### CENTRO ESCOLAR UNIVERSITY
Manila * Makati * Malolos
NURSING

**SYLLABUS ON NCM 118**

<table>
<thead>
<tr>
<th>Course Number :</th>
<th>NCM 118</th>
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</thead>
<tbody>
<tr>
<td>Course Descriptive Title :</td>
<td>NURSING CARE OF CLIENTS WITH LIFE THREATENING CONDITIONS, ACUTELY ILL/MULTI-ORGAN PROBLEMS, HIGH ACUITY AND EMERGENCY SITUATION, ACUTE AND CHRONIC</td>
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<tr>
<td>No of Units :</td>
<td>Lec: 4 Lab: 5</td>
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<tr>
<td>No of Hours per Week :</td>
<td>Lec: 3 hours Lab: 24 hours</td>
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<tr>
<td>Placement</td>
<td>First Semester</td>
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<tr>
<td>No of Hours for Independent Study</td>
<td>(compute: No. of Hrs x 20 or 30%) 51 to 76 hours</td>
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<td>Pre-requisites :</td>
<td>NCM 112 and NCM 116</td>
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</tbody>
</table>

#### UNIVERSITY PHILOSOPHY

Ciencia y Virtud (Science and Virtue)

#### UNIVERSITY VISION

To be the University of First choice

#### UNIVERSITY MISSION

To promote a brighter future for our students, for the Philippines and for the world.

#### CEU CORE VALUES

V - Valuing others, caring for them and empowering them
A - Accountability, integrity and trust worthiness
L - Lifelong learning as individuals and as an organization
U - Unity, teamwork and loyalty
E - Excellence in all endeavors
S - Social responsibility as citizens of the Filipino nation and of the world

#### GRADUATE ATTRIBUTES (CEEGA)

- **LIFELONG LEARNER**
  - Learns and works independently as well as collaboratively.
  - Translates knowledge generated from research and other sources to improve quality of life.
  - Creates new ideas to better understand society
  - Evaluates own thinking, behavior and spirituality for self-growth

- **REFLECTIVE AND CREATIVE THINKER**
  - Thinks critically and creatively.
  - Open-minded.
  - Solves problems systematically.
  - Loves art and shows artistic sensibility.

- **CARING AND TRUSTWORTHY CITIZEN**
  - Values people and acts in unity with others.
  - Commits to social justice and principles of sustainability and respect for diversity.
  - Practices good stewardship and accountability.
  - Manifests social responsibility by helping improve conditions of those who have less in life or circumstance.

- **PROFICIENT COMMUNICATOR**
  - Articulates ideas clearly for varied purposes and audiences of diverse culture.
  - Listens attentively, engages in meaningful exchange and shares knowledge, values, attitudes and intentions.
  - Utilizes effectively appropriate media and information technologies.

#### CEU VISION – MISSION STATEMENT

**CENTRO ESCOLAR EXPECTED**

VISION:

CEU School of Nursing is the leading provider of excellent nursing education fostering professional competence, personal integrity, and social responsibility in the national and global community.

MISSION STATEMENT:

CEU School of Nursing undertakes to:

1. Provide a well-designed innovative academic program that integrates research and evidence-based practice towards the holistic development of the students;
2. Mold students that are values oriented and culturally competent in providing safe and quality nursing care; and
3. Create an environment and infrastructure that supports faculty teaching, scholarship, research, service, and practice.
**COMPETENT AND PRODUCTIVE PROFESSIONAL**

- Initiates, innovates better ways of doing things and accountability.
- Promotes quality and productivity.

**BACHELOR OF SCIENCE IN NURSING PROGRAM DESCRIPTION**

Bachelor of Science in Nursing program aims to develop a professional nurse who is able to assume entry level positions in health facilities or community settings. The professional nurse is capable of providing safe, humane, quality and holistic care to individuals in varying age, gender and health illness status; healthy or at risk families; population groups, and community, singly or in collaboration with other health care providers to promote health, prevent illness, restore health, alleviate suffering and provide end of life care.

**PROGRAM OUTCOMES:**

1. Apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing
2. Provide safe, appropriate and holistic care to individuals, families, population group and community utilizing nursing process through reflective and creative thinking.
3. Apply guidelines and principles of evidence-based practice in the delivery of effective and safe care.
4. Practice nursing in accordance with existing laws, legal, ethical and moral principles and committed to social justice and respect for diversity.
5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language, media and information technologies.
6. Document to include reporting up-to-date client care accurately and comprehensively
7. Work effectively and productively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams
8. Practice beginning management and leadership skills in the delivery of client care using a systems approach, good stewardship and accountability
9. Conduct research with an experienced researcher and translates knowledge to improve quality of life and nursing practice.
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular
11. Demonstrate responsible and trust worthy citizenship with pride of being a Filipino imbued with CEU philosophy “Ciencia Y Virtud” while engendering personal integrity, loyalty and social responsibility
12. Apply techno-intelligent care systems and process innovatively in health care delivery
13. Adopt the nursing core values in the practice of profession
14. Develop entrepreneurial skills and principles of sustainability in the delivery of nursing care

**Course Intended Learning Outcomes:**

1. Relates concepts of different sciences in understanding the concepts of acute biologic crisis and emergency nursing.
2. Demonstrates knowledge on safe and effective care of individuals, families, population group and community based on specific conditions/situations/scenarios.
3. Utilizes the nursing process as basis of efficient nursing care in managing specific conditions/situations/scenarios
4. Employs evidenced based practice guidelines and principles in the plan of care to individuals, families, population group and community based on specific conditions/situations/scenarios
5. Adheres with the nursing law, Code of Ethics for Nurses and other relevant standards and guidelines in the delivery of nursing care.
6. Utilizes various techniques of communications (writing and speaking) in relating with patients, their significant others and members of the health care team
7. Ensures a well-organized documentation of care rendered and client’s responses while ensuring completeness and integrity of information.
8. Collaborates with health care team members in the delivery of care to various clients.
9. Implements appropriate and efficient methods/strategies/tools to manage multiple nursing problems.
10. Utilizes various methods and materials in the study of specific conditions/situations/scenarios
11. Assumes responsibility for lifelong learning and own personal development in ensuring competence in the performance of nursing responsibilities.
12. Gets involved in school’s curricular and extracurricular activities.
13. Projects image of a true Filipino nurse with sound moral values and an appreciation of arts and culture.
14. Articulates the values and roles of CEU and nursing to the public.
15. Articulates the values and CEEGA of the university.
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Content</th>
<th>Teaching Learning Activities (Classroom)</th>
<th>Time Allotment</th>
<th>Resources</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Given actual clinical setting, at the end of discussion the student:</td>
<td>PRELIM Pertinent CEU/School of nursing policies Orientation on Syllabus, Plan of Activities, Assessment tasks, grading criteria, requirements, textbook</td>
<td>Lecture: Checking of COM Expectation Setting Orientation to course, syllabus, plan of activities, assessment tasks, grading system, requirements, textbooks</td>
<td>(24 hours divided accordingly)</td>
<td>1 hour Life at CEU Students’ handbook Syllabus Manual of standards and procedures Plan of activities</td>
<td>Rubric for Students’ attitude/engagement</td>
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<tr>
<td>Demonstrates positive Filipino behavior in words, actions and in relating with clients, classmates, teachers and other health care providers and the general public.</td>
<td>Acts in accordance with the established norms of conduct of the school, hospital and community.</td>
<td></td>
<td>30 minutes</td>
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<td>Demonstrate consistently the values and CEU attributes to the public.</td>
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<td>Demonstrate responsibility for own behavior. Practice core values in day to day activities.</td>
<td>Explains appropriate nursing concepts, principles and processes involving critical and emergency situations holistically and comprehensively.</td>
<td>Introduction to Critical Care Definition of Critical Care Environment in the Critical Care Unit: Physical and Psychological Review of Hemodynamics Role of Critical Care Nurse in a critical care unit setting</td>
<td>51 to 76 hours of independent study divided accordingly</td>
<td>Written exam Case based discussion using the Concept Map Rubric on requirement presentation</td>
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<td>Interactive Discussion Pictures/Video Clips Journal Reading/Sharing</td>
<td>2.5 hours</td>
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Assesses clients’ health status through data obtained from simulated and actual critical and emergency cases.

Prioritizes nursing actions utilizing triage and rapid treatment.

Formulates critical and emergency nursing care plans.

Applies appropriate nursing interventions to address clients’ needs and problems.

Utilizes acceptable and appropriate terminologies according to standards.

Explains management and leadership principles in providing direction to manage critical and emergency health facility.

Utilizes appropriate and efficient methods to manage multiple nursing interventions

Utilizes appropriate technology (media) in providing efficient nursing care.

| Review of anatomy and physiology | Interactive Discussion Case Analysis/Concept Mapping Group Dynamics | Lecture-Demonstration and return demonstration of selected critical procedures:
| Pathophysiologic Mechanisms of the Different Conditions and Diseases | (ECG, Infusion pump, Syringe pump, IV therapy, pulse oximetry, defibrillator, cardiac monitoring) | 16 hours |
| Assessment and Management of critically ill patients with: Acute Coronary Syndrome Acute Myocardial Infarction Heart Failure Cardiac Tamponade Acute Respiratory Failure, ARDS, COPD | Skills Enhancement on: Endotracheal/tracheal care and suctioning, ABGs and ECG interpretation | 16 hours |
| Multidisciplinary Management of different conditions and diseases Common Drugs used in CCU Basic Life Support and Cardiopulmonary Resuscitation and Airway Management Code Management Mechanical Ventilation Laboratory and Diagnostic Exams ABGs and ECG interpretation | Clinical exposure to medical, surgical wards and critical care Units | 16 hours |
| | Provision of nursing care to assigned patients: History taking Physical Assessment | |
| | Chart review focusing on diagnostic test results | |
| | Identification of Nursing Diagnoses | |
| | Creation of Plan of Care (Multidisciplinary) Implementation of plan of care | |
| | Lecture: Written exam Case based discussion using the Concept Map Rubric on requirement presentation Performance checklist RLE: Clinical Performance Checklist Procedure Based Checklist Comprehensive Nursing Process Rubric on Nursing care plan Rubric case scenario | |
Evaluation of care
Make proper referrals based on client's manifestations
Coordinate with other members of the health care team
Documentation of obtained assessment and interventions
Critical Case Scenario/EBP
To enhance critical thinking and decision making and integrate evidences in the care of client with critical conditions

RLE:
1. Lecture/Return demonstration of selected topics.
1.1 Guidelines in Giving Emergency Care
1.1.1) Review of BLS-CPR
1.1.2) Respiratory Arrest and Rescue breathing
1.1.3) Foreign Body Airway Obstruction Management
1.1.4) Cardiac Arrest and CPR
1.2) Standard First Aid
1.2.1) Patient and Casualty Handling
1.2.2) Poisoning
1.2.3) Bones, joints and muscle injuries
1.2.4) Soft tissue injuries

2. Film showing/ Video Presentation

3. Case scenarios critical care and emergency

4. Oral Revalida

5. Hospital duty
   (Clinical exposure to Emergency Department)

5.1 Provision of care to assigned patients:
5.2 History taking
5.3 Physical Assessment
5.4 Chart review and analysis in relation to safe nursing care focusing on diagnostic test results
5.5 Identification of Nursing Diagnoses
5.6 Creation of Plan of Care (Multidisciplinary) Implementation of plan of care
<table>
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<tr>
<th>5.7 Evaluation of care</th>
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<tbody>
<tr>
<td>5.8 Make proper referrals based on client's manifestations</td>
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<tr>
<td>5.9 Coordinate with other members of the health care team</td>
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<tr>
<td>5.10 Documentation of obtained assessment and interventions</td>
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<tr>
<td>5.11 Critical Case Scenario/EBP</td>
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<tr>
<td>To enhance critical thinking and decision making and integrate evidences in the care of client with critical conditions</td>
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<tr>
<td>5.12 Nursing Consideration in the implementation of treatment modalities</td>
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<tr>
<td>5.13 Post conference and Feedback on the student's performance</td>
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Explains appropriate nursing concepts, principles and processes involving critical and emergency situations holistically and comprehensively.

Assesses clients’ health status through data obtained from simulated and actual critical and emergency cases.

Prioritizes nursing actions utilizing triage and rapid treatment.

Formulates critical and emergency nursing care plans.

Applies appropriate nursing interventions to address clients’ needs and problems.

Utilizes acceptable and appropriate terminologies according to standards.

Explains management and leadership principles in providing direction to manage critical and emergency health facility.

Utilizes appropriate and efficient methods to manage multiple nursing interventions.

Utilizes appropriate technology (media) in providing efficient nursing care.

**MIDTERM**
- Stroke
- Increased ICP
- Metabolic Emergencies (DKA, Hyperglycemic Hyperosmolar State, Hypoglycemia, Syndrome of Inappropriate Antidiuretic Hormone, Diabetes Insipidus)
- Acute Renal Failure
- Liver Failure

**Interactive Discussion**
- Case Analysis/Concept Mapping
- Group Dynamics

24 hours divided accordingly

**Hospital duty** (Clinical exposure to Emergency Department)
1. Provision of care to assigned patients:
2. History taking
3. Physical Assessment
4. Chart review and analysis in relation to safe nursing care focusing on diagnostic test results
5. Identification of Nursing Diagnoses
6. Creation of Plan of Care (Multidisciplinary)
7. Evaluation of care
8. Make proper referrals based on client's manifestations
9. Coordinate with other members of the health care team
10. Documentation of obtained assessment and interventions
11. Critical Case

**Lecture**
- MCQs
- Rubric on case-based discussion

**RLE:**
- Clinical Performance Checklist
- Procedure Based Checklist
- Rubric on Nursing care plan/Comprehensive Nursing Process
| Scenario/EBP | Scenario/EBP  
To enhance critical thinking and decision making and integrate evidences in the care of client with critical conditions  
12. Nursing Consideration in the implementation of treatment modalities  
| Explains appropriate nursing concepts, principles and processes involving critical and emergency situations holistically and comprehensively  
Assesses clients’ health status through data obtained from simulated and actual critical and emergency cases.  
Prioritizes nursing actions utilizing triage and rapid treatment.  
Formulates critical and emergency nursing care plans.  
Applies appropriate nursing interventions to address clients’ needs and problems.  
Utilizes acceptable and appropriate | Interactive discussion  
Seat works/Exercises  
Concept mapping  
Case-Based Scenario  
Role Play  
Review of literature/ General information/ Recent events  
Globally  
Journal reporting | 24 hours  
Divided accordingl y  
RLE:  
1. Lecture/Return demonstration of selected topics.  
1.1 Guidelines in Giving Emergency Care  
1.1.1) Introduction to BLS-CPR  
1.1.2) Respiratory Arrest and Rescue breathing  
1.1.3) Foreign Body Airway Obstruction Management  
1.1.4) Cardiac Arrest and CPR  
1.2) Standard First Aid  
1.2.1) Patient and Casualty Handling  
1.2.2) Poisoning  
1.2.3) Bones, joints and muscle injuries | 16 hours  
Lecture  
MCQs  
Rubric on case-based discussion  
RLE:  
Clinical Performance Checklist  
Procedure Based Checklist  
Rubric on Nursing care plan/Comprehensive Nursing Process |
terminologies according to standards.

Explains management and leadership principles in providing direction to manage critical and emergency health facility.

Utilizes appropriate and efficient methods to manage multiple nursing interventions

Utilizes appropriate technology (media) in providing efficient nursing care.

1.2.4) Soft tissue injuries  
1.3. Disaster Nursing  
1.3.1 Triage  
1.3.2 personal protective Equipment  
1.3.3 Decontamination  

2. Film showing/ Video Presentation

3. Case scenarios  
   Oral Revalida

4. Hospital duty  
   (Clinical exposure to Emergency Department)

4.1 Provision of care to assigned patients:  
4.2 History taking  
4.3 Physical Assessment  
4.4 Chart review and analysis in relation to safe nursing care focusing on diagnostic test results

4.5 Identification of Nursing Diagnoses

4.6 Creation of Plan of Care (Multidisciplinary)  
   Implementation of plan of care

4.7 Evaluation of care

16 hours
4.8 Make proper referrals based on client's manifestations
4.9 Coordinate with other members of the health care team
4.10 Documentation of obtained assessment and interventions
4.11 Critical Case Scenario/EBP
   To enhance critical thinking and decision making and integrate evidences in the care of client with critical conditions
4.12 Nursing Consideration in the implementation of treatment modalities
4.13 Post conference and Feedback on the student's performance.

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**Course Requirements:**

<table>
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<tr>
<th>Grading System</th>
<th>LEC</th>
<th>HOSPITAL</th>
<th>SKILLS</th>
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<tbody>
<tr>
<td>Quizzes (Paper and Pencil)</td>
<td>50%</td>
<td>Performance</td>
<td>50%</td>
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<tr>
<td>Activity Based</td>
<td>30%</td>
<td>Requirement</td>
<td>30%</td>
</tr>
<tr>
<td>Student Engagement (RECIT, PAX IN CLASS ACTIVITIES, ATTITUDE)</td>
<td>20%</td>
<td>Quizzes</td>
<td>20%</td>
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<td>Total 100%</td>
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<td>Total 100%</td>
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<td><strong>Independent Study Activities:</strong></td>
<td>Research on latest trends in practice of critical care and emergency situations (online journals and other online reading materials at CEU Library), Selected Case Analysis for presentation in classroom, Attendance to seminars and trainings,</td>
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<tr>
<td><strong>Grading Scheme:</strong></td>
<td>2/3 Class Participation and 1/3 Periodic Exam</td>
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<tr>
<td><strong>Required Textbook:</strong></td>
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</table>
Smeltzer S., et al., Brunner and Suddarth’s Textbook of Medical-Surgical Nursing, 10th edition, 2012
| **Electronic references:**     | www.intensivecriticalnursing.com
https://journals.lww.com
https://ncbi.nlm.gov | |
| **Prepared by:**               | Manuel V. Immaculata, MAN, RN
Sonny A. Pura, MAN, RN
Luningning Marcelino, MAN, RN |
| **Date:**                      | July 29, 2017                                                                                                                                  |
| **Approved by:**               | Elvira L. Urgel, Phd, RN
Dean                                                                                      |
| **Date:**                      | |