



Kurdistan University of Medical Sciences

Educational Assistant
Center for Studies and Development of Medical Education
Curriculum planning unit

Combined course plan form (Attendance and absenteeism)

Number of Units: nurse Name of Course Course section: Masters T3 Master's in International
Emergency Medicine
YEAR: 2026-2027

General characteristics of the course

- Details of the responsible teacher:

First name	last name	rank	group	College/hospital	Phone number	Mobile Phone Number
Mokhtar	mahmodi	Instructor	Nursing	Nursing and midwifery	087-33664644	09183762428

- The professor in charge of the course is responsible for monitoring the course of the course and the tasks of the students and communicating with the students.
- E-mail address of the responsible teacher: baharrehnajafi@yahoo.com

Profile of associate professors:

First name	last name	rank	group	College/hospital	Phone number	Mobile Phone Number
Bahareh	Najafi	teacher	Nursing	Nursing and midwifery	087-33664644	09188729832

Associate professors can access specific parts of the course.

Objectives and introduction of the lesson

A: Write down the general objectives of the lesson for students: (Pay attention, the content that is introduced to the students as a source of the test must cover the objectives of the lesson and the final test of the students must also match the objectives of the lesson.)

To provide appropriate learning opportunities for Master's students in Emergency Nursing to become familiar with the principles and fundamentals of emergency nursing care for patients with respiratory and cardiovascular disorders, trauma, and poisoning, and to enhance their knowledge and competencies in systematic and rapid patient assessment, identification and prioritization of care needs, evidence-based clinical decision-making, implementation of appropriate nursing interventions, monitoring patients' responses to treatment, prevention of complications, and early recognition and initial management of life-threatening conditions, with an emphasis on patient safety, teamwork, and the delivery of effective and high-quality care in emergency settings.

B: Write a brief introduction about this lesson in about 250 to 300 words. Make sure to include the following introductions (the application and connection of the course with the field or course, a general explanation of your work style and the course process, your expectations from students, such as answering assignments on time, actively participating in interactions, etc.)

Emergency Nursing Care III is a specialized course in the Master of Science in Emergency Nursing program. It is designed to enhance students' theoretical knowledge and clinical competencies in the assessment, clinical decision-making, and delivery of nursing care to patients requiring emergency care. The course focuses on the care of patients with respiratory and cardiovascular disorders, trauma, and poisoning, and plays an important role in preparing students to manage acute and life-threatening conditions in emergency settings.

In this course, students become familiar with the concepts, principles, and fundamentals of emergency nursing care and learn to apply specialized knowledge and an evidence-based approach to assess patients' conditions, identify and prioritize their care needs, and plan and implement appropriate nursing interventions according to each patient's condition and needs. Patient safety, prevention of complications, recognition of warning signs, and evaluation of patients' responses to nursing interventions are also emphasized throughout the course.

The course is delivered through 12 theoretical sessions. The teaching and learning process include presentation of scientific content, discussion and exchange of ideas, examination of clinical situations, and analysis of issues related to the care of emergency patients. Active student participation in the learning process is essential for developing a deeper understanding of the concepts and their application to clinical situations.

Students are expected to review the recommended learning resources and come prepared for each session, actively participate in academic discussions and classroom activities, complete assigned tasks within the specified deadlines, and demonstrate professional ethics, responsibility, and constructive interaction with the instructor and fellow students. Through these activities, students are expected to contribute actively to achieving the educational objectives of the course.

Determining face-to-face lesson sessions

No	The title of the face-to-face meeting	Date of presentation	How to present	How to provide the necessary facilities
1	ECG Interpret	25/09/2026	Lecture, Q&A, and group participation	Practica work with patients
2	Hypertinsion	02/10/2026	Lecture, Q&A, and group participation	Practica work with patients
3	Temponade	09/10/2026	Lecture, Q&A, and group participation	Practica work with patients
4	Oxigenation	16/10/2026	Lecture, Q&A, and group participation	Practica work with patients
5	ABG	21/10/2026	Lecture, Q&A, and group participation	Practica work with patients
6	Ventilator	28/10/2026	Lecture, Q&A, and group participation	Practica work with patients
7	Airway Management in Critically Ill and Trauma Patients + Spinal Trauma	04/11/2026	Lecture, Q&A, and group participation	Practica work with patients
8	Chest Trauma + Abdominal Trauma	11/11/2026	Lecture, Q&A, and group participation	Practica work with patients
9	Fractures + Compartment Syndrome + Rhabdomyolysis	18/11/2026	Lecture, Q&A, and group participation	Practica work with patients
10	Osteomyelitis + Septic Shock	25/11/2026	Lecture, Q&A, and group participation	Practica work with patients
11	Principles of the Initial Management of Poisoned	02/12/2026	Lecture, Q&A, and group	Practica work

	Patients + Carbon Monoxide Poisoning + Opioid Poisoning		participation	with patients
12	Organophosphate Poisoning + Comprehensive Review and Clinical Case Analysis	09/12/2026	Lecture, Q&A, and group participation	Practica work with patients

Determining non-attendance sessions

According to the approved educational regulations, it is possible to hold four-seventeenth of the hours of theoretical lessons as blended learning in the form of a non-attendance class.

If you use this approach, complete the following table:

Anticipated non-attendance part (including the title, date of presentation, the second session of all the in-person and non-attendance sessions)	The reason for the possibility of absenteeism	The method of covering content in absentia (Including how to present, being online or not, required facilities, etc.)
https://navid.muk.ac.ir/Dashboard/Index If necessary, the course materials and sessions will be uploaded to the Navid learning management system.		

Study resources for students

Resources related to students' final exam (including books, articles, pamphlets, videos, slides or any other content) and resources for further study (resources for non-attendance meetings) along with the link to access them in the system

Book details including title, authors, translators, publications, year and time of publication	Pages and chapters specified for the test
1. Tintinalli JE, Ma OJ, Yealy DM, Meckler GD, Stapczynski JS, Cline DM, Thomas SH, editors. Tintinalli's Emergency Medicine: A Comprehensive Study Guide. 9th ed. New York: McGraw-Hill Education; 2020. 2. Harding MM, Kwong J, Roberts D, Hagler D, Reinisch C, editors. Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems. 11th ed. Elsevier; 2019.	The entire book will be covered in the examination.

Article details including title, authors, journal, year and publication number and pages	How students can access the article

Type of content*	Specifications including title and authors/producers	Description (address in the system or link)

* The content (power point slide, pamphlet, educational film) means the content uploaded on other university systems, which must be prepared in a final form before the beginning of the semester.

Self-examination, assignments, term-long and end-of-semester projects for students

Self-exams (descriptive, multiple-choice, matching, blank, etc.) should play an important role in helping students learn and self-evaluate.

- It is necessary for students to cover the non-attendance part of the course through the definition of appropriate tasks (increasing problem solving skills and students' ability to analyze and criticize with appropriate timing).
- Semester-long assignments and projects are aimed at studying resources and student learning.
- End-of-semester project is defined as a specific activity aimed at applying what has been learned.

Explanation of the test itself:

Description of the semester project:

Description of the final project:

Other learning activities

It is possible to activate the discussion room (asynchronously) in the system or virtually. If sufficient care is taken in designing and leading the discussion, it can help a lot in developing critical thinking in students.

Discussion room (forum) (descriptions include the platform for the discussion room, the duration of daily or weekly activity, the topic of discussion)

Observing and performing under the direct supervision of the instructor - use of simulation and mullage and clinical skills hall - use of the training class

Evaluation of students

Mention the criteria and exact loading of the student's final evaluation. (Cases such as the score of the written test, attendance and absence in face-to-face classes, tasks and other planned activities)

1. After the instructor is in the class, no one is allowed to enter the class and absences will be considered
 2. The final exam is a four-choice test
 3. Only questions that have been assigned a score by the instructor in advance will be
 4. given a score other than the written evaluation
 5. Permitted absences will be considered in accordance with the educational regulations
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2. What is the method of students' final exam (end-of-semester face-to-face exam)? (oral, practical, descriptive, test or...)

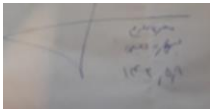
The final examination will be conducted in written form and will include multiple-choice, short-answer, and case-based clinical analysis questions aligned with the educational objectives and content of the course. The assessment will evaluate students' mastery of theoretical concepts, their ability to analyze emergency situations, prioritize patients' care needs, and select appropriate nursing interventions.

Presenting the process or grade of assignments or in the case of presenting a conference:

Evaluation method:20

- End-of-semester exam, total score, four-choice

Name and family name and signature of the teacher responsible for the course



Name and surname and signature of the group manage