



## 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)

#### General characteristics of the course

Name of unit: Nursing Theories, Models and Nursing Concepts of Critical Care nursing	Faculty: Nursing and Midwifery	Course: Critical Care Nursing
Degree: Masters	Number of theoretical unit :1.5	Second semester
Academic year: 2025-2026	Lecturer: Dr. Seidi and Dr. Mahmoodi	Prerequisite or simultaneous course: None
Class day: wednesday	Class time: 16-18	

- Details of the responsible teacher:

First name	last name	rank	group	College/hospital	Phone number	Mobile Phone Number
Jamal	Seidi	Associate professor	Nursing	Nursing and Midwifery	+98208733627636	+9809183781006

- E-mail address of the responsible teacher:jamal.seidi@yahoo.com

#### Profile of associate professors:

First name	last name	rank	group	College/hospital	Phone number	Mobile Phone Number
Mokhtar	Mahmoodi	Assistan Professor	Nursing	Nursing and Midwifery	+98208733627636	+9809183762428

Associate professors can access specific parts of the course.

## Objectives and introduction of the lesson

### A: introduction of the lesson

Using theories, models and concepts are the basis of practical and comprehensive care in critical care units and the production of specific knowledge for optimal care in these units. In this lesson, students will get to know the theory and theorizing in nursing and critical care, the types of theories and their application, the basic concepts of nursing and their application in critical care. The teaching method will be in the form of lectures, group discussions, and proje. In order to develop students' critical thinking in the field of application of nursing theories and models in critical care, scenario design will be used.

### B: General objective

Familiarizing students with theory and theorizing in nursing and critical care, types of theories and their application, basic concepts of nursing and their application in critical care

### C: Specific objective

#### 1- Cognitive:

At the end of the course, the student should be able to:

- Explain the concepts of phenomenon, structure, theory, paradigm and model.
- Explain the philosophical views towards human, health, environment and nursing
- Describe the main characteristics of a theory.
- Explain the types of theories.
- Express the connection between the model and the theory.
- Explain the history of theory and models in nursing.
- Describe the application of the nursing process in providing nursing services.
- Analyze famous nursing theories and models (Florence Nightingale, Roy, Orem, Johnson, Newman, Rogers, Abda...).
- Use the synergy model in critical care.
- Describe biological rhythms (with emphasis on sleep) in critical care nursing.
- Explain the concept of comfort and pain and palliative care in critical care.
- Explain the concept of deprivation and sensory overload in critical care.
- Explain the concept of death and the care of the dying patient.
- Manage stress in the clinical environment

#### 2- Psychomotor:

At the end of the course, the student should be able to apply theories, models and concepts in the care of patients

#### 3- Attitudinal:

At the end of the course, the student should be able to motivate and interest

### Determining face-to-face lesson sessions

No	The title of the face-to-face meeting	Date of presentation/ Hijri calendar	How to present	How to provide the necessary facilities
1	Biological rhythms (with emphasis on sleep) in special care nursing(Dr.Mahmoodi)	20/1/1404	Lecture/question and answer/reverse class/group activity	Laptop/video projector/whiteboard
2	The concept of comfort and pain and palliative care(Dr.Mahmoodi)	27/1/1404	Lecture/question and answer/reverse class/group activity	Laptop/video projector/whiteboard
3	Explain the concept of deprivation and sensory overload in special care.(Dr.Mahmoodi)	3/2/1404	Lecture/question and answer/reverse class/group activity	Laptop/video projector/whiteboard
4	Concepts of phenomenon, structure, theory, paradigm and model(Dr.Seidi)	20/1/1404	Lecture/question and answer/reverse class/group activity	Laptop/video projector/whiteboard
5	Philosophical views on human, health, environment and nursing(Dr.Seidi)	27/1/1404	Lecture/question and answer/reverse class/group activity	Laptop/video projector/whiteboard
6	The main characteristics of the theory(Dr.Seidi)	10/2/1404	Lecture/question and answer/reverse class/group activity	Laptop/video projector/whiteboard

### Determining non-attendance sessions

Anticipated non-attendance part	The reason for the possibility of absenteeism/date// Hijri calendar	The method of covering content in absentia
The concept of death and care of the dying patient(Dr.Mahmoodi)	21/1/1404 Flipped classroom - Lack of time in the educational calendar	Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system
Stress management in the clinical environment(Dr.Mahmoodi)	28/1/1404 Flipped classroom - Lack of time in the educational calendar	Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system
Types of theories, relationship between model and theory(Dr.Seidi)	4/2/1404 Flipped classroom - Lack of time in the educational calendar	Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system
Application of nursing process in providing nursing services(Dr.Seidi)	21/1/1404 Flipped classroom - Lack of time in the educational calendar	Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system
Synergy model in critical care(Dr.Seidi)	28/1/1404 Flipped classroom - Lack of time in the educational calendar	Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system
A review of more practical theories in nursing(Dr.Mahmoodi)	11/2/1404 Flipped classroom - Lack of time in the educational calendar	Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system

## Study resources for students

Book details including title, authors, translators, publications, year and time of publication	Pages and chapters specified for the test
Alligood, M.R. Nursing Theory: Utilization & Application, 5Edition.2013.	Application of practical theories in nursing
Parker, M.E. Nursing Theories and Nursing Practice. Third Edition. 2010.	Types of theories, relationship between model and theory- practical theories in nursing
Masters, K. Nursing Theories: A Framework for Professional Practice. 2011.	Application of nursing process in providing nursing services
George, J. B. Nursing Theories: The Base for Professional Nursing Practice (6th Edition) 2010	practical theories in nursing(

Article details including title, authors, journal, year and publication number and pages		How students can access the article
Toney-Butler TJ, Thayer JM. Nursing Process. [Updated 2023 Apr 10]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2024 Jan-.		Available from: <a href="https://www.ncbi.nlm.nih.gov/books/NBK49937/">https://www.ncbi.nlm.nih.gov/books/NBK49937/</a>
Smith AR. Using the synergy model to provide spiritual nursing care in critical care settings. Critical Care Nurse. 2006;26(4):41-7.		<a href="https://aacnjournals.org/ccnonline/article-abstract/26/4/41/980/Using-the-Synergy-Model-to-Provide-Spiritual">https://aacnjournals.org/ccnonline/article-abstract/26/4/41/980/Using-the-Synergy-Model-to-Provide-Spiritual</a>
Type of content*	Specifications including title and authors/ producers	Description (address in the system or link)
Audio-video-text podcast	Nursing Theories, Models and their application / Jamal Seidi/Mokhtar mahmoodi	<a href="https://muknavid.smums.ac.ir/">https://muknavid.smums.ac.ir/</a>

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

**Self-examination:** In this lesson, students individually and in groups of each session criticize part of the course content that was explained in the previous session.

- **Semester-long assignments:** Before each session, the student must have pre-reading based on the course and lesson plans so that he can participate in class activities in the form of questions and answers and group discussions. Also, during the semester, in the discussion room of the Navid system, they can answer or criticize the questions of the professor and other classmates.

- **Semester long project:**

1. A class seminar in the form of a report or a review article structure about one of nursing theories and presenting evidence-based challenges management solutions in face-to-face classes and discussion rooms in Navid system.
2. The proposed research plan or scientific report should be based on source writing with reliable software such as Endnote.

## Other learning activities

### Discussion room (forum) in Navid system

Dear students, use this section to discuss practical work and complete the project. Set a time in advance for each discussion with the teacher and classmates. Also, other teaching aid materials will be uploaded in the Navid system for the development of learning

## Evaluation of students

### Student evaluation:

- Presentation of two summary articles in the field of nursing concepts by the set deadline: 2 grades
- Presentation of the project: the application of one of the models in the patients of critical care units in the form of a theoretical plan, along with the introduction, explanation of the theory and related disease, review of the texts, summary: 6 grades
- Final exam: MCQ and essay questions: 12 grades

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

