Nursing
COURSE SYLLABUS**

Course Title: **Victimology: Clinical Implications & Applications**
Course Number: **411**
Credit Hours: **3**
Contact Hours: **5**
Year / Semester: **4 / 1**
Prerequisites: All Year Three, Semester Two courses

Course Description

This course is a comprehensive examination of human responses to victimization resulting in physical and psychological trauma. This includes: interpersonal violence as a public health issue, overview of intentional injury, neglect, abuse and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including, secondary effects of victimization, theoretical and evidence-based approaches to assessment, documentation of victims and perpetrators of violence.

Course Objectives

At the end of the course students will be able to:

1. Describe the signs & symptoms of physical & psychological trauma.
2. Identify various forms of victimization over the life span.
3. Provide the necessary nursing care for victims of violence.
4. Understand the characteristics & motivations of perpetrators & victims of violence.
5. Use an evidence-based approach to forensic nursing care.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination



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Textbook

LE Daigle, Victimology: A Comprehensive Approach (2nd Ed). SAGE (2020).



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BSc Nursing – Forensic Nursing
COURSE SYLLABUS

Course Title: Impact of Violence Across Lifespan
Course Number: 412
Credit Hours: 3
Contact Hours: 5
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

This is an in-depth analysis of the role of the multidisciplinary team within the criminal and civil court systems. This includes: critical collaboration between representatives of the health care system; investigative systems and the legal system in seeking justice for victims of violence; civil investigative processes involving trauma, injury and death; methods of evidence collection and preservation; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs.

Course Objectives

At the end of the course students will be able to:

1. explain the roles of a multidisciplinary team within the court systems.
2. collaborate with investigative & legal staff within the judicial system.
3. collect, preserve & present evidence from victims of violence.
4. understand sociological aspects of prevention of violence.
5. identify at risk situations of violence and assist in prevention.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



**KUWAIT UNIVERSITY
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**BSc Nursing – Forensic Nursing
COURSE SYLLABUS**

Course Title: Forensic Investigation of Injury
Course Number: 413
Credit Hours: 2
Contact Hours: 4
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

This is a focused study on injury pathology across the lifespan, classifications and mechanisms of injury, intentional and unintentional injuries, physiology of wound healing and documentation of injury.

Course Objectives

At the end of the course students will be able to:

1. classify injuries based on types of violence.
2. explain the physiological & pathological manifestations of violence.
3. describe the mechanisms of intentional & unintentional injuries.
4. explain the physiology of wound healing.
5. document evidence of injuries due to violence.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing – Forensic Nursing
COURSE SYLLABUS**

Course Title: Forensic Mental health
Course Number: 414
Credit Hours: 2
Contact Hours: 2
Year / Semester: 4 / 1
Prerequisites: All Year Three, Semester Two courses

Course Description

This class is focused on the mental health issues related to victimization and perpetration, forensic mental health professional roles, diminished capacity and competence to stand trial, addiction and crime, and current issues in forensic mental health.

Course Objectives

At the end of the course students will be able to:

1. understand the mental health issues in victims & offenders.
2. explain role of health professionals in mental health in victims & offenders.
3. describe then psychological issues related to addiction, crime and behaviour.
4. explain the mental health capacity required to stand trial.
5. investigate emerging forensic mental health concepts.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



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BSc Nursing – Forensic Nursing
COURSE SYLLABUS

Course Title: Forensic Sexual Assault Examiner
Course Number: 415
Credit Hours: 3
Contact Hours: 5
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

This course includes specific instructions on roles and responsibilities, legal definitions, expert witness testimony, nurse advocacy, motivations of perpetrators to offend, obtaining historical account of sexual assault using interview techniques, appropriate methods of documentation, head-to-toe assessment, injury documentation, basic refresher of anatomy of female and male sexual organs, evidence collection kit, treatment of STIs, Pregnancy prophylactic treatment, role of advocates and advocacy centers, communication skills, vicarious victimization, and civil and criminal trial procedures.

Course Objectives

At the end of the course students will be able to:

1. describe the roles & responsibilities of nurses in sexual assault cases.
2. identify & document signs, symptoms & injuries of sexual assault.
3. explain the legal aspects of sexual assault and the roles of an expert witness.
4. communicate the relevant pathways available for the victim of sexual assault.
5. assist in the facilitation process of civil & criminal trial procedures.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

DK Faungo, Adolescent and Adult Sexual Assault Assessment (2nd Ed). STML (2018).



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BSc Nursing – Forensic Nursing
COURSE SYLLABUS

Course Title: Application of Clinical Pharmacology to Victims of Violence
Course Number: 416
Credit Hours: 3
Contact Hours: 5
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

This course seeks to highlight common substances of abuse, substance abuse and crimes against persons, drug laws and enforcement, drug facilitated crimes and pharmacological prophylaxis.

Course Objectives

At the end of the course students will be able to:

1. understand the types & modes of action for various drugs & substance abuse.
2. describe the characteristics of drug related violent behaviour.
3. explain the legal aspects of drug & illegal substances.
4. explain the pharmacology of prophylactic drugs.
5. assess crimes due to substance abuse.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



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BSc Nursing – Forensic Nursing
COURSE SYLLABUS

Course Title: Policy & Ethics of Interpersonal Violence
Course Number: 417
Credit Hours: 3
Contact Hours: 3 (Didactic)
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

This course is an overview of policies and ethical considerations that inform forensic healthcare practice and procedures which include: identification, discussion and analysis of federal state and local policies, regulation of professional practice, scopes and standards of practice, policies and legislation regarding victim populations and ethical standards for health professionals working with victims.

Course Objectives

At the end of the course students will be able to:

1. explain the policies & procedures of forensic health care.
2. discuss regulations of professional practice in forensic health care.
3. appreciate the ethical & legal standards of working with victims.
4. describe the scope of practice, standards of health care in forensic nursing.
5. identify & analyse appropriate laws related to victims of various crime.

Assessment

10% for quiz
10% for Assignments
30% for midterm
50% for final examination

Textbook

TBA.



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BSc Nursing - Forensic Nursing
COURSE SYLLABUS

Course Title: Capstone Practicum
Course Number: 418
Credit Hours: 4
Contact Hours: 4
Year / Semester: 4 / 2
Prerequisites: All Year Four, Semester One courses

Course Description

A capstone practicum pairs the senior nursing student with a forensic or emergency room registered nurse (RN) for hands on experience and clinical hours. The simulation lab will be utilized as appropriate. Specialty areas within forensic nursing may also be included as part of the rotation.

Course Objectives

At the end of the course students will be able to:

1. combine research, evidence-based practice, critical thinking, and inter-profession collaboration when determining care choices and outcomes for an individual.
2. formulate holistic care when devising patient-specific interventions
3. organize theories and knowledge from nursing science, arts, and technology when implementing interventions.
4. support provision and promotion of health in selected health care settings by utilizing the nursing process of assessment, diagnosis, planning, implementation, and evaluation.
5. manage ethical use of technology and information systems to discover, retrieve, and analyze information for decision making and safe nursing practice.
6. plan collaborative leadership activities and effective interdisciplinary communication amongst the health care team.
7. comply with the ANA Code of Ethics for Nurses

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook



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Nursing research: Generating and assessing evidence for nursing practice. By Polit, D., Beck, C. (2017). Philadelphia: Wolters Kluwer.



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FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: Advanced Pharmacology
Course Number: 419
Credit Hours: 3
Contact Hours: 2 (Didactic)
Year / Semester: 4 / 1

Prerequisite:

Course Description

A solid foundation in the concepts and principles of drug therapy across the lifespan is essential to the work of advanced nurses. Students in this course apply the advanced principles of pharmacology including pharmacogenomics, pharmacokinetics and pharmacodynamics by analysis of common drug classes administered by acute care nurses. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, complementary regimens and patient behaviors are also considered. Through this course, students prepare to examine complex decisions in the management and treatment of selected acute and chronic diseases through pharmacologic and non-pharmacologic agents.

Course Objectives

At the end of the course students will be able to:

1. Identify the fundamental principles of pharmacokinetics and pharmacodynamics.
2. Apply the pharmacodynamic and pharmacokinetic principles that describe drug actions in humans.
3. Compare and contrast the specific pharmacology of the major classes of drugs, important distinctions among members of each class, the risks and benefits, in relation to the organ systems they affect, and the diseases for which they are used therapeutically.
4. Identify the role of molecular genetics and genomic principles in pharmacotherapeutics and drug development.

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook

Basic and Clinical Pharmacology by Katzung. 12th edition McGraw Hill Lange,



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BSc Nursing COURSE SYLLABUS

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: Advanced Health Assessment and Diagnostic Reasoning
Course Number: 420
Credit Hours: 4
Contact Hours: 3 (Didactic)
Year / Semester: 4 / 1
Prerequisite:

Course Description

The physical and emotional well-being of patients and families can be complex and multifaceted, especially when in need of critical care. Critical care nurses need to have the knowledge and ability to provide safe, competent and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across lifespan. They learn to use diagnostic reasoning, advanced communication and physical assessment skills to identify changes in health patterns. Students also use a systematic approach through which students focus on the assessment of patients with acute and chronic health problems. The advanced skills of reading 12 Lead EKGs, wound care and basic interpretation of X-rays will be covered. Students engage in course assignments that emphasize risk assessment, diagnostic reasoning and evidence-based assessment across the lifespan.

Course Objectives

At the end of the course students will be able to:

1. Demonstrate the ability to obtain and document a comprehensive health history for individuals across the lifespan.
2. Perform a risk assessment of the patient including the assessment of lifestyle and other risk factors.
3. Assess health promotion behaviors of individuals across the lifespan.
4. Perform and document a complete advanced physical examination of individuals across the lifespan utilizing the full extent of the student's education and training.
5. Perform basic assessment tests and interpret pertinent laboratory and diagnostic data.
6. Relate assessment findings to underlying pathophysiology.
7. Analyze assessment data to determine differential diagnoses.
8. Analyze assessment data to determine nursing diagnoses.
9. Develop an effective and appropriate plan of care for the patient that is research based (evidence-based practice) and takes into consideration life circumstances, cultural, ethnic, and developmental variations
10. Utilize the skills such as reading 12 Lead EKGs, wound care and basic interpretation of X-rays of advanced nursing assessment and an understanding of advanced practice nursing roles and evidence-based data collection to provide effective continuity of care among collaborating



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healthcare providers.

Assessment

10% for the quiz 10% for assignment

30% midterm 50% for final examination

Textbook Seidel, H.M, et al., Mosby's Physical Examination Handbook 8th Ed.



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**BSc Nursing
COURSE SYLLABUS**

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: **Advanced Practice in Acute Care Settings I**
Course Number: **421**
Credit Hours: 5
Contact Hours: 5
Year / Semester: 4 / 1
Prerequisite:

Course Description

The complex assessment and care of patients in hospital settings will require critical care practice nurses to obtain specialized skills necessary to provide quality care for patients in these acute care settings. This course is designed to prepare students to provide care for acutely ill and critically ill patients. Students in this course will be introduced to the role of advanced nursing, while gaining confidence in caring for acutely ill patients. Through course assignments and clinical practice in the critical care setting they will plan, implement and evaluate care for critically ill patients. Students will also increase their knowledge of pharmacologic interventions, pathophysiology and management of hospitalized patients while applying knowledge gained through previous coursework.

Course Objectives

At the end of the course students will be able to:

1. Develop proficiency in the assessment of physical and psychosocial aspects of the acutely ill adult with special focus on specific disorders.
2. Demonstrate proficiency in managing the nursing care required by the acutely ill adults.
3. Function as a client advocate in the areas relevant to their practice.
4. Collaborate with an interdisciplinary health care team for the delivery of care to their clients.
5. Demonstrate an understanding of gaps or needs in local and national services related to the care of acutely ill adults.
6. Integrate knowledge for proficient health care teaching for acutely ill adults, their families, and other health professionals that are caring for them.

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination



جامعة الكويت
KUWAIT UNIVERSITY

Textbook

Advanced Practice Nursing: An Integrative Approach by Hamric A., Spross J,
Hanson, C. W. B. (4th ed) Saunders, Missouri, St. Louis



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

BSc Nursing COURSE SYLLABUS

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: Disaster Nursing and Emergency Preparedness

Course Number: 422

Credit Hours: 3

Contact Hours: 5

Year / Semester: 4 / 2

Prerequisite:

Course Description

This course aims to prepare nursing students to provide care for people in emergency situations and disaster. This course will provide students with definition of disaster nursing, recognition of the community resources, utilizing disaster planning models and recognizing the role of nurses in disaster situations. In addition, the course will include basics of emergency, first aid and emergency nursing care for natural disasters, technological/human-induced disasters and complex emergencies (such as war or conflict), both inside and outside hospital settings. Critical thinking and problem solving is emphasized.

Course Objectives

At the end of the course students will be able to:

1. Discuss the role of the nurse in disaster management and identify the common mechanisms of injury associated with emergency situation and trauma.
2. Describe the pathophysiological changes of trauma and medical emergencies as the basis for signs and symptoms.
3. Describe the nursing assessment of patients with emergency conditions and identify appropriate nursing diagnosis and expected outcomes for patients who require emergency management.
4. Describe the appropriate interventions for patients with emergency conditions utilizing research finding.
5. Describe mechanisms for evaluating the effectiveness of nursing interventions for patients with emergency conditions.
6. Demonstrate a standardized, systematic, and organized approach to assessment, planning, intervention and evaluation and identify patient's potential responses to nursing interventions.
7. Demonstrate ability to understand the nurse's role in the emergency and disaster management and disaster preparedness and response.
8. Demonstrate competency in collecting primary and secondary assessment data and identify priorities for nursing interventions based on assessment data.
9. Acquire specialized skills in handling medico-technical equipment used in emergency conditions.

Assessment

10% for the quiz 10% for assignment 30% midterm 50% for final examination



جامعة الكويت
KUWAIT UNIVERSITY

Textbook

Sheehy's Emergency Nursing: Principles and practice by Newberry, L. (5th ed) Mosby,
St Louis



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: Disaster Nursing and Emergency Preparedness Skills Lab

Course Number: 423

Credit Hours: 3

Contact Hours: 3

Year / Semester: 4 / 2

Prerequisite:

Course Description

This practical course will provide the opportunity to hone the skills needed most urgently in the three main categories of disaster situations. Instructions will include: videos, critical thinking discussions and hands-on practice of skills.

Course Objectives

The laboratory session is intended to:

1. Provide a state-of-the-art learning, teaching, and research environment for students and faculty
2. Promote acquisition of advanced clinical skills/behaviors that are essential for undergraduate nursing students to master
3. Provide resources that will assist acquisition of clinical skills necessary for advanced practice roles
4. Provide an ideal learning environment for supervised and independent practice, throughout the students' academic endeavors
5. Promote professional development of health care providers

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook

Sheehy's Emergency Nursing: Principles and practice by Newberry, L. (5th ed)



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KUWAIT UNIVERSITY

Mosby, St Louis



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: **Advanced Practice in Acute Care Settings II**
Course Number: **424**
Credit Hours: **5**
Contact Hours: **5**
Year / Semester: **4 / 2**

Prerequisite:

Course Description

Students in this course advance their clinical competence in the acute care settings by building on knowledge and skills gained in Advanced Practice Care of patients. Through clinical practice, students build confidence as they begin the transition from student to critical care nurse. Classroom activities and case studies enable students to explore the complex healthcare system, including multiple governmental, social and personal resources available to acutely ill adults across the age continuum. Clinical experiences in hospital settings provide students with the continued opportunity to develop, implement and evaluate management plans for adults and older adults with complex acute, critical and chronic illness. The application of knowledge in management of patients and collaboration between the critical care nurse, and the patient and family, and inter-professional healthcare team are emphasized.

Course Objectives

At the end of the course students will be able to:

1. Reinforce learning using simulation technology and related resources.
2. Provide educational materials for college of Nursing students, faculty, and staff.
3. Provide hands-on learning experiences specific to course objectives as directed by the nursing curriculum.
4. Foster independent student learning opportunities, which promote a model for life-long learning.

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

Textbook



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**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

CONCENTRATION IN CRITICAL CARE NURSING

Course Title: Capstone Practicum
Course Number: 425
Credit Hours: 4
Contact Hours: 4
Year / Semester: 4 / 2

Prerequisite:

Course Description

A capstone practicum, pairing senior nursing students with registered nurse (RN) preceptors for practice in various areas within critical care nursing. Areas of experience may include: emergency clinics, acute care units, simulation laboratories and surgical suites. Emphasis is placed on development of critical thinking/clinical reasoning, leadership skills and the transition of student into the role of the professional nurse.

Course Objectives

At the end of the course students will be able to:

1. Combine research, evidence-based practice, critical thinking, and inter-profession collaboration when determining care choices and outcomes for an individual with alterations in health, or when engaging in health systems improvement
2. Formulate holistic care when devising patient-specific interventions
3. Organize theories and knowledge from nursing science, arts, and technology when implementing interventions
4. Support provision and promotion of health in selected health care settings by utilizing the nursing process of assessment, diagnosis, planning, implementation, and evaluation
5. Manage ethical use of technology and information systems to discover, retrieve, and analyze information for decision making and safe nursing practice
6. Plan collaborative leadership activities and effective interdisciplinary communication amongst the health care team to provide workable solutions in rapidly changing health care systems
7. Comply with the ANA Code of Ethics for Nurses

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination



جامعة الكويت
KUWAIT UNIVERSITY

Textbook

Nursing research: Generating and assessing evidence for nursing practice. By Polit, D., Beck, C. (2017). Philadelphia: Wolters Kluwer.

KUWAIT UNIVERSITY FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing COURSE SYLLABUS

CONCENTRATION IN MEDICAL SURGICAL NURSING

Course Title: Advanced Health Assessment and Diagnostic Reasoning

Course Number: 420

Credit Hours: 4

Contact Hours: 3 (Didactic)

Year / Semester: 4 / 1

Prerequisite:

Course Description

The physical and emotional well-being of patients and families can be complex and multifaceted. Medical Surgical nurses need to have the knowledge and ability to provide safe, competent and comprehensive physical health assessments. Students in this course focus on concepts and skills to assess patients across the lifespan. They learn to use diagnostic reasoning, advanced communication and physical assessment skills to identify changes in health patterns. Students also use a systematic approach through which they focus on the assessment of patients with acute and chronic health problems. The advanced skills of reading 12 Lead EKGs, wound care and basic interpretation of X-rays will be covered. Students engage in course assignments that emphasize risk assessment, diagnostic reasoning and evidence-based assessment across the lifespan.

Course Objectives

At the end of the course students will be able to:

1. Demonstrate the ability to obtain and document a comprehensive health history for individuals across the lifespan.
2. Perform a risk assessment of the patient including the assessment of lifestyle and other risk factors.
3. Assess health promotion behaviors of individuals across the lifespan.
4. Perform and document a complete advanced physical examination of individuals across the lifespan utilizing the full extent of the student's education and training.
5. Perform basic assessment tests and interpret pertinent laboratory and diagnostic data.
6. Relate assessment findings to underlying pathophysiology.
7. Analyze assessment data to determine differential diagnoses.
8. Analyze assessment data to determine nursing diagnoses.
9. Develop an effective and appropriate plan of care for the patient that is research based
10. (evidence-based practice) and takes into consideration life circumstances, cultural, ethnic, and developmental variations.
11. Utilize the skills such as reading 12 Lead EKGs, wound care and basic interpretation of X-rays of advanced nursing assessment and an understanding of advanced practice nursing roles and evidence-based data collection to provide effective continuity of care among collaborating healthcare providers.



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Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination

Textbook Seidel, H.M, et al., Mosby's Physical Examination Handbook 8th Ed.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing COURSE SYLLABUS
CONCENTRATION IN MEDICAL SURGICAL NURSING

Course Title: **Medical Surgical Nursing**

Course Number: **427**

Credit Hours: **6**

Contact Hours: **6**

Year / Semester: **4 / 1**

Prerequisite:

Course Description

This course introduces common health challenges and implications for care using the life span as a principal variable. It begins to establish advanced nursing knowledge needed to care for clients whose health and independence have been disrupted. It attempts to encourage the students to think critically in identifying probable physical and psychosocial responses of individuals and families coping with illness and hospitalization. This course emphasizes evidence-based nursing management of clients and use knowledge from related disciplines to provide the basis for nursing care. The concept of critical pathways is introduced as it relates to health challenges including pain, fluid and electrolyte imbalance, the perioperative experience, infection, common cardiovascular and respiratory problems and sensory alterations. Exploration of additional clinical problems that challenge the well-being and functioning of clients, using the lifespan as a principal variable is emphasized. Evidence-based care and collaborative approach continue to be paramount in discussing nursing intervention and responsibility. Health challenges discussed and presented may include: cancer, musculoskeletal disorders, impaired integument, diabetes, digestive problems, immune disorders, neurological and cardiovascular disorders.

Course Objectives

At the end of the course students will be able to:

1. Establish effective therapeutic communication techniques to maintain nurse-patient relationships with patients, families and significant others, small groups and colleagues.
2. Assess, plan, implement, evaluate and prioritize basic care for critically ill adult clients.
3. Incorporate cultural competence in meeting the needs of patients and their families
4. Critically think, analyze clinical problems, and strategically plan appropriate patient centered solutions consistent with nursing practice roles.
6. Support therapies such as ventilation, defibrillation, dialysis, and cardiac monitors to identify the benefits and /or complications relating to patient care management.
7. Use management and leadership skills to provide care and apply legal, ethical, and safety considerations while caring patients and families.



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9. Assist patient with self-management and identify safety concerns
10. Manage transitions across all health care settings (critical care to general care; hospital to home, rehabilitation sites or long-term care) ensuring that accurate communication of the patient's history and needs are communicated to all providers, patient's goals and preferences are recognized and that resources are in place to support patient and caregiver needs
11. Collaborate effectively with all members of the health care team to ensure that care is consistent with patient's preferences and goals including advanced care planning.

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination

Textbook

Medical-Surgical Nursing: Patient-Centered Collaborative Care, by Ignatavivius, M. and Workman, L. (2016), St. Louis, MO: Elsevier-Saunders.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

CONCENTRATION IN MEDICAL SURGICAL NURSING

Course Title: Medical Surgical Nursing Clinical
Course Number: 428
Credit Hours: 5
Contact Hours: 5
Year / Semester: 4 / 1

Prerequisite:

Course Description

This clinical practicum focuses on the care of adults with complex health challenges and unpredictable outcomes. The course involves two, 6-week rotations that include laboratory and clinical experiences, care of clients with acute physiological problems and/or exacerbations of chronic illnesses, and care of clients with acute or long-term mental health problems. Students will use the advanced assessment skills and evidenced-based care management strategies learned in prior courses to provide care that addresses the needs across the continuum from acute care units to the community. Inter-professional collaboration and team work will be emphasized as students learn to function within teams, communicate effectively and evaluate outcomes of care. Opportunities to manage transitions across sites of care and ensure that care is consistent with the patient's preferences and goals are key components of the experience

Course Objectives

At the end of the course students will be able to:

1. Develop a fundamental knowledge base in major disease processes that needs surgery
2. Develop clinical decision-making skills and the ability to acquire, interpret, synthesize, and record clinical information and to present surgical patients to faculty, residents and peers in a clinical setting.
4. Develop and maintain personal qualities of conduct and the integrity of a practicing physician.
5. Develop as self-directed and mentor-directed learners who will take personal responsibility for, and be committed to, acquiring current knowledge as well as becoming life-long learners.

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination



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Textbook

Essentials of General Surgery by Peter F. Lawrence 5th edition
NMS Surgery by Jarrell and Carabasi



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES**

**BSc Nursing
COURSE SYLLABUS**

CONCENTRATION IN MEDICAL SURGICAL NURSING

Course Title: Professional Practice and Leadership
Course Number: 429
Credit Hours: 4
Contact Hours: 3 (Didactic)
Year / Semester: 4 / 2

Prerequisite:

Course Description

This course provides the opportunity to examine and evaluate theoretical concepts relating to leadership and management in nursing. The learning experiences emphasize the development of strategies that enhance leadership capabilities including decision- making, managing conflict, risk management, using power and delegating.

Course Objectives

At the end of the course students will be able to:

1. Understand the concepts of leadership, management, change and communication in relation to the role of the professional nurse, nurse leader and nurse manager.
2. Analyze the nurse manager's role in relation to cost and budgeting factors and evaluate organizational effectiveness and nursing practice
4. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.
5. Analyze economic, social, and demographic factors that influence the organization and management of rural health care organizations
6. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
7. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice and to improve practice and promote quality of healthcare delivery.

Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination



جامعة الكويت
KUWAIT UNIVERSITY

Textbook

Leadership roles and management functions in nursing: Theory and application by Marquis, B. L., & Huston, C. J. (7th ed.). Philadelphia: Wolters Kluwer.

KUWAIT UNIVERSITY FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing COURSE SYLLABUS CONCENTRATION IN MEDICAL SURGICAL NURSING

Course Title: Health Disparities in Nursing Practice

Course Number: 430

Credit Hours: 4

Contact Hours: 4

Year / Semester: 4 / 2

Prerequisite:

Course Description

This course provides the student with a study of health disparities and promotion of health equity across a variety of disease processes. Advanced analysis and evaluation of theories, concepts and methods related to health equity and disparity, will be examined. Students will have the opportunity to critically examine the links between health outcomes and economics, class, gender, sex, sexuality, race and ethnicity. Emphasis is on advanced discourse and analysis of health equity and disparity theory, and research. The focus of this course will be on multiple levels of analysis from the nurse-patient interactions to the health care system as a whole. This will include an assessment of the social determinants of health. Students will spend a substantial amount of time engaging in scholarly discourse and in developing their own specific practice, based on clinical and research interests in this field culminating in an empirical paper and a conference ready presentation of their findings.

Course Objectives

At the end of the course students will be able to:

1. Define and constructs related health disparities and health equity
2. Identify patterns of inequities in health status by race, ethnicity, gender, and socio-economic status from an epidemiological perspective
3. Explain how systems, policies, and ideologies contribute to disparities in rates of illness, quality of life, premature death, mental health, and population-level health inequities
4. Identify and critique current theories for racial/ethnic disparities in health status, access and quality
5. Become familiar with and critically assess conceptual models, policies, initiatives, and strategies for reducing and/or eliminating health disparities.



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Assessment

10% for the quiz	10% for assignment
30% midterm	50% for final examination

Textbook Health Inequality: An Introduction to concepts, theories, and methods. By Bartley, Mel. (2017). Polity Press.



KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES

BSc Nursing
COURSE SYLLABUS

CONCENTRATION IN MEDICAL SURGICAL NURSING

Course Title: Capstone Practicum
Course Number: 431
Credit Hours: 4
Contact Hours: 4
Year / Semester: 4 / 2

Prerequisite:

Course Description

A capstone practicum, pairing senior nursing students with registered nurse (RN) preceptors for practice in various areas within medical surgical nursing. Areas of experience will include: clinics, hospital floors, simulation lab, long-term care, surgical suites and hospice or palliative care. Emphasis placed on development of critical thinking/clinical reasoning, leadership skills and the transition of student into the role of the professional nurse.

Course Objectives

At the end of the course students will be able to:

1. Combine research, evidence-based practice, critical thinking, and inter-profession collaboration in clinics, hospital floors, simulation lab, long-term care, surgical suites and hospice or palliative care.
2. Apply theoretical and evidence-based management knowledge from nursing and other disciplines when implementing interventions that are consistent with patient's goals and preferences.
3. Manage ethical use of technology and information systems to discover, retrieve, and analyze information for decision making and safe nursing practice
4. Plan collaborative leadership activities and effective interdisciplinary communication amongst Participate in quality monitoring and practice improvement activities with members of the health care team in order to learn to improve processes and outcomes in rapidly changing health care systems
5. Develop critical thinking/clinical reasoning, leadership skills and the transition of student into the role of the professional nurse.

Assessment

10% for the quiz 10% for assignment
30% midterm
50% for final examination

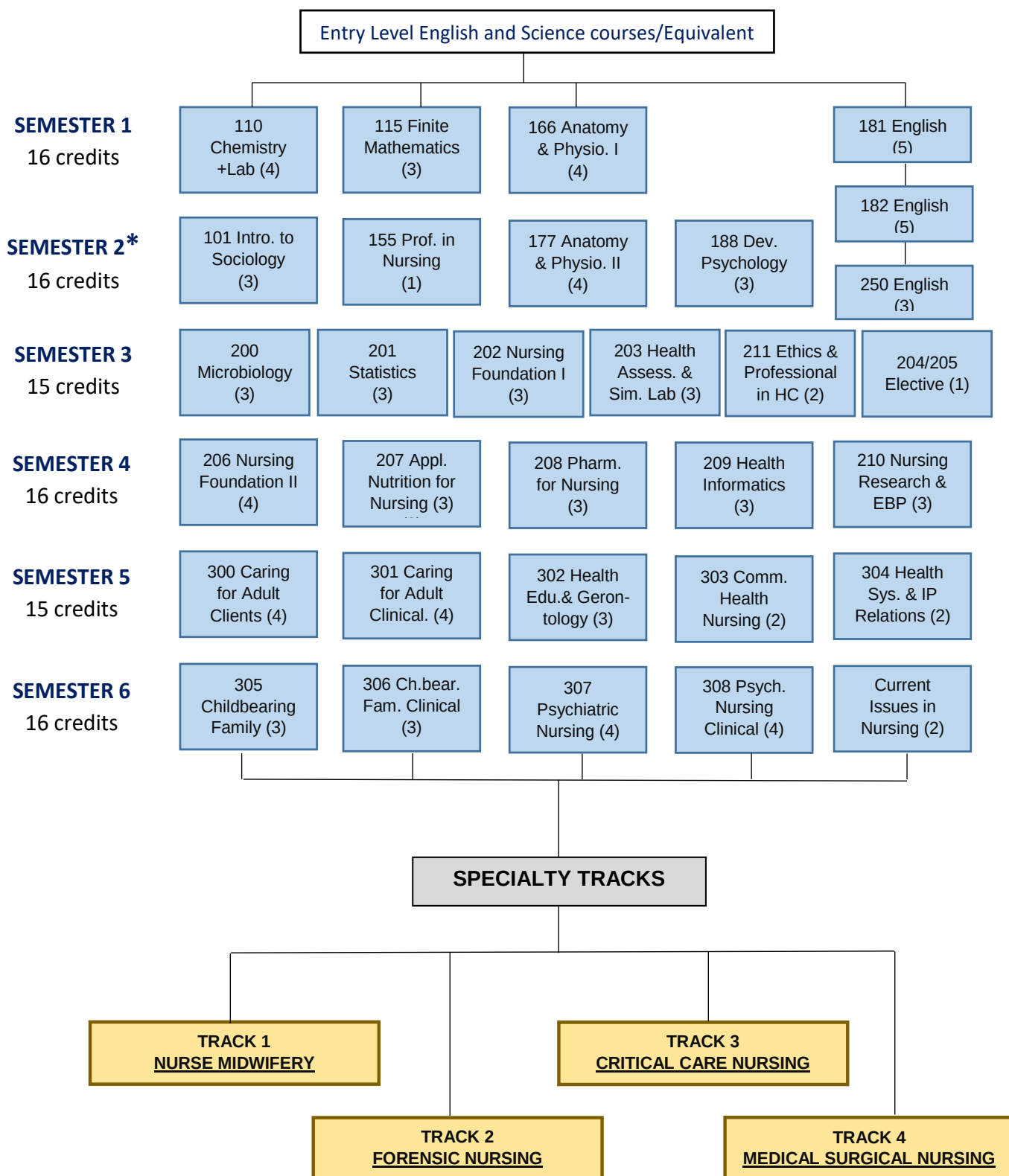
Textbook



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KUWAIT UNIVERSITY

TIMELINE CHART FOR A BACHELOR DEGREE OF SCIENCE IN NURSING

Nursing research: Generating and assessing evidence for nursing practice. By Polit, D., Beck, C. (2017). Philadelphia: Wolters Kluwer.



* Students are required to complete the Basic Life Support (BLS) class in Semester Two, which consists of few hours of instructions on basic first aid and emergency care.



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SEMESTER 7

15 credits

400 Maternal
Fetal Physio.
(2)

401 Pelvic
Assess. of
Woman (2)

402 Woman
Gynecology
(3)

403 Woman
Gynecology
Clinical (2)

404 Midwifery
Clin. Compet.
Skills I (2)

405 Normal
Antepartum
(2)

406 Normal
Antepartum
Clinical (2)

SEMESTER 8*

15 credits

407 Prim.
Care for
Women (2)

408 Midwifery
Clin. Compet.
Skills II (2)

409 Inter-
personal Viol.
& Abuse (1)

432
Intrapartum
(2)

433
Intrapartum
Clinical (2)

434 Breast-
feeding, Post-
partum (2)

435
Capstone
Practicum (4)

* Students are required to obtain both Advanced Cardiac Life Support (ACLS) and Neonatal Resuscitation Program (NRP) certifications before starting Semester 8.

BACHELOR OF NURSING in NURSE MIDWIFERY = 126 Credit Hours

TRACK 2 FORENSIC NURSING

SEMESTER 7

14 credits

410 Found. of
Forensic HC
(4)

411
Victimology:
Clinical (3)

412 Impact of
Violence (3)

413 Forensic
Investigation
of Injury (2)

414 Forensic
Mental Health
(2)

SEMESTER 8

13 credits

415 Forensic
Sexual
Assault (3)

416 App.
Clin. Pharm.
Victims (3)

417 Policy &
Ethics of IP
Violence (3)

418
Capstone
Practicum (4)

BACHELOR OF NURSING in FORENSIC NURSING = 123 Credit Hours

TRACK 3 CRITICAL CARE NURSING

SEMESTER 7

12 credits

419 Adv.
Pharmacology
(3)

420 Adv.
Health Assess
& Reason (4)

421 Adv.-
Prac. Acute
Care I (5)

SEMESTER 8*

15 credits

422 Dis. Nurs.
& Emer. Prep.
(3)

423 Dis. Nurs.
& Emer. Prep.
Lab (3)

424 Adv.-
Prac. Acute
Care II (5)

425
Capstone
Practicum (4)

* Students are required to obtain Advanced Cardiac Life Support (ACLS) certification before starting Semester 8.

BACHELOR OF NURSING in CRITICAL CARE NURSING = 123 Credit Hours

TRACK 4 - MEDICAL SURGICAL NURSING

SEMESTER 7

15 credits

420 Adv.
Health Assess
& Reason (4)

427 Medical
Surgical
Nursing (6)

428 Medical
Surg. Nursing
Clinical (5)

SEMESTER 8

12 credits

429 Prof.
Practice &
Leadership (4)

430 Health
Disp. In
Nursing (4)

431
Capstone
Practicum (4)

BACHELOR OF NURSING in MEDICAL SURGICAL NURSING = 123 Credit Hours



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KUWAIT UNIVERSITY

CRITERIA FOR REQUESTING THE PREFERRED NURSING SPECIALTY

1. The Faculty of Allied Health Sciences Nursing Department offers the following four specialties during the fourth year.
 - a. Nurse Midwifery
 - b. Forensic Nursing
 - c. Critical Care Nursing
 - d. Medical Surgical Nursing
2. Admission to the different clinical specialties is based on the interest of the student and is competitive.
3. The number of students admitted to each specialty is limited on the availability of clinical practicum placement positions in the Ministry of Health (MOH) Hospitals and the market need of nurses in different specialties in Kuwait.
4. After the completion of the 3rd year, the students are required to apply for the specialty required. In the application, the students are required to provide the priority of the specialty choices.
5. Applicants applied to each specialty will be ranked by their MGPA at the third year and the GPA obtained for the courses related to the preferred specialty.
6. The students are admitted based on their first preference. If the number of students requested in one specialty exceeds the number of available positions, the remaining students will be allotted to the other specialty in accordance with the order of preference.
7. If necessary, an interview with the student may be conducted prior to taking the final decision.
8. The Faculty of Allied Health Sciences Nursing Admission Committee comprising of the Chairperson of the Department, Vice-Dean Student Affairs and a member nominated by the Dean, will take the final decision on the selection of students to the different specialties.



جامعة الكويت



**KUWAIT UNIVERSITY
FACULTY OF ALLIED HEALTH SCIENCES
DEPARTMENT OF NURSING**

SPECIALTY REQUEST FORM FOR NURSING STUDENTS

Completed application to be submitted to the Chairperson, Department of Nursing, FAHS, within one week after the announcement of Year Three results.

Name: _____

Civil ID / Passport No.: _____ University ID No.: _____

Date of Birth: _____ Nationality: _____

Father's Nationality: _____ Mother's Nationality: _____

Gender: Male ☐ Female ☐

Mobile No. : _____ Email Address: _____

MGPA _____ GPA of Specialty related subjects _____

Preferred specialty

S.No.	Specialty	Order of Preference	Give reasons for selecting the specialty of your first choice
1	Nurse Midwifery		
2	Forensic Nursing		
3	Critical Care Nursing		
4	Medical Surgical Nursing		

Note: No changes are allowed on the Specialty request Form after submission.

Applicant Signature: _____ Date: _____

Documents required:

1. Transcripts (All the three years of the Nursing program)
2. Copy of Civil ID / Passport and University ID



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KUWAIT UNIVERSITY

STAFF AND SPACE REQUIREMENTS

Implementation of the proposed program and department will require space for teaching, research, simulation labs, administration, and support staff. The space needs are based on other programs in the Faculty and are projected on an initial enrollment of 10-15 students. After the program is well established, the department will increase enrollment which will require the department to move to its own location. Staff and space requirements for the Nursing Department are as follows:

Staff and Office Space

Category	Numbers	Size (meters)	Square Meters
Chairperson	1	4x5	20
Secretary	1	3x3	9
Technician	1	3x3	9
Midwifery expert	1	3x3	9
Forensic expert	1	3x3	9
Intensive and Critical Care expert	1	3x3	9

Laboratories and Classrooms

Type of Laboratory/Classroom	Numbers	Size (meters)	Square Meters
Obstetrics and Gynecology Laboratory	1	8x13	104
Forensics Laboratory	1	8x13	104
Intensive and Critical Care Laboratory	1	10x20	200
General Course Laboratory	1	8x13	104
Classroom for Clinical Assessment and Therapy Techniques	3	8x8	64
Simulation Lab: Capacity of Two Hospital Beds	1	12x23	276



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COORDINATION WITH OTHER KUWAIT UNIVERSITY DEPARTMENTS & COLLEGES

Nursing Program students will take some courses offered by other departments within the Faculty of Allied Health Sciences, the English Language Unit from Health Sciences Center, The Faculty of Social Science (Sociology) and the Faculty of Science (Maths and Chemistry department)

EMPLOYMENT OPPORTUNITIES

The baccalaureate program in nursing provide the educational and experiential base not only for entry-level professional practice, but also as the platform on which to build a career through graduate-level study for advanced practice nursing, including careers as nurse practitioners, nurse-midwives, clinical specialists, and nurse administrators and educators. Nurses at this level can be expected to specialize in oncology, pediatrics, neonatology, obstetrics and gynecology, critical care, infection control, psychiatry, women's health, community health, and neuroscience. The potential and responsibilities at this level are great. Nursing professionals can choose from a variety of exciting career opportunities, depending on their educational background, interests, and desired level of practice.

PRE-REQUISITES FOR STUDENT ACCEPTANCE TO ENROLL IN THE PROGRAM

Admission requirements are regulated by the Faculty of Allied Health Sciences, and published in the annual Faculty Handbook, they are as follows:

- Eligible candidates must have a minimum high school grade-point-average (G.P.A). of 80% in the scientific track.

Admission into the Nursing Department is based on:

- Student preference
- Availability of places in the department

Student's weightage, calculated as:

- High school GPA = 70%
- English Language Placement Test = 20%
- Math Placement Test = 10%

All students must pass all course requirements of Years 1, 2, and 3, including: University Requirements + Faculty Requirements + Professional Core Requirements,



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to be allowed to register in Year 4 courses which comprise their chosen specialty in Nursing.

REQUIREMENTS FOR STUDENTS TO GRADUATE

1. Students must satisfy the graduation requirements of the Faculty (see section 4 of the university Academic Regulations as applied to the Faculty)
2. Approved programs of study shall be those prescribed by the Faculty of Allied Health Sciences. To graduate, a student must pass all courses specified in his/her major sheet. The number of credit hours required for graduation is:

Core Nursing Modules (Year 1, 2, 3)	=	96
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Specialty Tracks:

- Nurse Midwifery	=	30
- Forensic Nursing	=	27
- Critical Care Nursing	=	27
- Medical Surgical Nursing	=	27

3. A candidate shall not be held to have pursued an approved program unless his studies are certified as satisfactory by the Faculty of Allied Health Sciences.
4. To qualify for graduation with a B.Sc. degree a candidate must have pursued approved courses for no less than five years and have satisfied the examiners. Except by special permission of the Faculty of Allied Health Sciences the four years shall be those four following a candidate's admission to Kuwait University.