This file has been cleaned of potential threats.

To view the reconstructed contents, please SCROLL DOWN to next page.

وثيقة ١٨٤ د . نسخة من توصيف المقررات

توصيف المقرر

Undergraduate Course Specification Medical Surgical Nursing Department Part one First Year 2018-2019

List of Course

Courses	code
Fundamental of Nursing Part I& II	**100 N**
Microbiology	**101 M**
Anatomy	**102 M**
Psychology	**103(s)**
Physiology	104 M
English (level I & II)	**106 (L),** 112L
Quality in nursing	**107 N**
General Nutrition	**108 M**
Parasitology	**109 M**
Health Education	**110 N**

توصيف مقرر

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**107 N**
Course Name	Quality in nursing
Academic Year/Level	2019
2-Over all aims of the course	At the end of this course the graduate students will be able to understand what is meant by quality, explain importance of quality and its stages in any organization. Understand and implement the concept of quality care in health care setting, quality improvement, and total quality management & produce effective results.
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	**By the end of the course, students will be able to:** a1-Define quality health care . a2-Define quality health care standards. a3. Identify quality problems. a4. Understand the importance of quality health care. a5-Identify and describe ways for measuring Health Care Quality. a6-Discuss the steps of quality improvement process. a7-Discuss the ways to improve public health in the ideal health care system. a8- List the different Principles of accreditation a9-List patient safety goals. a10-Explain current and projected shortage indicators. a11-Enumerate purpose quality management process.
b-Intellectual skills	**By the end of the course, students will be able to:** B1- Distinguish between Six aspects of high-quality care. B2-Analyze standards of care B3-Differentiate between Places of healthcare B4-Clarify the ANA Standards of professional Performance B5-Clarify types of healthcare organization accreditation decision

c-Professional and practical skills	**By the end of the course, student will be able to:** ----------
d- General skills	**By the end of the course, student will be able to:** D1- Apply the various tools for measuring and improving quality. D2- Demonstrate common methods of quality measurements to improve health care D3-Apply ANA standards of practice for improving performance. D4-Demonstrate tools to encourage patients to play a part in preventing errors and systems' failures. D5-Examine role of the hospitals to maintain patient rights. D6-Examine short term and long term solutions of the nursing shortage. D7-Apply steps of quality management process.

4-Course contents

Topics	No. of hours	Lecture No.	Tutorial
1- Quality health care problems	4Hrs	2 lec	-
2- Quality standards	2Hrs	1 lec	-
3- Nursing auditing	2Hrs	1 lec	-
4- benchmarking, High performing of quality hospital	4Hrs	2 lec	-
5- The ideal health care system, Quality perspectives.	2Hrs	1 lec	-
6- Quality assurance programme	4Hrs	2 lec	-
7- Quality principles	2Hrs	1 lec	-
8- Accreditation	2Hrs	1 lec	-
9- Patient safety and quality	2Hrs	1 lec	-
10- Patient bills of right and responsibility	2Hrs	1 lec	-
11- Quality and nursing shortage	2Hrs	1 lec	-

	12- Quality management process	2Hrs	1 lec	-
	Total	30 hour	15 Lectures	-

5-Teaching and learning methods	• Lectures • Group discussion • Brain storming session • Problem solving (situation)
6- A student assessment.	
a-Methods.	1- Class activities 2- Mid Term Exam (written) 3- Final exam. (written)
b-Time.	Mid Term Exam Eight week Assessment 3 final exam After Week (15)
c- Degrees distribution.	Final-term examination 70(grades) 70 % Semester work examination 30 (grades) 15% Total grades = 100 grades 100%
7-List of references	
a-Notes	1- Course Notes
b-Essential books	None
c-Suggested books	- Nicolle, L.E. (2017): The prevention of hospital-acquired urinary tract infection. Clin Infect Dis, 15(46), 251-253 Bowie P, McKay J, Norrie J, Lough M. (2014): Awareness and analysis of a significant event by general practitioners: a cross sectional survey. Quality and Safety in Health Care 2014; 13(2):102–7. Schuster MA, McGlynn EA, Brook RH. (2015): How good is the quality of health care in the United States. 1998. Milbank Q;83(4):843-95. Vincent C, Coulter A. (2012): Patient safety: what about the patient? Quality and Safety in Health Care; 11:76–80. Mitra, A., (2008): Fundamentals of quality control and improvement,

	3rd ed., prentice-Hall, A Simon and Schuster Company, united state of America, Publisher : Wiley ISBN : 0470226536
d-Periodicals and web sites.	Centers for Disease Control and Prevention (CDC): (2010). National Center for Injury Prevention and Control. Preventing Injuries at Home and in the Community. http://www.cdc.gov/ncipc/pub-res/research_agenda/04_home.htm Joint Commission: (2009): National Patient Safety Goals . Available from Internet: http://www.jointcommission. org/PatientSafety/NationalPatientSafetyGoals Meade CM, Bursell AL, Ketelsen L. (2010): Effects of nursing rounds: on patients' call light use, satisfaction, and safety. Sep; 106(9):58-70 . Russ Coile's Health Care Forecast Special report. (2001):Aspen Publishers, Inc. ANA's Safety & Quality Initiative & ANA's Staffing Survey @ www.ana.org/readroom/fssafe99.htm

Lecturers :-

- **Prof.Dr..Manal Moussa**
- **Assist :Prof.Dr..Manal Zeinhom**
- **Assist :Prof.Dr. Soheir Mabrouk**

Head of department:

Prof.Dr / Nermin Eid

Quality Assurance Unit

نموذج رقم (١٢)

Menoufia University

Faculty of Nursing

Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	104 M
Course Name	Physiology
Academic Year/Level	2019 1st year 1st Semester
2-Over all aims of the course	At the end of this course the graduate students will be able to understand what is meant by physiology and different function of different system in the body.
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	*By the end of the course, students will be able to:* A1. Describe the cellular functions at the organelle and molecular level. A2. Describe & explain the functions of the autonomic nervous system, different components of blood, respiratory & cardiovascular systems, both grossly & at the cellular level. A3. Describe some general basic of physiology.
b-Intellectual skills	*By the end of the course, students will be able to:* B1. Interpret clinical parameters such as: ABG, ECG, B2. Integrate physiology with other basic and clinical science. B3. Compare between different functions of endocrinal glands
c-Professional and practical skills	----------

d- General skills	*By the end of the course, student will be able to:* D1. Present clearly and effectively a scientific topic in the practical class, a staff meeting or the yearly scientific day.

4-Course contents

Topic	No. of hours	Hours for Lecture	Tutorial/ Practical/ Clinical	ILOS
Introduction to physiology • Definition of human physiology • Components of body water Autonomic Nervous system (Central & peripheral Autonomic nervous system sympathetic & parasympathetic)	6hrs	3	-	A1,A2,A3,B2,D
Special sense (The structure and functions of different cell organelles of the human)	2hrs	1	-	A1,A2,A3,B2,D
Blood physiology (Blood components, anaemia and its type and blood grouping)	4hrs	2	-	A1,A2,A3,B1,B D1.
Physiology of cell	2hrs	1	-	A1,A2,A3,B2,D

	Cardiovascular system	4hrs	2	-	A1,A2,A3,B1,B D1.
	Basal metabolic rate: Definition & The factors affecting it The regulation of body temperature	1hrs	1/2	-	A1,A2,A3,B2,D
	Respiratory system	3hrs	1and 1/2	-	A1,A2,A3,B1,B D1.
	Endocrine system	4hrs	2	-	A1,A2,A3,B2,B D1.
	Digestive system	2hrs	1	-	A1,A2,A3,B2,D
	Urinary system & Male & female genital system	2hrs	1	-	A1,A2,A3,B2,D
	Total	30 hrs	15 Lectures	-	
5-Teaching and learning methods	1- lectures 2- Group discussion 3- Brain storming session				
6- A student assessment.					
a-Methods.	1- written midterm exam to assess the knowledge and intellectual skills 2 - final written exam to assess the knowledge and intellectual skills				
b-Time.	Assessment 1 written midterm exam 8 week Assessment 2 final written exam at the end of the semester				
c- Degrees distribution.	Mid –term examination (20 grades) 20% Final-term examination (80 grades) 80 % Total (100 grades) 100%				

7-List of references	
a-Notes	1- Course Notes
b-Essential books	Halli F (2014) Physiology for nursing
c-Suggested books	- Guyton AC and Hall J E (2017): Textbook of Medical Physiology Saunders co. Philadelphia. USA. 13th ed.
d-Periodicals and web sites.	• www.Books. Google. Com .eg.

Head of department:

Prof.Dr. Hesham Ahmed Diaa

Faculty of Nursing
Quality Assurance Unit

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

1-Course Data	
Code NO.	**314 N**
Course Name	Health Education
Academic Year/Level	2019
2-Over all aims of the course	This course intended to provide the students with knowledge , skills, principles, concepts and process that help them to assume the role of the nurse as health education for clients and their caregiver in any play they are found for the purpose of promoting and restoring health and preventing disease.
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	***By the end of the course, students will be able to:*** a1. Define health education and its goals. a2. Enumerate the principles of health education. a3. Identify the different types of educational methods and materials. a4. Illustrate the difference between health education and teaching. a5. Explain role of human behavior for health promotion and prevention of diseases. a6. Explain the characteristic of teaching / learning environment and barriers of clients education a7. Define communication and it's principles a8.Enumerate the general principles of ethics in health education
b-Intellectual skills	***By the end of the course, students will be able to:*** b1. Categorize the aims of the client education and characteristic of excellent nurse - teacher b2. Evaluate the different types of teaching methods b3. Summarize the importance of communication in human life b4.Analyze barriers to effective communication b5.Integrate teaching methods applied in health education b6. Integrate approaches of health promotion used in health education for disease prevention b7. Design appropriate planning, implementation process for health

	education program
c-Professional and practical skills	***By the end of the course, student will be able to:*** ----------
d- General skills	***By the end of the course, student will be able to:*** d1. Apply the basic principles of communication to promote health education with clients d2. Use the different methods of teaching and education with clients d3. Assume different forms of communication d4. Facilitate therapeutic techniques for nurse- client relationship d5. Propose information technology during health education

4-Course contents

Topics	No. of hours	Lecture No.	Tutorial
1-Introduction to health education	2 hrs	1	-
2- Health and human behavior	4 hrs	2	-
3- Relationship between health education, health promotion and disease prevention	4 hrs	2	-
4- Health communication	4 hrs	2	-
5- Teaching and health education	4 hrs	2	-
6- Educational methods and materials	4 hrs	2	-
7- Planning, implementation and evaluation of health education programs	4 hrs	2	-
8- Ethical issues in health education	4 hrs	2	-
Total	**30 hour**	**15 Lectures**	-

5-Teaching and learning methods	5.1-Lectures 5.2- Brainstorming 5.3- Discussion 5.4 – Role play

6- A student assessment.	
a-Methods.	1- written midterm exam to assess the knowledge and intellectual skills 2 - final written exam to assess the knowledge and intellectual skills
b-Time.	Assessment 1 written midterm exam Assessment 2 final written exam
c- Degrees distribution.	Mid-Term Examination (MCQ) 20 % Final Examination 80 % Semester work - % Other types of assessment - % Total 100 %
7-List of references	
a-Notes	7.1- Course Notes Health education notes
b-Essential books	7.2- Essential Books (Text Books) ……
c-Suggested books	7.4- Suggested books -Getnet Mitike . Health Education for health science students. Addis Ababa university department of community health , January 2014 -Urban jonsson. Human rights approach to development programming , published by UNICIF, 2013. - Mary Louise, O, Connor- Fleming and Elizabeth parker; (2011) . Health Promotion : principles and practice in the Australian context, 3rd edition, Schuster company - Harkreader h. (2010). Client teaching . Fundamentals of nursing : Caring and clinical judgment . (pp. 329-334), w. B. Saunders company. https://www.assh.org/pDf%20 files / health ed . pdf https://www.int/topic / health education / en https://www.ets.org/Media/ Tests / Praxis/pdf/0550. Pdf.
d-Periodicals and web sites.	7.4- Periodicals, Web Sites, … etc

Lecturer :-

Prof.Dr.. Nabila Elsayed Taha

Head of department: Prof.Dr / Nabila Elsayed

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**102 M**
Course Name	**Anatomy**
Academic Year/Level	2019
2-Over all aims of the course	The course provides a basic anatomical knowledge of the normal structure of the human body and function of different structures in the body. After this course the students should be able to understand the most important relations between the different structures (arteries, veins, nerves, muscles and viscera) and use it in clinical practice
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	***By the end of the course, students will be able to:*** a1- Illustrate the site of various organs and their positional relations to each other a2- Explain anatomy of the heart. a3-Identify blood vessels of systemic circulation. a4-Identify anatomy of the upper respiratory system a5- Discuss the structure of lower respiratory system a6-Explain anatomy of gastrointestinal system a7- Identify anatomy of urinary system a8- Illustrate anatomy of the skin a9- Mention function of the bone
b- Intellectual skills	***By the end of the course, students will be able to:*** b1- Integrate the skills to apply anatomical data during clinical

<table>
<tr><td></td><td>examination of patient
b2- Differentiate between spinal nerve and cranial nerve.
b3- Compare between anatomy of right and left lung.
b4-Differentiate between structure of large and small intestine.
b5- Analyze the anatomical structure of pituitary gland.
b6. Differentiate between location of kidneys, urinary bladder & ureter</td></tr>
<tr><td>c- Professional and practical skills</td><td>----------
----------</td></tr>
<tr><td>d- General skills</td><td>By the end of the course, student will be able to:
d1- Communicate with colleagues about anatomical basis in diseases.
d2- Manage anatomical problems such as variations and defects related to clinical problems.
d3- Manage conceptual knowledge for solution of clinical problems.
d4. Adopt the principles of continuous education.</td></tr>
<tr><td><u>4-Course contents</u></td><td>
<table>
<tr><th>Topic</th><th>Total hours of topic(theory/practical)</th><th>NO.of Lectures Lecture=2 hrs</th><th>Academic advising hours: Tutorial /practical</th></tr>
<tr><td>1- Introduction to the course</td><td>2hrs</td><td>1</td><td>……</td></tr>
<tr><td>2- Integumentary System</td><td>2hrs</td><td>1</td><td>……..</td></tr>
</table>
</td></tr>
</table>

	3- Skeletal System	**2hrs**	**1**	**.....**
	4- Muscular system	**2hrs**	**1**	…….
	5- Cardiovascular system **- Heart** **- Blood vessels**	**4hrs**	**2**	…….
	6- **Central & peripheral nervous system:**	**2hrs**	**1**	---
	7- The digestive system: Gasto-intestinal -tract - Acacssesory Glands & orgaorgans:liver, pancrease & spleen	**2hrs**	**1**	…….
	8- The respiratory system:	**2hrs**	**1**	-------
	9- Endocrine system: - pituitary gland- -Thyroid gland Parathyroid gland - - Suprarenal gland-	**4hrs** 2 2	**2** 1 1	----------
	8-Urinary system:	**4hrs**	**2**	---------

	-Kideny -Ureters,urinary bldder&urethera	2 2	1 1	
	9-reproductive system	**2hrs**	**1**	---
	10 – Revision	**2hrs**	**1**	
	Total No. of hours	**30 hrs**	**15lectures ×2hrs= 30 hrs**	---

5-Teaching and learning methods	**1-** lectures **2-** Group discussion **3-** Brain storming session 4- self learning
6- A student assessment.	
a-Methods.	1- written midterm exam to assess the knowledge and intellectual skills 2 - final written exam to assess the knowledge and intellectual skills
b-Time.	Assessment 1 written midterm exam 7 week Assessment 2 final written exam at the end of the semester
c- Degrees distribution.	**Mid –term examination** (20 grades) 20% **Final-term examination** (80 grades) 80 % **Total** (100 grades) 100%
7-List of references	
a-Notes	**Zakaria.H**, Anatomy for nurses, (2016) 5th ed
b-Essential books	**Todd R. Olsom**. Student Atlas of Anatomy . 4rd ed,2017.
c-Suggested books	***Licht, H. (2018)*** *Clinical Anatomy 5th ed.*
d-Periodicals and web sites.	www. Anatomy.gov.- - www. Iml.Dartmouth.edu/ education/ cme/ Anatomy/ - www.Anatomy.org.

Head of department:

prof. Dr. Mostafa ELHabib

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**109 M**
Course Name	**Parasitology**
Academic Year/Level	**2019** **1st year** **2nd Semester**
2-Over all aims of the course	At the end of this course the graduate students will be able to identify the key aspects of parasitology, including the biology of parasites and the diseases they cause, the principles of how they spread, methods of detecting and identifying parasites, their prevention and control, and how to use and critically interact with scientific literature.
3- Intended Learning outcomes (ILOs)	
a- Knowledge and understanding	***By the end of the course, students will be able to:*** A.1- Define Parasitology. A.2- Describe Sources of parasites infecting individual. A.3- Explain Parts of medical parasitology. A.4- Discuss general characteristics of protozoa. A.5- Describe general characters of medical entomology A 6- Discuss development of arthropods. A.7- Describe the morphology and life cycle of parasites of medical importance A.8- Describe pathogenesis, clinical signs and symptoms and complications of parasitic infections A.9- Outline the treatment for various parasitic infections and mention the methods of prevention and control of infection on individual and community levels

	A.10- Describe common arthropods of medical interest and explain their medical importance and methods of combat A.11- Outline the fundamentals of immune reaction and immunodiagnosis of different parasites A.12- Enumerate complications associated with manipulation of infectious materials, relevant to parasitology, especially in hospitals
b- Intellectual skills	***By the end of the course, students will be able to:*** B1- Differentiate between types of parasites. B 2- Compare between main classes of medical helminthology B 3- Differentiate between types of protozoa. B 4- Analyze the classification of arthropods. B 5- Interpret specific symptoms and signs caused by certain parasitic infection B 6- Choose the best laboratory investigation to verify the presence of certain parasite and interpret the clinical and laboratory findings to reach a proper diagnosis B 7- Choose the most suitable method for control of a parasitic infection in the community B 8- Formulate a plan for differential diagnosis with prioritization of the common possibilities for each parasitic infection
c- Professional and practical skills	---------- ----------
d- General skills	***By the end of the course, student will be able to:*** D1- Use the simple and compound microscopes D2- Respect the role of staff and co-staff members regardless of degree or occupations..

4-Course contents	**Topic**	**No. of hours**	**Hours for lecture**	**Tutorial/ practic**	**ILOS**

	s	al		
Introduction to parasitology & Principles of immunoparasitology	2hrs	2hrs	----	A1,A2,A7,A11,B1.
Medical Helminthology **Class Trematoda** • Fasciola gigantica • Heterophyes • Schistosomes **Class Cestoda** • Tenia saginata • Tenia solium **Class Nematode** • Ascaris lumbricoides	2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs	2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs	----	A3,A7,A8,A9,A10,A12 ,D1,D2.
Medical Entomology	2hrs	2hrs	----	A5, ,A7,A8,A9,A10,A1 B5,B6,B7,B8, D1,D2.
Medical protozoology • Amoeba • Giardia lamblia	2hrs 2hrs 2hrs	2hrs 2hrs 2hrs	----	A4, ,A7,A8,A9,A10,A1 B5,B6,B7,B8, D1,D2.
Introduction to arthropods Mosquitoes	2hrs	2hrs		A4, ,A7,A8,A9,A10,A1 B5,B6,B7,B8, D1,D2.

	• Malaria & Babesia					
	Diagnostic parasitological technique	2hrs	2hrs		A4, ,A7,A8,A9,A10,A1	3, D1
	Total	**30 hrs**	**15 Lectures**	-		

5-Teaching and learning methods	5.1 lectures 5.2 discussions 5.3 Brain storming
6- A student assessment.	
a-Methods.	6.a.1 Mid-term exam 6.a.2 Final written exam
b-Time.	Mid-term exam Week at 7th week of the course Final written exam at 15th week of the course
c- Degrees distribution.	**Mid –term examination** (20 grades) 20% **Final-term examination** (80 grades) 80 % **Total** (100 grades) 100%
7-List of references	
a-Notes	.a.1- Course Notes - Medical Parasitology for Nursing Students.
b-Essential books	- **Markell, A. and Voge's, M . (2015)**, Medical Parasitology, 10th ed. , Saunders Company. London, W.B. - **Cook, G. (2014)**, Manson's Tropical Diseases, 2nd ed., London: WB Saunders
c-Suggested books	**Davis & Clark** , Essential in Medical Parasitology (2016)
d- Periodicals and web sites.	www.altavesta.com www.americanjournal.com

	Medical Diagnostic Parasitology, www.abebooks.com **Foundations of Parasitology (Paperback edition) by Larry S. Roberts (Author), John Janovy (Author) www.abebooks.com**

Head of department:
Prof. Dr. Nashaat El-said Nassef

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**103(s)**
Course Name	**Psychology**
Academic Year/Level	**2018-2019/ First semester**
2-Over all aims of the course	This course is designed to provide the nursing student with introductory to the psychological concepts underlying human behavior in such areas as learning, motivation, perception, psychological disorders and human development
3- Intended Learning outcomes (ILOs)	
a- Knowledge and understanding	***By the end of the course, students will be able to:*** a1- Define educational psychology. a2- Describe the relationship between educational psychology and other psychological branches. a3- Explain learning conditions a4- Discuss factors affecting learning process a5- Explain concepts relevant to motivations a6-Explain causes delayed academic achievement and its reasons. a7-Identify characteristics of good teacher. a8- Identify Geniuses and talented student.

b- Intellectual skills	***By the end of the course, students will be able to:*** b1-Interpret learning theories and its application. b2-Interpret motives theory. b3-Differeniate between guidance and educational choice. b4-Compare between ability and willingness. b5-Distinguish between different intelligent tests. b6-Differentiate among personal differences
c- Professional and practical skills	***By the end of the course, student will be able to:*** ----------
d- General skills	***By the end of the course, student will be able to:*** d1-Appretiate the importance of educational psychology . d2-Communicate with others inspite of their different emotional behaviors.

4-Course contents

Topic	Total hrs of topic (theory /practical)	NO. of lectures Lecture=2 hrs	Tutorial/ practical	ILOS
Foundations of educational psychology:- -Introduction and purposes of educational psychology -Educational psychology and other psychological branches.	**4hrs** 2hrs 2hrs	**2 lectures** 1 1	----	a1,a2, d1
Learning:- -Introduction of learning. -learning conditions. -Factors affecting learning process.	**6hrs** 2hrs 2hrs 2hrs	**3 lectures** 1 1 1	----	a3,a4 b1

	-Learning Theory and Applications				
	Motivation and learning:- -Definition of motivation -Concepts relevant to motivation -Motives rating - Motives theory.	**4hrs** 2hrs 2hrs	**2 lectures** 1 1	--------	a5 b2
	Personal differences- Guidance and educational choices. Ability and willingness	**2hrs**	**1**	----	b3,b4
	Delayed academic achievement	**4hrs** 2hrs	**2 lectures** 1	-----	a6

	and its reasons Definition of delayed academic achievement and its reasons. Types of delayed academic achievement and its reasons. -Dimention of delayed academic achievement and its reasons**.**	2hrs	1			
	Learning and emotional outcomes - Development of emotional behaviors -Teachers skills. - Character	**4hrs** 2hrs 2hrs	**2 lectures** 1 1	-----	a7,d2	

	istics of good teacher.				
	elligence and personal differences -Intelligence tests -Types of personal differences -General characteristics of personal differences	**4hrs** 2hrs 2hrs	**2 lectures** 1 1	-----	b5,b
	Geniuses and talented - Geniuses and talented - Chractrestics of talented -Academic excellence	**2hrs**	١	------	a8
5-Teaching and learning methods	5.1-Lectures 5.2- Discussion 5.3- data show				
6- A student assessment.					
a- Methods.	5.1- written midterm exam to assess the knowledge and intellectual skills 5.2 - final written exam to assess the knowledge and intellectual skills				
b-Time.	Assessment 1 written midterm exam 9 week Assessment 2 final written exam at the end of the semester				

c- Degrees distribution.	Mid-Term Examination (MCQ) 30 % Final Examination 70 % Total 100 %
7-List of reference	
a-Notes	6.1- Course Notes Notes in general surgery for nursing
b- Essential books	6.2- Essential Books (Text Books) Perry, A.G. Potter, P.A. (2018): Basic Nursing Essentials for Practice (8th ed). St. Louis, Missouri Mosby. Bailey and love's (2017) : Short Practice of Surgery 26th ed.the London, Queen Mary's School of Medicine and Dentistry, London, UK.
c- Suggested books	-Basic Nursing Essentials for Practice -Short Practice of Surgery
d- Periodicals and web sites.	6.4- Periodicals, Web Sites, … etc Pubmed surgery websites Google scholar surgery websites https://www.assh.org/ https://www.plasticsurgery.org/ https://www.rcsi.com/dublin/

Head of department:

prof. Dr. Mostafa ELHabiby

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**106 (L), 112L**
Course Name	**English (level I & II)**
Academic Year/Level	**2019**
2-Over all aims of the course	This course will provide the student with the opportunity to learn how to listen and speak English language as well as learn different linguistics skills quickly and efficiently. Additionally, it will provide the student with the opportunity to learn the experience to write an essay and different recording & reporting document in an English format.
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	***By the end of the course, students will be able to:*** a.1- Identify technique of comprehension. a.2-Explain basics and ideas of paragraph. a.3-Identify basics of grammar. a.4-Discuss basics of translation.
b- Intellectual skills	***By the end of the course, students will be able to:*** b.1- Differentiate between basics of words structure and basics of sentences structure . b.2- Compare between samples of tests and examples
c- Professional	----------

<table>
<tr><td>and practical skills</td><td>----------</td></tr>
<tr><td>d- General skills</td><td>By the end of the course, student will be able to:
d 1. Communicate effectively with health team members.
d 2.- Manage conceptual knowledge for solution of language problems.
d 3.. Adopt the principles of continuous education.</td></tr>
<tr><td><u>4-Course contents</u></td><td>
<table>
<tr><th>Topic</th><th>Total hours of topic(theory/practical)</th><th>NO.of Lectures Lecture=2hrs</th><th>Academic advising hours: Tutorial /practical</th></tr>
<tr><td>1-Comprehension passages</td><td>8hrs</td><td>4</td><td>……</td></tr>
<tr><td>2- Paragraph</td><td>6hrs</td><td>3</td><td>……..</td></tr>
<tr><td>3- Structure and grammar</td><td>8hrs</td><td>4</td><td>.....</td></tr>
<tr><td>4- Translation</td><td>8hrs</td><td>4</td><td>…….</td></tr>
<tr><td>Total number of hours</td><td>30hrs</td><td>15 lecture</td><td>…….</td></tr>
</table>
</td></tr>
<tr><td><u>5-Teaching and learning methods</u></td><td>1- lectures
2- Group discussion
3- Brain storming session
4- self learning</td></tr>
<tr><td><u>6- A student assessment.</u></td><td></td></tr>
<tr><td>a-Methods.</td><td>1- written midterm exam to assess the knowledge and intellectual skills
2 - final written exam to assess the knowledge and intellectual skills</td></tr>
<tr><td>b-Time.</td><td>Assessment 1 written midterm exam 7 week
Assessment 2 final written exam at the end of the semester</td></tr>
</table>

c- Degrees distribution.	**Mid –term examination** (20 grades) 20% **Final-term examination** (80 grades) 80 % **Total** (100 grades) 100%
7-List of references	
a-Notes	-Course Notes English for science
b-Essential books	Essential Book for English for Nursing (2019)
c-Suggested books	**-Richards, J.C. (2018**). Interchange II (student Book units (1-9). American Edition. New York: Cambridge university Press. **- Robert B. K. (2019).** The Oxford Handbook of Applied Linguistics (2 ed.).
d-Periodicals and web sites.	-www.English language.com

Lecturer :-

Dr. Dina Serag

Head of Department

Prof/ Dr / Radwan Gaber El-sobaky

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**108 M**
Course Name	General Nutrition
Academic Year/Level	Firs year/ 2nd semester
2-Over all aims of the course	**Upon completion of this course, the students should be able to do the following:** 1. Demonstrate knowledge and understanding of the six classes of nutrients, including their forms, functions, sources, deficiencies, excess, etc. 2. Demonstrate basic knowledge of how nutrients are digested, absorbed and metabolized. 3. Demonstrate basic understanding of energy balance, and apply this to related issues such as body weight regulation. Apply nutrition knowledge to such topics dietary needs through the lifecycle, knowing the problems in obtaining it, and the consequences of improper nutrition and eating habits
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	***By the end of the course, students will be able to:*** **A.1**. Identify the scientific terminology in nutrition. **A.2.** Identify the dietary sources, intake levels and requirement of protein, carbohydrates, fats, vitamins, minerals and water. **A.3**.Describe the harmful effect of the increase or decrease of nutrients and its effect on health. **A.4.** Explains how the calculation of body's energy and how management of weight. **A.5.**Identifythe good nutrition in life cycle such as in pregnancy, lactation and childhood period.
b-Intellectual skills	***By the end of the course, students will be able to:*** **B-1** distinguishes between the chemical composition of nutrients and their functions and sources in food.

	B-2. Discusses themalnutrition diseases resulting from the increase or decrease of nutrients. **B.3.** Analyzes the metabolism ofnutrients in the human body**.** **B.4.** Contact between nutritionknowledgeand nutrition needs in life cycles.
c-Professional and practical skills	***By the end of the course, student will be able to:*** **C.1.** Connects between the increase or decrease of nutrients and malnutrition. **C.2.** Calculates the body's energy needs.
d- General skills	***By the end of the course, student will be able to:*** **D.1.** He works within a team and develops his skills **D.2.** Participate in continuing education for all patients about good relevant nutrition. **D.3**. Assume effective responsibilities as a member of health care team when managing patients with different health problems.

4-Course contents

Topic	Total hours of topic(theory/practical)	NO.of Lectures Lecture=2hrs	Academic advising hours: Tutorial /practical
1.Terminology in nutrition	**2hrs**	**1**	……
2. Carbohydrates	**2hrs**	**1**	……..
3. proteins	**2hrs**	**1**	**.....**
4. lipids	**2hrs**	**1**	…….
5. Water Soluble Vitamins	**4hrs**	**2**	…….
6. Fat Soluble Vitamins	**2hrs**	**1**	**---**
7. Major Minerals +Midterm exam	**2hrs**	**1**	…….
8. Trace Minerals	**2hrs**	**1**	-------
9.Water	**4hrs**	**2**	----------

		2 2	1 1	
	10. Digestion and Metabolism	**4hrs** 2 2	**2** 1 1	---
	11. Energy balance	**2hrs**	**1**	---
	12. Weight Management	**2hrs**	**1**	
	Total No. of hours	**30 hrs**	**15lectures×2 hrs= 30 hrs**	---
5-Teaching and learning methods	4.1-Lectures **4.2-Discussion**			
6- A student assessment.	**Assessment 1** Midterm exam at 7 Week Assessment 2 **Final exam** **after 15 week**			
a-Methods.	5.1- Written midterm examination to assess knowledge. **5.2- Final written examination to assess knowledge and understanding**			
b-Time.	**Assessment 1** Midterm exam at 7 Week Assessment 2 **Final exam** **after 15 week**			
c- Degrees distribution.	Mid-Term Examination 20% (20 degrees) Final-term Examination 80 % (80 degrees) Total 100% (100 degrees)			
7-List of references				
a-Notes	6.1-Course notes. Hand out of lecture notes			
b-Essential books	Essential Books (Text Books)			
c-Suggested books	Understanding Nutrition 11Ed 2007 - Ellie Whitney, Sharon Rady Rolfe.			
d-Periodicals and web sites.	Periodicals, Web Sites, etc			

Head of department:Prof.Dr.\Youssif AbdEl Aziz El hasanin

Menoufia University

Faculty of Nursing

Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**100 N**
Course Name	**Fundamental of Nursing Part I& II**
Academic Year/Level	**2018-2019**
2-Over all aims of the course	This course is designed for first year nursing students as an introduction to basic nursing concepts and skills. Emphasis on utilizing the nursing process, evidence-based practice, specific nursing concepts needed in the planning of nursing care addressing a client's physiologic, psychosocial and developmental needs. The purpose of the course is also to give nursing students the opportunity to master all basic nursing skills safely and to prepare them before starting their clinical practice at the hospitals setting.
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	***By the end of the course, students will be able to:*** a1.Identify historical prospective of nursing a2. Define concepts of medical and surgical asepsis a3 . Explain health and illness continuum models. a4.Illustrate factors affecting health care delivery system a5. Determine factors influencing heat & cold application. a6. Identify the nurse responsibilities during physical examination. a7. Explain physiology of urinary and bowel elimination. a8. Explain the purposes of enema &catheterization. a9. list different methods of spec
b-Intellectual skills	***By the end of the course, students will be able to:*** b1.Distinguish between nursing in different eras b2 Compare between responsibility &accountability.

	b3. Differentiate between verbal and nonverbal communications. b4. Analyze characteristics of basic human needs, according to Maslow Hierarchy of Needs. b5. Differentiate between normal and abnormal vital signs. b6. Differentiate betweentypes of bleeding, & types of fractures. b7. Compare between types of pain. b8. Differentiate between routes for transporting fluid, electrolyte to and from intracellular compartments. b9. Compare between types of bandages &binders.
c-Professional and practical skills	***By the end of the course, students will be able to:*** c1. Apply nursing process when planning &giving direct patient care. c2. Apply nursing process as a framework to care of patient with common problems related to hygienic care of the skin, feet, nails, mouth, hair, eyes, ears, and nose.] c3. Apply falls preventive strategies to promote patients' safety. c4 .Utilize nursing intervention to improve ventilation and oxygenation. c5. Demonstrate principles of body mechanic in safe manner as range of motion exercises, turning, moving and positioning. c6. Demonstrate the correct technique while administeringparenteral medications (intradermal, subcutaneous, intramuscular, and intravenous routes). c7. Apply strategies to prevent bed sore (e.g. positioning patient, turning& moving, bed making). c8. Demonstrate the correct technique while perform cardiopulmonary resuscitation (CPR).
d- General skills	***By the end of the course, student will be able to:*** d1. Communicate effectively with all health care providers. d2. Appreciate the importance of standard precaution d3- Manage conceptual knowledge for solution of clinical problems.

4-Course contents

Topic	Total hours of topic (practical)	Total hours of topic(theory)	NO. Of Lecture Lecture=3hrs)(	Laboratory
(First Semester) **Course overview** **Nursing history**	----	3hrs	1 lecture	-----
-Contemporary nursing practice	------	3 hrs	1 lecture	-------
Values and ethics in nursing: - Types and development of values - Ethics and ethical decision making	------	3hrs	1 lecture	
Quiz **Nursing process:** a-Assessments b - Nursing Diagnosis	----	1 hr 2 hrs	1 lecture	----
c- Planning d- Intervention and implementation e- Evaluation	------	3hrs	1 lecture	
Basic human needs according to Maslow Hierarchy of Needs	----	3hrs	1 lecture	
Vital signs: Body temperature, Pulse and respiration	12hrs	1 hr 2hrs	1 lecture	12hrs
Blood Pressure	12 hrs	3 hrs	1 lecture	12hrs
Clinical evaluations	12 hrs	-----	----	12 hrs
Mid – term exam	----	3 hrs	1 lecture	
Asepsis:-Chain of infection control - Type of nosocomial		6hrs	2 lecture	

	infection. -risk factors for nosocomial infection - Clinical signs and symptoms of infections.				
	--Medical hand washing	12 hrs	-----	----------	12 hrs
	-Surgical hand washing (scrubbing)	12 hrs	-----	----------	12 hrs
	- Donning and removing sterile gloves		------	----------	12 hrs
	Donning sterile gown and Preparing sterile field				
	-Clinical evaluation	12 hrs	------	--------	12 hrs
	Hygiene: Cleansing bath Performing foot and nail care	12 hrs	-----	--------	12hrs
	-Oral hygiene	6 hrs	----	-------	6 hrs
	- Morning care	6 hrs	-----	---	6 hrs
	-Hair shampoo	12 hrs	------	-------	12 hrs
	Communication -	------	3hrs	1 lecture	------
	Patient's activity: -Factors affecting body alignment and mobility -Exercise (effects of exercises and immobility on major body systems)	------	6 hrs	2 lecture	------
	- patient positioning	12 hrs	-----	-----	12 hrs
	-assisting with range of motion -exercises(active and passive) -coughing and deep breathing exercise	12 hrs	-----	----	12 hrs

-Bandage and binder	6 hrs	---	-------	6 hrs
Turning moving and transferring the patient	12 hrs	------	--------	12 hrs
Admission and discharge, transfer		3hrs	1 lecture	-----
Total No. of hours (first Semester			**15(lecture)×3 (hrs)=45hrs**	**12hrs× 15wks= 180hrs**

Topic	**Total hours of topic(practical)**	**Total hours of topic(theory)**	No. of Lecture Lecture=3hrs(	**Laboratory**
(Second Semester) **-Safety**: - body mechanics	------	3hrs	1 lecture	----
- **Oxygenation** - Physiology of respiration - Factors affecting respiratory function	------	3hrs	1 lecture	----
-Urinary elimination: -factors affecting micturition -catheterizing urinary bladder -irrigating the catheter using closed and open system	6 hrs	3 hrs	1 lecture	6 hrs

	-quiz **-Bowel elimination** -factors affecting bowel elimination -offering and removing a bedpan or urinal - administering a cleansing enema	6 hrs	١hr 2hrs	1 lecture	6hrs
	Pain: -factors affecting pain experience - types of pain	-----	6hrs	2 lecture	----
	-Fluid and electrolytes Balance	------	3hrs	1 lecture	----
	Medications: -Oral medication - Topical medication - Administering medication by inhalation -***Parenteral medication***: - preparation of parenteral medication - Administering Intramuscular injection - Administering intradermal - Administering subcutaneous - Administering Intravenous injection - Clinical evaluation	60 hrs	6 hrs	2 Lecture	6 hrs 6 hrs 12 hrs 12 hrs 12 hrs 1 2hrs

	Mid- term exam		3 hrs	1 lecture	
	- Health assessment and physical examination: - -general assessment -Thorax& lung assessment -Cardiovascular system assessment -Abdominal assessment	6 hrs	6 hr	2 Lecture	6hrs
	- Specimen collection - Reporting and recording	6 hrs	---		6 hrs 6 hrs
	- Hot &cold application	6 hrs	------	----------	6 hrs
	- **-First aid** - -Bleeding , shock - - fracture , - burns - - Poisoning	------	3 hrs 3 hrs 3 hrs	1 lecture 1 lecture 1 lecture	-
	-Cardiopulmonary resuscitation(CPR).	6 hrs	----		6 hrs
	-weight and height	6 hrs	----		6 hrs
	Clinical settings(hospital area)	72 hrs	----		72 hrs
	Revision	6 hr	-----		6 hrs
	Total No. of hours(Second Semester)			**15(lecture)×3 (hrs) =45hrs**	**12hrs×15wl 180hrs**
5-Teaching and learning methods	5.1-lectures 5.2-discussions 5.3-demonstration and re demonstration				
6- A student					

<table>
<tr><td><u>assessment.</u></td><td></td></tr>
<tr><td>a-Methods.</td><td>6.a.1-Mid-term examination
6.a.2- Semester work such as follow up activities/clinical procedure
6.a.3-oral exams
6.a.4- practical exams
6.a.5- Final examination</td></tr>
<tr><td>b-Time.</td><td>6.b1 Quiz at Week 4th
6.b.1 Mid-term exam at Week 7th
6.b.2 Final clinical & oral exam at Week 15th
6.b.3 Written exam at end of semester</td></tr>
<tr><td>c- Degrees distribution.</td><td>
<table>
<tr><th>First Semester</th><th>Degree</th><th>Percentage</th><th>Second Semester</th><th>Degree</th><th>Percentage</th></tr>
<tr><td>Mid-term examination</td><td>40</td><td>13.3%</td><td>Mid-term examination</td><td>40</td><td>13.3%</td></tr>
<tr><td>Semester work</td><td>80</td><td>26.7%</td><td>Semester work</td><td>80</td><td>26.7%</td></tr>
<tr><td>oral exams</td><td>30</td><td>10%</td><td>oral exams</td><td>30</td><td>10%</td></tr>
<tr><td>practical exams</td><td>30</td><td>10%</td><td>practical exams</td><td>30</td><td>10%</td></tr>
<tr><td>Final-term examination</td><td>120</td><td>40%</td><td>Final-term examination</td><td>120</td><td>40%</td></tr>
<tr><td>Total</td><td>300</td><td>100%</td><td>Total</td><td>300</td><td>100%</td></tr>
</table>
</td></tr>
<tr><td><u>7-List of references</u></td><td></td></tr>
<tr><td>a-Notes</td><td>----------</td></tr>
<tr><td>b-Essential books</td><td>Craven.r,hirnle.c,(2017): fundamentals of nursing human health and function.</td></tr>
<tr><td>c-Suggested books</td><td>Potter, P. and Perry, A. (2018). Clinical Nursing Skills and Techniques.</td></tr>
</table>

d-Periodicals and web sites.	www. Nursing.gov.- www.Nursing.org.

Head of department:

Prof. Dr. Wafaa Hassan

نموذج رقم (١٢)

Menoufia University
Faculty of Nursing
Medical Surgical Nursing

Instructional model for the description of a course

1-Course Data	
Code NO.	**101 M**
Course Name	**Microbiology**
Academic Year/Level	Firs year/ 2nd semester
2-Over all aims of the course	**Upon completion of this course, the students should be able to do the following:** Provide the student with introductory knowledge about microbiology and the use of this knowledge in clinical and nursing practices.
3- Intended Learning outcomes (ILOs)	
a-Knowledge and understanding	***By the end of the course, students will be able to:*** A.1. Define microbiology. A.2. Describe structure of bacterial cell. A.3. Describe antimicrobial chemotherapy A.4.Describe characteristics of gram negative ccoci A.5. Describe hypersensitivity reaction A.6. Describe autoimmune diseases A7. Describe structure of viruses A.8. Identify types of vaccination A.9.know general virus structure. A.10.know infection control practice
b-Intellectual	***By the end of the course, students will be able to:***

skills	b1- Integrate the skills to apply anatomical data during clinical examination of patient b2- Differentiate between spinal nerve and cranial nerve. b3- Compare between anatomy of right and left lung. b4-Differentiate between structure of large and small intestine. b5- Analyze the anatomical structure of pituitary gland. b6. Differentiate between location of kidneys, urinary bladder & ureter
c-Professional and practical skills	---------- ----------
d- General skills	***By the end of the course, student will be able to:*** D.1. Collaborate effectively with all health care providers. D.2. Work with health team in a professional

4-Course contents

Topic	Total hours of topic(theory/practical)	NO.of Lectures Lecture=2 hrs	Academic advising hours: Tutorial /practical
Introduction to microbiology	**2hrs**	**1**	……
General Bacteriology	**2hrs**	**1**	……..
Structure of the bacterial cell	**2hrs**	**1**	**.....**
Bacterial physiology	**2hrs**	**1**	…….
Antimicrobial chemotherapy	**4hrs**	**2**	…….
Sterilization and disinfection	**2hrs**	**1**	**---**
Systematic bacteriology	**2hrs**	**1**	…….
Gram positive cocci	**2hrs**	**1**	**-------**

	Gram negative bacilli	**4hrs** 2 2	**2** 1 1	----------
	Immunity	**4hrs** 2 2	**2** 1 1	---------
	Hypersensitivity reaction	**2hrs**	**1**	---------
	Autoimmune diseases	**2hrs**	**1**	
	Total No. of hours	**30 hrs**	**15lectures ×2hrs= 30 hrs**	---------
5-Teaching and learning methods	5.1-lectures 5.2-discussions 5.3- Assignment			
6- A student assessment.				
a-Methods.	6.a.1Mid-term examination 6.a.2 Final-term examination			
b-Time.	6.b.1Mid-term exam at 7th Week of the course 6.b.2 Final written exam at 15th Week of the course			
c- Degrees distribution.	-Mid-term examination 20% -Final-term examination 80% -Total 100%			
7-List of references				
a-Notes	*7.a.1- Course Notes*			

b-Essential books	• Zahran, W. (2014). Microbiology of Nursing • Davidhizar, R., Dowd, S. & Newman-Giger, J. (2016).Text book of Microbiology Gladwin, M.,Trattler, B. (2009) Clinical Microbiology, USA, Mosbay.
c-Suggested books	• El-Mashed, A. (2016). Manual of medical microbiology & immunology. Ahram commercial press Egypt. • Andrew M. &Boyle J.(2017) Clinical Microbiology for Nursing .
d-Periodicals and web sites.	o - http://medicaleducationonline.org/ o http://www.microbiologyonline.net

Head of department: Prof. Dr. Enass Ghonim

Medical surgical nursing course specification 2018-2019

Quality Assurance Unit

نموذج رقم (١٢)

جامعة:Menoufia University
كلية: Faculty of Nursing
قسم: Medical Surgical Nursing
تاريخ أخر تعديل:

توصيف مقرر دراسى

٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودى : 204 ط	اسم المقرر : Pharmacology	الفرقة / المستوى : Second year
التخصص :	عدد الساعات الاسبوعية : نظرى ٢ - عملى عدد الساعات الكلي ٣٠ ساعة نظري	
٢- هدف المقرر :	**1 – Overall Aims of Course** This course focuses on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. At the completion of this course the student will be able to understand the major drug classifications and describe principles of safe administration of medications.	
٣- المستهدف من تدريس المقرر: **Intended Learning Outcomes of Course (ILOs):**		
١-المعلومات والمفاهيم :	**a- Knowledge and Understanding:** a1. Identify the roles of the professional nurse in relation to medication administration and patient education in both acute and community health settings a2. Explain the correct measures to ensure the prevention of medication errors a3. Define the pharmacological terminology pertinent to specific classifications of medications in relation to drug effects on	

commonly occurring diseases.	
b. Intellectual Skills b1. Interpret effective communication in reports of the actions, rationale for use, common and/or life-threatening side effects, nursing implications, and patient teaching issues for each major classification of medications. b 2. Differentiate between correct dosages administered to at risk population such as infant, child, pregnant women and elderly. b3. Discriminate between potential drug-drug interactions and drug-food interactions based on physiologic responses to pharmacological agents and apply critical thinking skills for appropriate intervention.	ب-المهارات الذهنية :

٤- محتوى المقرر :

Topic	No. of hours	Lecture No.	Tutorial
1- Introduction to Pharmacology 2- Drug regulation and approval 3- Drug classification 4- Principles of drug administration 5- Drug therapy consideration throughout the lifespan 6- Medication errors	4	1,2	-
2- Central Nervous System stimulants A. Antidepressant and Antipsychotic agents B. Antianxiety, Sedative, Hypnotic agents C. Psychotherapeutic agents D. Autonomic Nervous System Agents E. Anesthetic agents F. Analgesic (Pain Management) agents G. Anticonvulsant agents	6	3,4,5	-
3- Cardiovascular Pharmacology A. Drugs for Heart Failure B. Drugs for Hypertension C. Drugs for Dysrhythmia D. Drugs for Angina, Myocardial Infarction and Cerebrovascular Accident E. Drugs for Lipid Disorders	4	6,7	-

4- Drugs for Hematological Disorders A. Drugs for Coagulation Disorders B. Drugs for Hematopoietic Disorders C. Anemias D. Diuretics E Drugs for Fluid, Electrolyte and Acid-Base Disorders	4	8,9	-
5- Endocrine pharmacology A. Pituitary and Hypothalamus Disorders B. Adrenal Gland Disorders C. Pancreatic Disorders	4	10,11	-
6- Drugs for Immune System Modulation A. Drugs for Inflammation, Fever, and Allergies B. Drugs for Bacterial Infection C. Drugs for Fungal, Protozoan and Helminth Infections D. Drugs for Viral Infections	4	12,13	-
7- Drugs for Gastrointestinal system A. Drugs for Peptic Ulcer Disease B. Drugs for Bowel Disorders C. Drugs for Nausea and Vomiting D. Drugs for Nutritional Disorders	4	14,15	-

Teaching and Learning Methods 4.1-Lectures	٥- أساليب التعليم والتعلم
٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	
٧- تقويم الطلاب :	
Student Assessment Methods 5.1- written mid term exam to assess the students' Intended Learning Outcomes of Course. 5.2 – written final exam to assess the students' Intended Learning Outcomes of Course.	أ- الاساليب المستخدمة
Assessment Schedule Assessment 1 midterm exam Week 6 Assessment 2 final exam at the end of the first	ب- التوقيت

term week 15	
Weighting of Assessments Mid-Term Examination 30 marks 30% Final Examination 70 marks 70% Total 100 marks 100%	**ج- توزيع الدرجات**

٨- قائمة الكتب الدراسية والمراجع : List of References

6.1- Course Notes Omer, A., H, Pharmacology of nursing, student course notes, Menofia Egypt.	**أ- مذكرات**
1. Fox KA, Opie JJS, White HD, et al: Drugs for the Heart. Antithrombotic agents:Platelet inhibitors, anticoagulants, and fibrinolytics Philadelphia, PA: Elsevier Saunders, 2009, pp 293–340 4. Fishman WH, Cheng-lai A, &Nowarkas J: Pharmacology,4th ed. Philadelphia, PA: Current Medicine LLC, 2015, pp 98–135	**كتب ملزمة**
6.3- Recommended books	**أ- كتب مقترحة**
6.4- Periodicals, Web Sites … etc	**د- دوريات علمية أو نشرات ... الخ**

أستاذ المادة :

رئيس القسم العلمى :

نموذج رقم (١٢)

جامعة: Menoufia University
كلية: Faculty of Nursing
قسم: Medical surgical nursing
تاريخ أخر تعديل: 2018- 2019

توصيف مقرر دراسى

١- بيانات المقرر		
الرمز الكودى : 205M	اسم المقرر : Pathology	الفرقة / المستوى : Second Year
التخصص :	عدد الساعات الاسبوعية : نظرى ٢	عملى -
٢- هدف المقرر :	**1-overall aims of course** This course is designed to help the nursing student to understand the mechanisms of the development of disease and alterations in body function of individuals. Emphasis is placed on common conditions related to functional health patterns. Principles of disease transmission and immunological responses have been integrated into this course.	
٣- المستهدف من تدريس المقرر :		
	Intended Learning Outcomes of Course (ILOs)	
أ- المعلومات والمفاهيم :	**Knowledge and Understanding:** a1. Identify normal and abnormal structure and function cardiovascular, respiratory, digestive and urinary tract system. a2. Identify concepts, principles, and responses related to pathophysiologic processes that result in disease. a3- Discuss clinical manifestations of selected disease processes and health problems.	

Intellectual Skills b1. Integrate knowledge of pathophysiology in health care provision in different clinical settings b2. Differentiate between benign and malignant tumors. b3. Illustrate the role of pathophysiology in interpreting the manifestations and process of the disease. b4. Differentiate between nature of each conditions and its management using critical thinking skills.	ب- المهارات الذهنية :
Professional and Practical Skills: ----------	ج- المهارات المهنية الخاصة بالمقرر :
General and Transferable Skills d1. Appraise the importance of infection control in clinical settings. d2. Reflect positive attitude for care of patients with different problems.	د- المهارات العامة :

Contents

٤- محتوى المقرر :

Topic	No. of hours	Lecture No.	Tutorial
1-Inflammation, infection, immunology A. Immune Response B. Inflammation, Tissue Repair and Fever C. Disorders of the Immune Response	4	2	-
2- Alterations of Cardiovascular function	4	2	-
3- Alterations of Pulmonary function	4	2	-
4- Alterations of Neurologic function	4	2	-
5- Alterations of Endocrine function	4	2	-
6-Alterations of Gastrointestinal function A. Structure and function of the Digestive system B. Alteration of Digestive function	4	2	-
7- Alterations of Renal function	2	1	-
8- Alterations of Hematological function	2	1	

Teaching and Learning Methods 4.1-lectures 4.2-group discussion	٥- أساليب التعليم والتعلم
٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة _	
٧- تقويم الطلاب :	
Student Assessment Methods 5.1- written mid term exam to assess the student knowledge and understanding 5.2 – written final exam to assess the student knowledge and understanding	أ- الاساليب المستخدمة
Assessment Schedule **Assessment 1** midterm exam Week 6 **Assessment 2** final exam at the end of the first term	ب- التوقيت
Weighting of Assessments Mid-Term Examination 30% Final Examination 70% Total 100%	ج- توزيع الدرجات
٨- قائمة الكتب الدراسية والمراجع : **List of References**	
6.1- text book: Walter and Israili for general pathology	أ- مذكرات
	ت- كتب ملزمة
6.2- recommended Books Rubbin text book in pathology .Ackerman Surgical Pathology	ث- كتب مقترحة
3- Periodicals, Web Sites, etc Journal of pathology, American journal of pathology, Journal of cancer; website:	د- دوريات علمية أو نشرات ... الخ

أستاذ المادة : Dr. Mohammed Shaban

رئيس مجلس القسم العلمى :

Prof .Dr / Moshira Abdelwahid

نموذج رقم (١٢)

- جامعة: Menoufia University
- كلية: Faculty of Nursing
- قسم: Medical surgical nursing
- تاريخ أخر تعديل:

توصيف مقرر دراسى

٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودى 208M	اسم المقرر : General and Therapeutic Nutrition	الفرقة / المستوى : Second year
التخصص :	عدد الساعات الاسبوعية : نظرى ٢	عملى -
٢- هدف المقرر :	**1 – Overall Aims of Course** The course is designed to provide nursing student with an overview of the scientific foundations of nutrition and essentials of normal nutrition and their relationships to the health of individuals and families. These concepts serve as a basis for the development of an understanding of the therapeutic application of dietary principles and the nurse's role and responsibility in this aspect of patient care. The focus is on the functions, food sources and metabolism of carbohydrate, fat, protein, vitamins and minerals	
٣- المستهدف من تدريس المقرر :	**Intended Learning Outcomes of Course (ILO)**	
أ- المعلومات والمفاهيم :	**Knowledge and Understanding:** a1. Explain the structure of food pyramid. a2. Describe nutritional composition of diets designed for patients with different health problems. a3. Identify the essential food elements of protein, carbohydrates, fats,	

vitamins, minerals and water. a4. Identify the basic food groups and its substitutes & the factors, which affect the choosing of food. a5. Describe factors that may contribute to altered nutritional status in high-risk groups	
Intellectual Skills b1 Analyse the symptoms due to lack of food elements and how to treat them b2. Evaluate food needs of the vulnerable group e.g. children, pregnant and lactating mothers and old age group. b3. Integrate nutritional information into nursing practice in clinical settings. B4. Evaluate the importance of food and nutrition and the functions which food contributes for the body.	ب- المهارات الذهنية :
Professional and practical skills: ----------	ج- المهارات المهنية الخاصة بالمقرر :
General and transferable skills d1. Participate in continuing education for all patients about good relevant nutrition d2. Assume effective responsibilities as a member of health care team when managing patients with different health problems.	د- المهارات العامة :

٤- محتوى المقرر :

Topic	No. of hours	Lecture No.	Tutorial
1- Basics of nutrition Functions of food and nutrition in relation to human beings	4	2	-

2- Nutrition of vulnerable groups (children, pregnant and lactating mothers, old age)	4	2	-
3- Malnutrition disease	4	2	-
4- Nutrition for patients with cardiovascular disease	4	2	-
5- Nutrition for patients with kidney diseases	4	2	-
6- Nutrition for patients with liver disease	4	2	
7- Nutrition for patients with diabetes	4	2	-
8- Nutrition for patients with allergic	2	1	-

Teaching and Learning Methods 4.1-Lectures 4.2-Discussion	**٥- أساليب التعليم والتعلم**
٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	
٧- تقويم الطلاب :	
Student Assessment Methods 5.1- Written midterm examination to assess knowledge. 5.2- Final written examination to assess knowledge and understanding.	**أ- الاساليب المستخدمة**
Assessment Schedule **Assessment 1** Midterm exam at 7 Week **Assessment 2** Final exam at 15 week	**ب- التوقيت**
Weighting of Assessments Mid-Term Examination 30% Final-term Examination 70% Total 100%	**ج- توزيع الدرجات**
List of References **٨- قائمة الكتب الدراسية والمراجع :**	
6.1-Course notes. Hand out of lecture notes	**أ- مذكرات**

ب- كتب ملزمة	Essential Books (Text Books)
ج- كتب مقترحة	Recommended Books Food nutrition and diet therapy.
د- دوريات علمية أو نشرات ... الخ	Periodicals, Web Sites, etc

أستاذ المادة و رئيس القسم العلمى :

Pro. Yousif El Hassaneen

نموذج رقم (١٢)

جامعة: المنوفية Menoufia university
كلية: التمريض Faculty of Nursing
قسم : التمريض الباطني الجراحي Medical Surgical Nursing
توصيف مقرر دراسي
(٢٠١٨-٢٠١٩)

١- بيانات المقرر		
الرمز الكودي: ٢٠٠ت	اسم المقرر: Medical Surgical Nursing part I,II	المستوى: Second Year
التخصص :--	عدد الساعات الاسبوعية : نظري عملي تطبيقي بالمعامل ٣ ٨ ٢ ساعة اسبوعيا ساعة اسبوعيا ساعة اسبوعيا عدد الساعات الكلية للفرقة الثانية: نظرى(٤٥ ساعة) – عملى(١٢٠ساعة) - تطبيقي(٣٠ ساعة) في كل فصل دراسي لمدة عام أكاديمي كامل	
٢- هدف المقرر	This course builds on Medical-Surgical Nursing , focuses on integration of knowledge and skills to make sound decision in providing safe and effective nursing care and prevent complications to adult individuals with health problems related to common diseases as heart failure, hypertension, diabetes .Also management of patients post operatively in the surgical wards such as total hip replacement and mastectomy utilizing nursing process and critical thinking as a framework.	
٣- المستهدف من تدريس المقرر:	Intended Learning Outcomes(ILOS)	

A- Knowledge and Understanding: a1. Identify normal, abnormal structure and function of body system (cardiovascular, respiratory, digestive, endocrine and urinary tract system). a2. Discuss pathophysiology of medical and surgical problems such as heart failure, hypertension, anemia, hepatitis, renal failure, diabetes mellitus, bronchial asthma, pneumonia, burn, intestinal obstruction and hernia. a3. Explain the nursing strategies appropriate to manage adult patients with disorders of body system such as heart failure, hypertension, anemia, peptic ulcer, bronchial asthma and pneumonia. a4. List therapies for anemia including the nursing implications for blood transfusion. a5. Discuss the metabolic functions of the liver and the alterations in these functions that occur with hepatitis. a6. Explain the medical and nursing management of adult patients with adrenal disorders and diabetes mellitus. a7. Explain the complications of postoperative period with hernia, intestinal obstruction, gastrectomy and total hip replacement. a 8. Discuss the responsibilities of the nurse in meeting the psychological needs of the patients with gastrectomy, thyroidectomy and total hip replacement.	أ- المعلومات والمفاهيم :
B-Intellectual Skills b1. Integrate ethical, legal, socicultural and professional standard when providing care to adult individuals with different medical conditions. b2. Integrate health history, physical examination data to support decision in the context of formulating nursing care plane to adult individuals with medical conditions as heart failure,	ب -المهارات الذهنية :

hypertension, diabetes , total hip replacement and mastectomy. b3. Prioritize diagnosis, planning, implementing and evaluating care of individuals with one of cardiovascular, respiratory, endocrine, gastrointestinal and renal problems. b4. Compare Addison's disease with Cushing's syndrome in relation to causes, clinical manifestations, management and nursing care.	
C-Professional and Practical Skills c1. Utilize critical thinking skills and clinical competences needed when providing nursing care to adult individuals with cardiovascular, respiratory, digestive, renal and endocrine disorders. c2. Apply nursing process as a framework for care of adult patients with different medical surgical conditions as heart failure, diabetes mellitus, cholecystectomy, thyroidectomy and burn. c3. Calculate accurately fluid balance for adult patients with renal failure. c4 .Formulate nursing diagnosis of patients with hepatitis. c5. Prepare patient undergoing surgical procedures such as cholecystectomy and thyroidectomy preoperatively. c6. Apply effective preoperative and postoperative nursing care for patients undergoing mastectomy, cholecystectomy, prostatectomy, thyroidectomy and total hip replacement. c-Develop a teaching plan for patients with human immunodeficiency virus(HIV).	**ج- المهارات المهنية الخاصة بالمقرر :**
D-General and Transferable Skills d1. Manage time effectively and set priorities. d2. Use problem solving skills. d3. Apply communication skills effectively with surgical, nursing and medical staff in interprofesstional, social and therapeutic context.	**د- المهارات العامة**

d4. Convey a positive attitude toward other team members while working with patients with medical disorders.	

٤. محتوى المقرر
أولا الفصل الدراسي الأول

Topic	No. of hours (theory)	No. of lectures	Practical/ tutorial (Hours No.)
1- Perioperative nursing care	**9**	3	30
2- Process of wound healing and wound management	**3**	1	10
3- Care of patient with fluid and electrolyte disturbances	**6**	2	20
4-Management of patient with congestive heart failure	**3**	1	10
5-Management of patient with hypertension	**3**	1	10
6-Management for patients with bronchial asthma	**3**	1	10
7- Management of patients with diabetes mellitus Midterm Exam	**5** **1**	2 -	20 -
8-Management of patient with cancer.	**6**	2	20
9-Management of patients with fracture and undergoing orthopedic surgery.)	**3**	1	10
10-Management of patients with different types of hepatitis	3	1	10
Final oral and practical exam.			
Total	45	15	150

ثانيا الفصل الدراسي الثاني:

Topic	No. of hours(theory)	No. of lectures	Practical / tutorial (Hours No.)
1-Human immunological virus	**3**	1	10
2- Management of patient with infectious diseases of the heart such as endocarditis and myocarditis	**3**	1	10
3-Management of patient with anemia leukemia	**6**	2	20
4- Management of patient with intestinal obstruction and hernia.	**3**	1	10
5- Management of patient with peptic ulcer and gastric surgery.	**3**	1	10
6- Management of patient with cholecystitis, cholelithiasis and cholecystectomy.	**3**	1	10
7- Management of patient with acute , chronic renal failure and Hemodialysis . Midterm Exam	**5** **1**	2	20
8-Management of patient with burn	**6**	2	20
9-Management of patient with pneumonia	**3**	1	10
10- Management of patient with Addison disease and Cushing syndrome.	**3**	1	10
11-Management of patient with thyroidectomy.	**3**	1	10
12-Nursing management of patient with total hip replacement.	**3**	1	10
15- **Final oral and practical exam.**			
Total	45	15	150

Teaching and Learning Methods 5.1-lectures 5.2- Group discussion 5.3-demonstration and re demonstration	٥- أساليب التعليم والتعلم
Student Assessment Method	**6- تقويم الطلاب :**
6. a.1-Periodical practical exams to assess practical and intellectual skills. 6. a. 2- Mid-term exam to assess the knowledge and understanding. 6.a.3- Semester work 6. a.4 – Final oral exam to evaluate knowledge and understanding and communication skills. 6. a.5- Final clinical exam to assess professional and practical skills. 6. a.6- Final written exam to assess the knowledge and intellectual skills.	أ- الأساليب المستخدمة
Assessment Schedule Assessment 1 periodic practical exam at the end of each rotation. Assessment 2 Mid-term exam 7th Week Assessment 3 Final clinical and oral exam 14th Week Assessment 4 Final written exam end of semester	أ- التوقيت
Weighting of Assessments (for each semester) Final term exam 120 40% Oral exam 30 10% Clinical exam 30 10% Semester work 105 35 % Midterm exam 15 5% **Total 300 100%**	ج- توزيع الدرجات
7- List of References	٧- قائمة الكتب الدراسية والمراجع

أ- مذكرات	**7. a.1- Course Notes**
ب- كتب ملزمة	**7.b.1- Essential Books (Text Books)-------** -Smeltezer S. and Bare B.(2016): Medical surgical nursing. 11th.ed. New york. Lippincott company. -**Brunner and Suddarth (2016)**: Text book of medical surgical nursing. 11 th. ed . Lippincott company. Philadelphia.
جـ- كتب مقترحة	**7.c.1- Recommended Books** -Boon N, Colledge N, Walker B and Hunter J.(2016): Davidson's principles and practice of medicine. 20th.ed .London. Churchill livingstone. - **Perry. A. G & Potter, P.A**. (2016). Clinical Nursing Skills and Technique. 3rd ed. St Louise, Missouri. Mosby. -**Green C. Monhan R. and Neighbord M**. (2010). Medical Surgical Nursing Health and Illness perspectives, 8th ed., New York. Mosby Company -**Green C. Monhan R. and Neighbord M**. (2010). Medical Surgical Nursing Health and Illness perspectives, 8th ed., New York. Mosby Company
د- دوريات علمية أو نشرات ... الخ	**7.d.1- Periodicals** -www.healthsystem.virginia.edu -www.Healthcare1.com WWW.ekb.nursing.com

أستاذ المادة :

1- Dr.Omima Said Mahmoud
2- Dr. Samah El-Garhy Masry
3-Dr. Wafa Mohamed Ahmed Elwan
Assiss. Prof . Dr Wafaa Hassan Abd Allah

رئيس مجلس القسم العلمي

نموذج رقم (١٢)

جامعة: المنوفية Menoufia university
كلية: التمريض Faculty of Nursing
قسم : التمريض الباطنى الجراحى Medical Surgical Nursing

توصيف مقرر دراسي
٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودي: ٢٠٣ط	اسم المقرر: Internal medicine	الفرقة / المستوى : Second Year
التخصص :--	عدد الساعات الاسبوعية : نظري ٣ ساعة اسبوعيا - عملي - ساعة اسبوعيا - تطبيقي بالمعامل ساعة اسبوعيا عدد الساعات الكلية للفرقة الثانية: نظرى(٤٥ ساعة) – عملى(- ساعة) -تطبيقي(- ساعة) في كل فصل دراسي لمدة عام أكاديمي كامل	
٢- هدف المقرر	1. To support acquisition of knowledge and understanding of health and its promotion, and of disease, its prevention and management, in the context of the whole individual and his or her place in the family and in society. 2. To enable the student to acquire and become efficient in basic clinical skills such as obtaining a patient's history, undertaking a comprehensive physical and mental state examination, interpreting the findings and constructing diagnostic and treatment plans. The student should be competent in the performance of a limited number of basic technical procedures and become proficient in listening and responding to patients concerns. 3. To enable the students to acquire and demonstrate attitudes necessary for the achievement of high standards of medical practice, both in relation to the	

provision of care of individuals and populations and to his or her personal development including a lifelong commitment to continuing medical education.	
Intended Learning Outcomes(ILOS)	**٣- المستهدف من تدريس المقرر:**
A- Knowledge and Understanding: **a 1-** Describe the common medical problems presenting to doctors - in primary health care setting, hospital and community - their diagnosis, prevention and treatment. **a 2-** Identify disease in terms of mental, functional and physical processes. **a 3-** List the differential diagnosis of common medical disorders with an emphasis on the incidence of the different manifestations and their relative importance in establishing diagnosis, and the early manifestations of serious diseases (e.g. malignancy, emergencies …etc). **a4**. Discuss the clinical spectrum of common medical conditions of multisystem reflections. **a5**. State the clinical manifestations of common medical disorders with an emphasis on the incidence of the different manifestations. **a6-** Identify the relative importance clinical manifestations in establishing diagnosis especially for the early detection of serious diseases (e.g. malignancy, emergencies …etc **a7-** Recognize the microbiological diseases affecting different body system (e.g gastrointestinal , cardiovascular , respiratory system ….ect). **a8-** Discuss principles, indications, relative advantages & disadvantages of various management strategies applied to common clinical situations.	**أ- المعلومات والمفاهيم :**

B-Intellectual Skills **b 1**- Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints. **b 2**- Design an appropriate diagnostic plan for evaluation of common presenting complaints which is appropriate in terms of the differential diagnosis, the severity of the clinical situation and the risks, benefits and costs to the patient. **b 3**- Interpret the results of commonly used diagnostic procedures. **b 4**- Interpret the significance & relevance of abnormal physical signs. **b 5**- Interpret the results of common laboratory investigations as urine analysis, blood picture, liver & kidney function tests, ….etc. **b6**- Evaluate risks in his medical practice. **b7**- Formulate appropriate management plans for individual patients presenting with the most common medical disorders. **b8**- Conclude the need solve situations of uncertainty by proper counseling.	ب -المهارات الذهنية :
C- General and Transferable Skills **C1**- Present clearly and effectively a scientific topic in the practical class, a staff meeting or the yearly scientific day. **C 2**- Explain to the patients and their relatives the nature of illness, the diagnostic and therapeutic options and Recommend life style modification in compassionate and ethical way. **C 3**- Retrieve and use the recent information and communications technologies **C4**- Write clear and concise medical records including: admission sheets, progress notes, and physician orders, referrals for consultation, discharge summaries and follow up notes.	ج- المهارات العامة

C5-Establish professional relationships with patients, their families (when appropriate) and community that are characterized by understanding, trust, respect, empathy and confidentiality. **C6-** Achieve consensus and option informed consent from the patient's surrogate for the treatment plan. **C7-** Conduct effective end of life communication.	

٤. محتوى المقرر

	Lecture **Hours**	Tutorial/Practical **Hours**
1-Introductory Course INT 1 : Examination of cardiac, Chest examination , Abdominal Examination. INT 2 : Basic Electrocardiography (I) INT 3 : Basic imaging& X Ray(I) INT 4: Shock INT 5:- Coma	**3**	--
2- Endocrinology End 1: thyroid diseases End 2 : DM	**6**	--
3- Nephrology N1 UTI N2 Nephrotic syndrome N3 Acute RF	**6**	---

N4 Chronic RF N5 Hypertension and kidney		
4- GIT &Liver GIT 1 :- Peptic ulcer disease GIT 2:- disorder of G.I.T motility , diarrhea , dysentery , constipation GIT 3:- functional colonic disorder GIT 4 :- pancreas GIT 5 :- gall bladder disease Liver GIT 1 :- acute hepatitis , chronic hepatitis(viral &non viral) GIT 2 :- cirrhosis GIT 3:- portal hypertension GIT 4 : liver cell failure	**6**	--
5- Rheumatology Rh 1:- classification &DD of arthoropathy	**3**	--
BRANCH		
Cardiology • Rheumatic Fever		

• Ischemic Heart disease • Hypertension • Heart Failure		
Chest • Obstructive airway diseases • Tuberculosis • Respiratory failure		
Neurology • Cerebrovascular accidents and • Hemiplegia • Paraplegia • Peripheral Neuropathies		
Total		
Rh 2 :- rheumatoid arthritis Rh 3 : SLE Rh 4 : Gout		
6- Hematology &Oncology B1 anemia (introduction & microcytic anemia) B2 macroctic anemia B3 haemolysis B4 splenomegaly & hyperspleism	**6**	--
TOTAL	**30**	--

II- Medicine specialties

Teaching and Learning Methods 5.1 Illustrated Lectures 5.2 Problem Based Learning 5.3 Assignments 5.4 power point presentations	٥- أساليب التعليم والتعلم
٦- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة	
Student Assessment Method	٧- تقويم الطلاب :
5.1 Written Exam 5.2 MC	أ- الأساليب المستخدمة
Assessment Schedule : Assessment1 : midterm exam (6th week) Assessment2 : Final exam(the end of the semester).	أ- التوقيت
7- List of References	7- قائمة الكتب الدراسية والمراجع
7. a.1- Course Notes:	أ- مذكرات
7.b.1- Essential Books (Text Books)------- Kasper, D. L., Fauci, A. S., Hauser, S. L., Longo, D. L. 1., Jameson, J. L., & Loscalzo, J. (2015). **Harrison's principles of internal medicine** (19th edition.). New York: McGraw Hill Education.	ب- كتب ملزمة
7.c.1- Recommended Books -Boon N, Colledge N, Walker B and Hunter J.(2006): Davidson's principles and practice of medicine. 20th.ed .London. Churchill livingstone. - **Perry. A. G & Potter, P.A**. (2010). Clinical Nursing Skills and Technique. 3rd ed. St Louise, Missouri. Mosby. -**Green C. Monhan R. and Neighbord M**. (2007). Medical	جـ- كتب مقترحة

Surgical Nursing Health and Illness perspectives, 8th ed., New York. Mosby Company	
7.d.1- Periodicals -www.healthsystem.virginia.edu -www.Healthcare1.com	**د- دوريات علمية** **أو نشرات ... الخ**

DR/ Alaa Efat Abdel Hamid **أستاذ المادة**

Prof Dr / Ahmed Rabea **رئيس مجلس القسم العلمي**

نموذج رقم (١٢)

جامعة / أكاديمية Menoufia University

كلية / معهد Faculty of Nursing

قسم: Medical Surgical Nursing

توصيف مقرر دراسى
(٢٠١٨-٢٠١٩)

١- بيانات المقرر		
الرمز الكودى : ٢٠١ ت	اسم المقرر : **Critical Care Nursing and Emergency**	الفرقة : Second Year **(1st & 2nd Semester)**
التخصص :-	عدد الساعات الاسبوعية : الترم الاول: نظرى 2 ، اكلينيكى ٤ ، تطبيقي بالمعامل ٢ الترم الثانى: نظرى 2 ، اكلينيكى ٤ ، تطبيقي بالمعامل ٢ عدد الساعات الكلية نظرى(٣٠ساعة) عملى، (٦٠ ساعة) ،معمل(٣٠ ساعة) عدد الساعات الكلية نظرى ترم تانى(٣٠ساعة) ،عملى(٦٠)،معمل(٣٠ساعة)	
٢- هدف المقرر :	**1 -** Overall Aims of Course This course focuses on the integration of knowledge and skills to provide safe and effective nursing care to critically ill adults with complex needs. Also emergency nursing care is designed to provide nursing students with the triage skills required to care competently and safely for seriously ill patient or injured victim.	
٣- المستهدف من تدريس المقرر : **Intended Learning Outcomes of Course (I LOs)**		
ا-المعلومات والمفاهيم :	a- **Knowledge and Understanding**: al- Explain cardiac physiology in relation to cardiac anatomy and the conduction system of the heart. a2-Identify the management of life-threatening situations such as	

cardiopulmonary arrest a3-Explain nursing responsibilities during caring of the patient with invasive monitoring systems, including arterial lines, central venous Catheter. a4–Explain the pathophysiology, clinical manifestations, and management of angina pectoris. a5-Explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid-base balance. a6- list the classification of chest trauma. a7-Describe the process of weaning the patient from mechanical ventilation a8-Explain the pathophysiology of respiratory failure. a9-Identify the data used to make judgments about nutrition and metabolism in a critical care patient. a10-Discuss enteral and parenteral nutrition with regard to indications, assessment, management, and complications.	
b- Intellectual Skills b1- Incorporate assessment of cardiac risk factors into the health history and physical assessment of adult patient with cardiovascular diseases. b2-Discriminate between normal and abnormal heart sounds b3- Analyze elements of an ECG rhythm strip: ventricular and atrial rate, rhythm, QRS complex (shape, duration), P wave, PR interval, P:QRS ratio. b4- Compare etiology and clinical manifestations of the	**ب-المهارات الذهنية :**

major types of shock . b5- Compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management. b6- Compare settings for mechanical ventilation, explaining indications for each setting. b7-Evaluate the effect of neurological dysfunction on the patient's living patterns. b8- Differentiate between types of stroke. b9-Evaluate management modalities of brain and spinal cord injury.	
Professional and Practical Skills c1- Use the nursing processes as a framework for care of patient with dysrhythmias c2- Interpret ABG for patient with Acid-Base Imbalance, c3- Interpret 12- leads ECG of patients with dysrhythmias c4- Monitor CVP for patient experiencing hemodynamic instability c5- Use nursing process as a framework for care of patients who are mechanically ventilated c6- Use the nursing processes as a framework for care of patient with respiratory failure c7-Manage endotracheal and tracheostomy suction under complete aseptic technique c8-Formulate a plan of care for patient with Hepatic Encephalopathy, Upper GIT bleeding c9- Apply nursing care plan for patient has diabetic ketoacidosis &. nonketotic syndrome. c10- Formulate a plan of care for patient with Thyrotoxic Crisis.	ج- المهارات المهنية الخاصة بالمقرر :
General and Transferable Skills: d1- Manage time effectively and sets priorities. d2- Uses biomedical technology. d3- Applies communication skills in interprofessional, social and therapeutic context	د- المهارات العامة :

Content **٤- محتوى المقرر :**

Topic actually taught	No. of total Hours	Hours of Lectures	Practical/ Tutorial
-**Cardiovascular system** 1- Assessment of cardiovascular system & auscultation of heart sounds	**6**	2 1,2,3	4
2- Hemodynamic monitoring -measuring CVP	**6**	3 **5,6,7**	4
3-Nutritional Assessment & management of critically ill patients.(Enteral and parenteral nutrition)	**8**	4 **8,9,10,11**	٤
4-Conduction system of the heart 5-Introduction to 12 lead ECG Interpretation	**6**	2 **12,13**	4
6-Characteristic of normal sinus rhythm. 7- Management of dysrhythmias = Sinus Tachycardia =Sinus Bradycardia = Atrial flutter =Premature Ventricular Contraction = Ventricular tachycardia	**8**	4 **14,15,16,17**	4
8- Angina Pectoris.	**2**	1 **18**	-
9-Shock	**2**	1 **19**	-
-Respiratory System 10-Assessment of respiratory	**4**	2 **20,21**	2

system& Auscultation of lung sound 11-Arterial Blood Gases Analysis. 12-Acid-base imbalance	**4**	2 **22,23**	2 -
13- Acute Respiratory failure -Oxygen therapy	**4**	2 **24,25**	2
14-Mechanical Ventilation & Weaning Criteria and methods of weaning from mechanical ventilation	**2**	1 **26**	-
15 – Cardiopulmonary Arrest & Code Management	**8**	2 **27,28**	4
Total hours (first semester(lecture, lab))	**60 hrs**	**30 hrs**	**30hrs**
Hospital area first semester	**60 hrs**		
Second semester			
- **Endotracheal Suction**	**6**	-	6
- **Treachostomy care**	**4**	-	4
- **Cardiac defibrillation**	**6**	-	6
Gastrointestinal System			
-Upper GIT bleeding	**2**	1 **1**	-
-Gastric suction (lavage)	**4**	-	4
-Hepatic Encephalopathy	**2**	1 **2**	-
-enema	**2**	-	2

- Neurological System -Assessment of neurological system.	**6**	1 **3**	4
-Stork: - Ischemic Stroke -Hemorrhagic Stroke	**4**	2 **4,5**	-
-Management of increased ICP.	**2**	1 **6**	-
-Management of patient undergoing craniotomy.	**2**	1 **7**	-
Trauma -Mechanism of trauma	**2**	1 **8**	-
-Traumatic brain injury	**4**	1 **9**	-
-Chest trauma -Chest tube	**2** **4**	1 **10** -	- 4
ENDOCRINE SYSTEM -Diabetic ketoacidosis -Hyperglycemic hyperosmolar nonketotic syndrome (HHNS) -Thyrotoxic Crisis	**6**	1 **11** 1 **12** 1 **13**	-

-Spinal cord injury	**2**	1 **14**	-
Total hours (first semester(lecture, lab))	**60**	**30**	**30**
Hospital area	**60**	-	

٥- أساليب التعليم والتعلم	**Teaching and Learning Methods** 5.1- Lecture 5.2- Group discussion 5.3- Demonstration/ Re demonstration
٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	
٧- تقويم الطلاب :	
أ- الاساليب المستخدمة	**Student Assessment Methods** 5.1 -Written exam to assess the student knowledge and understanding 5.2-periodic practical exam to assess the practical skills and intellectual skills. 5.3- Final practical exam to assess practical and intellectual skills 5.4- Final oral exam to assess the knowledge and understanding intellectual skills 5.5- Final written to assess the knowledge and intellectual skills

ب-	**Assessment Schedule**

Assessment 1	periodic practical exam	at each rotation	التوقيت
Assessment 2	written midterm exam at	8th week	
Assessment 3	Final practical and oral exam	14th week	
Assessment 4	Final written Exam	after 15 week	

Weighting of Assessments — ج- توزيع الدرجات

	First semester Degree	Percentage	Second semester Degree	Percentage
Mid-Term Examination	10	5 %	10	5 %
Semester Work.	70	35 %	70	35 %
Oral Examination	20	10 %	20	10 %
Practical Examination	20	10 %	20	10 %
Final-term Examination	80	40 %	80	40 %
Total	200	100%	200	100%

٨- قائمة الكتب الدراسية والمراجع :

List of References — أ- مذكرات

6.1- **Course Notes**: ----

6.2- **Essential Books (Text Books)** — أ- كتب ملزمة

Linda D. Urden,, Kathleen M. Stacy and Mary E. Lough (2016) Priorities in Critical Care Nursing, 7th Edition

Patricia Gonce Morton &Dorrie K. Fontaine (2013). Critical Care Nursing: holistic Approach.10th ed. New York .Lippincott Williams

ب- كتب مقترحة	6.3- **Recommended Books** **Debra. J& Karen, K. (2017).** AACN Procedure Manual for High Acuity, Progressive, and Critical Care, 7th Edition , Elseviver. Saunders.
د- دوريات علمية أو نشرات ... الخ	6.4- -----

أستاذ المادة :

Assistant Prof / Asmaa Hamed Abd Elhy

Dr / Shimaa ELsayed

Prof. Dr. رئيس القسم العلمى :

جامعة: Menoufia University
كلية: Faculty of Nursing
قسم: Medical Surgical Nursing
تاريخ أخر تعديل:

توصيف مقرر دراسى

٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودى : ٢٠٧ ط	اسم المقرر : General Surgery and its specialists	الفرقة / المستوى : Second Year
التخصص :	عدد الساعات الاسبوعية : نظرى ٢	عملى -
٢- هدف المقرر :	**Overall Aims of Course** This course is designed to provide nursing students with knowledge and intellectual skills needed to design plan of care for adult patients with general surgical conditions or problems	

٣- المستهدف من تدريس المقرر : **Intended Learning Outcomes of Course (ILOs)**	
أ-المعلومات والمفاهيم :	**a. Knowledge and Understanding:** a1. Discuss principles of Peri-operative care a2. Identify anatomical, physiological, pathological aspects of common surgical problems. a3. Explain management of common surgical problems a4. Obtain relevant history for burns (flame, scold, closed space, exposure time) a5. Discuss intraoperative and Postoperative complications (early identifications, prevention and management) a6. Identify the common Cardiothoracic surgery a7. Discuss Colorectal cancer & colon diversion surgery a8.identfy the common thyroid disorders and related surgeries
ب -المهارات الذهنية :	Intellectual Skills b1. Synthesize health history, physical examination data to support decision in the care for adult individuals with general surgical conditions. b2. Prioritize diagnosis, planning, implementing care of

individuals perioperatively b3. Describe burn depth and size in a patient with a major burn b4.Identify common postoperative problems b5.Compare between different types of hernia outline the surgical care of intestinal obstruction b6.Recognize the surgical management of appendicitis	
Professional and Practical Skills ----------	**ج- المهارات المهنية الخاصة بالمقرر :**
General and Transferable Skills d1. Communicate, effectively about the role health-care providers to work cooperatively in a team. d2. Manage the patient as a person, respecting his confidentiality and deliver care in an honest.	**د- المهارات العامة :**

٤- محتوى المقرر :

Contents

Topics	No. of hours	Lecture No.	Tutorial
1-Peri-operative care	4 hours	2 lecture	-
2- principles of plastic surgery	2 hours	1 lecture	-
3- Burns	4 hours	2 lecture	-
4- Radical Mastectomy & breast constrictive surgery	2 hours	1 lecture	-
5- Wounds	2 hours	1 lecture	-
6-Cardiothoracic surgery : • CABG	2 hours	1 lecture	-
7-Neurosurgery: • Craniotomy • Prolapsed Disc Surgery	4 hours	2 lecture	-
8- Colorectal cancer & colon diversion surgery	2 hours	1 lecture	-
9- Midterm exam	-	-	-

10- Shock	2 hours	1 lecture	-
11- Hemorrhage	2 hours	1 lecture	-
12- Intestinal obstruction	2 hours	1 lecture	-
13-Thyroid disorders	2 hours	1 lecture	-
Total	**30 hours**	**15 Lectures**	-

Teaching and Learning Methods 5.1-Lectures 5.2- Discussion 5.3- data show	٥- أساليب التعليم والتعلم
٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	
٧- تقويم الطلاب :	
Student Assessment Methods 5.1- written midterm exam to assess the knowledge and intellectual skills 5.2 - final written exam to assess the knowledge and intellectual skills	أ- الأساليب المستخدمة
Assessment Schedule Assessment 1 written midterm exam 9 week Assessment 2 final written exam at the end of the semester	ب- التوقيت
Weighting of Assessments Mid-Term Examination (MCQ) 30 % Final Examination 70 % Total 100 %	ج- توزيع الدرجات
List of References	٨- قائمة الكتب الدراسية والمراجع :
6.1- Course Notes Notes in general surgery for nursing	أ- مذكرات
6.2- Essential Books (Text Books) Perry, A.G. Potter, P.A. (2018): Basic Nursing Essentials for Practice (8th ed). St. Louis, Missouri Mosby. Bailey and love's (2017) : Short Practice of Surgery 26th ed.the London, Queen Mary's School of Medicine and Dentistry, London, UK.	ب- كتب ملزمة

6.3- Recommended Books -Basic Nursing Essentials for Practice -Short Practice of Surgery	ت- كتب مقترحة
6.4- Periodicals, Web Sites, … etc Pubmed surgery websites Google scholar surgery websites https://www.assh.org/ https://www.plasticsurgery.org/ https://www.rcsi.com/dublin/	د- دوريات علمية أو نشرات ... الخ

أستاذ المادة : Dr/Adel Zeidan

رئيس مجلس القسم العلمى: Prof.Dr ، Hatem Sultan

نموذج رقم (١٢)

- **جامعة / أكاديمية:Menoufia**
- **كلية / معهد: Faculty of Nursing**
- **قسم: Medical surgical nursing**

توصيف مقرر دراسى

٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودى : م 209	اسم المقرر : English language	الفرقة / المستوى : الثانية (مستوى ثالث)
التخصص :	الساعات الدراسية : نظرى -: ٢ ساعة / أسبوع عملى/ _	
٢- هدف المقرر :	Course enrolees are expected to demonstrate knowledge of the periods and ages of English literature in addition to the major developments in all the literary genres. Students are also expected to demonstrate knowledge of the various literary movements and their exponents.	
٣- المستهدف من تدريس المقرر : **3 – Intended Learning Outcomes of Course (ILOs):**		
ا-المعلومات والمفاهيم :	a.1-identify Old English Literature a.2- identify The Romantic Age a.3-identify The Neoclassical Age	
ب-المهارات الذهنية :	b.1- Differentiate between Old and New English Literature b.2- Differentiate between The Neoclassical and Romantic Age	
ج- المهارات المهنية :	----------	

د- المهارات العامة	d.1- Explain The Romantic Age d.2- Explain Old English Literature

٤- محتوى المقرر

Topic	No. of hours	Lecture	Academic advising hours: Tutorial/practical
Old English Literature	1	1 Lecture	-
Old English Literature	1	1 Lecture	-
Middle English Literature (Age of Chaucer	1	1 Lecture	-
Middle English Literature (Age of Chaucer	1	1 Lecture	-
Shakespeare	1	1 Lecture	-
Shakespeare	1	1 Lecture	-
The Age of Milton	1	1 Lecture	-
The Age of Milton	1	1 Lecture	-
The Neoclassical Age	1	1 Lecture	-
The Neoclassical Age	1	1 Lecture	-
The Rise of the Novel	1	1 Lecture	-
The Rise of the Novel	1	1 Lecture	-
The Romantic Age	1	1 Lecture	-
Twentieth-century English Literature	1	1 Lecture	-

٥- أساليب التعليم والتعلم	5.1-Lecture 5.2-Discussion 5•3- Group work
٦- أساليب التعليم والتعلم للطلاب	

لذوى القدرات المحدودة	
٧- تقويم الطلاب :	
أ- الاساليب المستخدمة	7.1- Group discussion on clinical situation to assess student's abilities integrates knowledge and theoretical background into practice. 7.2-Midterm exam to assess intellectual skills 7.3 Final written exam to assess knowledge and critical thinking.
ب- التوقيت	-Assessment 1 Midterm exam….at weak 7 -Assessment 2 Final written exam……..at the end of the term
ج- توزيع الدرجات	- Case study 40% Measure knowledge ,intellectual and psychomotor skills - Final-term Exam 60% Measure knowledge, intellectual skills. Total 100%
٨- قائمة الكتب الدراسية والمراجع :	
أ- مذكرات	8.1- Lecture notes authorized by teacher and handed out to students

كتب ملزمة	1. Essential References Burgess, Anthony. English Literature. Essex, Longman, 1990. 2. Evans, Sir Ifor. A Short History of English Literature. London: Penguin, 1999.
كتب مقترحة	Short Introduction. Oxford: OUP, 2010.
د- دوريات علمية أو نشرات ... الخ	http://www.americantheatrewing.org http://www.buzzle.com/elements of drama http://www.indianetzone.com/2/elementsdrama.htm http://writingforstagescreen.suitel0l.com/articles

أستاذ المادة: باسم بولس **رئيس القسم**

نموذج رقم (١٢)

- جامعة:المنوفية
- كلية: التمريض
- قسم: التمريض الباطني والجراحي

توصيف مقرر دراسى

٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودى : ٢٠٦ م	اسم المقرر : تطبيقات الكمبيوتر ونظم المعلومات	الفرقة / المستوى : Second Year (المستوى الثالث)
التخصص :	عدد الساعات الاسبوعية : نظرى ٢ عملى ٢ عدد الساعات الكلية:- نظري (٣٠ ساعة) عملي (٣٠ساعة)	
٢- هدف المقرر :	*1-overall aims of course* This course is designed to help the nursing student to understand basic concepts of computer networks, data and data bases.	
٣- المستهدف من تدريس المقرر : *Intended Learning Outcomes of Course (ILOs)*		
أ- المعلومات والمفاهيم :	*Knowledge and Understanding: by the end of the course, students will be* a1. Identify Basic concepts of computer networks, computing power distribution a2. Explain network operating system a3- Discuss internet and E-mail a4. Designing data bases, and creating tables	
ب- المهارات الذهنية :	*Intellectual Skills* b1. Integrate knowledge internet and E-mail in nursing field b2. Illustrate internet and E-mail	

b4. Differentiate between data base and creating table.	
Professional and Practical Skills: c. Apply internet and data base in nursing field.	ج- المهارات المهنية الخاصة بالمقرر :
General and Transferable Skills *d1. Appraise the importance of internet.* *d2. Reflect benefits of designing data bases.*	د- المهارات العامة :

Contents

٤- محتوى المقرر :

Topic	No. of hours	Lecture No.	Tutorial
Basic concepts of computer networks	4	1,2	4
Network operating system Server Modem	4	3,4	4
Computing power distribution	4	5,6	4
Internet and E-mail Types of mail	4	7,8	4
Midterm exam			
Creating E-mail	2	10	4
Data base systems	4	11,12	4
Designing data bases	2	13,14	4

Creating tables	2	15	2
Total number of hour	30 hr		30 hr

Teaching and Learning Methods 4.1-lectures 4.2-group discussion	٥- أساليب التعليم والتعلم

٦- أساليب التعليم والتعلم للطلاب
ذوى القدرات المحدودة

٧- تقويم الطلاب :

Student Assessment Methods 5.1- written mid term exam to assess the student knowledge and understanding 5.2 – written final exam to assess the student knowledge and understanding	أ- الاساليب المستخدمة
Assessment Schedule **Assessment 1** midterm exam Week 9 **Assessment 2** final exam at the end of the first term	ب- التوقيت
Weighting of Assessments Mid-Term Examination 30% Final Examination 70% Total 100%	ج- توزيع الدرجات

٨- قائمة الكتب الدراسية والمراجع : List of References

6.1- there are lecture note prepared in the form of a book authorized by the department	أ- مذكرات
	ت- كتب ملزمة
6.2- **Joyce Cox, Joan preppernau, steve lambert, and Curtis frye. (2013). Microsoft office system step by step**	ث- كتب مقترحة
----------	د- دوريات علمية أو نشرات ... الخ

أستاذ المادة : حاتم سيد أحمد

رئيس مجلس القسم العلمى :

نموذج رقم (١٢)

- جامعة:المنوفية
- كلية: التمريض
- قسم: التمريض الباطني والجراحي

توصيف مقرر دراسى

٢٠١٨-٢٠١٩

١- بيانات المقرر		
الرمز الكودى : ٢١٠ م	اسم المقرر : تطبيقات الكمبيوتر ونظم المعلومات	الفرقة / المستوى : Second Year (المستوى رابع)
التخصص :	عدد الساعات الاسبوعية : نظرى ٢ عملى ٢ عدد الساعات الكلية:- نظري (٣٠ ساعة) عملي (٣٠ساعة)	
٢- هدف المقرر :	*1-overall aims of course* This course is designed to help the nursing student to understand fundamental concepts in using Microsoft Excel, adjust basic settings, Formulas, and functions	
٣- المستهدف من تدريس المقرر : *Intended Learning Outcomes of Course (ILOs)*		
ج- المعلومات والمفاهيم :	*Knowledge and Understanding: by the end of the course, students will be* a1. Identify fundamental concepts in using Microsoft Excel, adjust basic settings. a2. Explain first step with spread sheet, and document exchange. a3- Discuss basic operations. a4. Designing formulas, and formatting	
ح- المهارات	*Intellectual Skills*	

b1. Integrate fundamental concepts in using Microsoft Excel and basic operations b2. Illustrate formula and operations. b4. Differentiate between format cells numbers and format cells text.	الذهنية :
Professional and Practical Skills: c. Apply formula, and printing..	ج- المهارات المهنية الخاصة بالمقرر :
General and Transferable Skills d1. Appraise the importance of Arithmetic and logical formulas. d2. Reflect benefits of designing and construction of spread sheets	د- المهارات العامة :

Contents

٤- محتوى المقرر :

Topic	No. of hours	Lecture No.	Tutorial
Getting started with Excel • Fundamental concepts in using Microsoft Excel. • First steps with spreadsheets	4	1,2	4
Getting started with Excel • Adjust basic settings • Document exchange	4	3,4	4
Basic operations • Insert data • Select data • Copy, move, delete	4	5,6	4
Basic operations • Search and replace • Rows and columns • Sort data	4	7,8	4
Midterm exam			
Formulas and functions • Arithmetic and logical formulas	2	10	4

• Analysis, design and construction of spreadsheets			
Formatting • Format cells - numbers • Format cells - text	4	11,12	4
Formatting • Format cells - cell ranges • Spelling • Document setup	2	13,14	4
Printing • Printing simple spreadsheet documents • Prepare and give presentations	2	15	2
Total number of hour	30 hr	15	30 hr

Teaching and Learning Methods 4.1-lectures 4.2-group discussion	٥- أساليب التعليم والتعلم
٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	
٧- تقويم الطلاب :	
Student Assessment Methods 5.1- written mid term exam to assess the student knowledge and understanding 5.2 – written final exam to assess the student knowledge and understanding	أ- الاساليب المستخدمة
Assessment Schedule **Assessment 1** midterm exam Week 9 **Assessment 2** final exam at the end of the first term	ب- التوقيت
Weighting of Assessments Mid-Term Examination 30% Final Examination 70% Total 100%	ج- توزيع الدرجات

٨- قائمة الكتب الدراسية والمراجع : List of References	
أ- مذكرات	6.1- there are lecture note prepared in the form of a book authorized by the department
خ- كتب ملزمة	
د- كتب مقترحة	6.2- **Joyce Cox, Joan preppernau, steve lambert, and Curtis frye. (2013). Microsoft office system step by step**
د- دوريات علمية أو نشرات ... الخ	----------

أستاذ المادة : حاتم سيد أحمد

رئيس مجلس القسم العلمى :

Critical care Nursing &Emergency course specification 2018-2019

Q.A.U. Faculty of Nursing Quality Assurance Unit

نموج رقم (١٢)

جامعة / أكاديمية Menoufia University

كلية / معهد Faculty of Nursing

قسم: *Critical care Nursing &Emergency Department*

توصيف مقرر دراسى
(2018-2019)

١- بيانات المقرر		
الرمز الكودى : 201 (N)	**اسم المقرر :** **Critical Care Nursing and Emergency**	**الفرقة :** Second Year **(1st & 2nd Semester)**
التخصص :-	**عدد الساعات الاسبوعية :** **عدد الساعات الاسبوعية :** **الترم الاول** **نظرى** **اكلينيكى** **2** **٦** **الترم الثانى** **2** **٦** عدد الساعات الكلية نظرى ترم اول (٣٠ساعة) عملى (٩٠ ساعة) عدد الساعات الكلية نظرى ترم تانى (٣٠ساعة) عملى (٩٠ ساعة)	
٢- هدف المقرر :	**1 - Overall Aims of Course** This course focuses on the integration of knowledge and skills to provide safe and effective nursing care to critically ill adults patients with complex needs. Also emergency nursing care is designed to provide nursing students with the triage skills required to care effectively and safely for seriously injured victims.	
٣- المستهدف من تدريس المقرر : **Intended Learning Outcomes of Course (I LOs)**		
ا-المعلومات والمفاهيم :	a- **Knowledge and Understanding**: al - Explain the conduction system of the heart. a2-Identify the management of life-threatening situations such as	

cardiopulmonary arrest a3– Explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid-base balance. a4-Explain the pathophysiology, clinical manifestations, and management of diseases for critically ill patients with cardiovascular disorders, respiratory disorders ,neurological disorders and endocrine disorders. a5 - list the classification of chest trauma. a6-Describe the process of weaning the patient from mechanical ventilation a7- Discuss enteral and parenteral nutrition with regard to indications, assessment, management, and complications.	

Faculty of Nursing
Quality Assurance Unit

b- Intellectual Skills b1- Incorporate assessment of cardiac risk factors into the health history and physical assessment of adult patient with cardiovascular diseases. b2-Distinguish between normal and abnormal heart sounds b3- Analyze elements of an ECG rhythm strip: ventricular and atrial rate, rhythm, QRS complex (shape, duration), P wave, PR interval, P:QRS ratio. b4- Compare etiology and clinical manifestations of the types of shock . b5- Compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management. b6-Evaluate the effect of neurological dysfunction on the patient's living patterns. b7- Differentiate between Ischemic and Hemorrhagic Stroke b8-Evaluate management modalities of brain and spinal cord injury.	ب-المهارات الذهنية :
Professional and Practical Skills c1- Use the nursing processes as a framework for care of critically ill patients with life threaten conditions such as Hepatic Encephalopathy, Diabetic ketoacidosis (DKA), Thyrotoxic Crisis, Coma and patients on Mechanical ventilation. c2- Interpret ABG for patient with Acid-Base Imbalance, c3- Interpret 12- leads ECG of patients with dysrhythmias c4- Monitor CVP for patient experiencing hemodynamic instability c5-Apply endotracheal and tracheostomy suction under complete aseptic technique	ج- المهارات المهنية الخاصة بالمقرر :
General and Transferable Skills: d1- Manage time effectively and sets priorities.	د- المهارات العامة :

d2- Uses biomedical technology. d3- Applies communication skills in interprofessional, social and therapeutic context	

Content ٤- محتوى المقرر :

Topic	Total Hours	Number of Lectures (Lecture=2hrs)	Practical / Tutorial
First Semester **-Cardiovascular system** ***-Conduction system of the heart*** ***- ECG Interpretation***	**2**	**1**	
-Characteristic of normal sinus rhythm. ***- Management of dysrhythmias*** = Sinus Tachycardia =Sinus Bradycardia	**2**	**1**	
-Management of dysrhythmias - Atrial flutter - Premature Ventricular Contraction - Ventricular tachycardia	**2**	**1**	
Shock Syndrome -Hypovolemic shock -Cardiogenic shock	**4** 2 2	**2**	

-Respiratory System ***-Arterial Blood Gases interpretation&*** ***Buffering System*** ***-Acid-base Disturbance*** -Respiratory Acidosis -Respiratory Alkalosis ***-Weaning Criteria and methods of weaning from mechanical ventilation*** **- Neurological System** ***- Assessment of neurological system.*** ***- Management of coma***	**6** 2 2 2 **4** 2 2	**3** **2**	
-Nutritional Assessment & Management of critically ill patients. ***(Enteral and Parenteral nutrition)***	**4** 2 2	**2**	-
– **Cardiopulmonary Arrest & Code Management** – Resuscitation Team Members – Code Medication – Resuscitation Equipment Cart	**4**	**2**	
-Revision	**2**	**1**	
Total hours (first semester(lecture) **Total hours of Hospital area(first semester)**	**30 hrs** **90 hrs**	**15 lecture**	**90**
Second semester -Mechanism of trauma -Traumatic brain injury	**4** 1 3	**2**	

-Management of increased ICP	**2**	1	
-Management of patient undergoing craniotomy.	**2**	1	
-Spinal cord injury	**2**	1	
- Chest trauma: - hemothorax -pneumothorax	**2**	1	
-Stroke: - Ischemic Stroke -Hemorrhagic Stroke	**2**	**1**	
-Acute Coronary Syndrome -Angina Pectoris. -Myocardial Infraction	**4** 2 2	**2**	
Respiratory System -Acute Respiratory failure - Pulmonary Embolism	**4** 2 2	**2**	
ENDOCRINE SYSTEM -Hepatic Encephalopathy -Diabetic ketoacidosis (DKA) -Thyrotoxic Crisis	**6** 2 2 2	**3**	-
-Revision	**2**	1	
Total hours (Second Semester(lecture) **Total hours of Hospital area (Second Semester)**	**30** **90**	**30**	**90**

Teaching and Learning Methods 5.1- Lecture 5.2- Group discussion 5.3- Demonstration/ Re demonstration	٥- أساليب التعليم والتعلم
	٦- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
٧- تقويم الطلاب :	
Student Assessment Methods 7.1 -Written exam to assess the student knowledge and understanding 7.2-Periodic practical exam to assess the practical skills and intellectual skills. 7.3- Final practical exam to assess practical and intellectual skills 7.4- Final oral exam to assess the knowledge and understanding intellectual skills 7.5- Final written Exam to assess the knowledge and intellectual skills	أ- الاساليب المستخدمة
Assessment Schedule Assessment 1 periodic practical exam at each rotation Assessment 2 written midterm exam at 8th week Assessment 3 Final practical and oral exam 14th week Assessment 4 Final written Exam 15th week	ب- التوقيت
Weighting of Assessments	ج- توزيع الدرجات

	First semester Degree	Percentage	Second semester Degree	Percentage

	Mid-Term Examination	20	10 %	20	10 %	
	Semester Work.	60	30 %	60	30 %	
	Oral Examination	20	10 %	20	10 %	
	Practical Examination	20	10 %	20	10 %	
	Final-term Examination	80	40 %	80	40 %	
	Total	200	100%	200	100%	

٨- قائمة الكتب الدراسية والمراجع :

أ- مذكرات	**List of References** - **Course Notes**: ----
ت- كتب ملزمة	- **Essential Books (Text Books)**
ث- كتب مقترحة	- **Recommended Books** **-Urden, Stacy & Lough (2018).** Priorities in critical care Nursing. 8 th ed **Urden, Stacy & Lough (2016).** Priorities in critical care Nursing. 7 th ed. **Morton& Fontaine (2013).** Critical Care Nursing: holistic Approach.10th ed. New York .Lippincott Williams **Debra. J& Karen, K. (2005)**. AACN procedure manual for critical care, 5th .,ed ,Elseviver. Saunders.
د- دوريات علمية أو نشرات	- National Stroke Association website (http://www.stroke.org) - American Stroke Association website (http:// www. Stroke association.org - American Association of Critical-Care Nurses: http://www.aacn.org - American Association of Neuroscience Nurses:

http://www.aann.org - Society for Critical Care Medicine: http://www.sccm.org - American Medical Association: http://www.ama-assn.org	**... الخ**

أستاذ المادة :

Assistant Prof. Asmaa Hamed Abd Elhy

Dr / Shimaa ELsayed

رئيس القسم العلمى :

Assistant Prof
Naglaa ELMokadem

مصفوفه البرنامج مع المعايير الاكاديميه .

Matrix of NARS and Program

ILOs NARS ILOs Program	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1	4.2	4.3	4.4	4.5	4.6	4.7	5.1	5.2	5.3	5.5	5.6	6.1	6.2
a- Knowledge & understanding	a.1	a.2	a.3	a.4,	a.5,	a.6																							
b- Intellectual																b.1	b.2	b.3	b.5	b.5	b.4	b.6							
c- Practical & professional							c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9														
d- General & transferable																							d.5, 10	d.3, 7	d.9, 10	d.2	d.6	d.7	d.8

المسئول عن المعيار
د.صفاء دياب

عميد الكليه
أ. د / ايناس قاسم علي قاسم

Q.A.U.
Faculty of Nursing
Quality Assurance Unit

وثيقة ١٥٧ د. مصفوفة إتساق المعايير الإكاديميه مع الأهداف الأستراتيجية

مصفوفه توافق اهداف المعايير الاكاديمية (NARS, 2010) مع الاهداف الاستراتيجية (٢٠١٥-٢٠٢٠)

ILOs NARS	2. Knowledge and Understanding						3. Practical and Clinical Skills									4. Intellectual Skills							5. General and Transferable Skills					
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1	4.2	4.3	4.4	4.5	4.6	4.7	5.1	5.2	5.3	5.4	5.5	5.6
Strategic goals of the Collage																												
1-			X		X				X																			
2-										X																		
3-																			X		X							
4-																							X					

5-																									X		
6-																		X									

المسئول عن المعيار
د.صفاء دياب

عميد الكليه:

ا.د/ ايناس قاسم

توافق اهداف المعايير الاكاديمية (NARS, 2010) مع الاهداف الاستراتيجية (2025-2020)

المعايير الاكاديمية / الاهداف الاستراتيجية	2. Knowledge and Understanding						3. Practical and Clinical Skills									4. Intellectual Skills							5. General and Transferable Skills					
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1	4.2	4.3	4.4	4.5	4.6	4.7	5.1	5.2	5.3	5.4	5.5	5.6
1																												
2																												
3										x										x								
4																											x	
5																												
6																												
7																					x							

عميد الكلية
ا.د/ ايناس قاسم

المسئول عن المعيار
د.صفاء دياب

وثيقة ١٥٨ د. مصفوفة إتساق المعايير الإكاديميه مع رؤيه ورساله الكليه

توافق اهداف المعايير الاكاديمية (NARS, 2010) مع رسالة ورؤية الكلية (٢٠١٥-٢٠٢٠)

ILOs NARS	2. Knowledge and Understanding						3. Practical and Clinical Skills									4. Intellectual Skills							5. General and Transferable Skills					
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1	4.2	4.3	4.4	4.5	4.6	4.7	5.1	5.2	5.3	5.4	5.5	5.6
Vision of the Collage					x	x		x		x								x	x		x					x	x	x
Mission of) the (Collage					x	X		x	x	x								x	x		x					x	x	X

المسئول عن المعيار
د.صفاء دياب

عميد الكليه ا.د/ ايناس قاسم

توافق اهداف المعايير الاكاديمية (NARS, 2010) مع رسالة ورؤية الكلية (2020-2025)

ILOs NARS	2. Knowledge and Understanding						3. Practical and Clinical Skills									4. Intellectual Skills							5. General and Transferable Skills					
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.1	4.2	4.3	4.4	4.5	4.6	4.7	5.1	5.2	5.3	5.4	5.5	5.6
Vision of the Collage				x	x	x		x	x	x			x	x			x	x	x		x				x	x	x	x
)**Mission of the Collage**(					x	X	x	x	x	x		x					x	x	x	x	x	x			x	x	x	X

عميد الكلية
ا.د/ ايناس قاسم

المسئول عن المعيار
د.صفاء دياب

وثيقة ١٧٥ د. مصفوفه اتساق اهداف البرنامج مع المقررات

Program ILOs Courses Titles	a- Knowledge & understanding									b- Intellectual							c- Practical & professional									d- General & transferable								
	a.1	a.2	a.3	a.4	a.5	a.6	a.7	a.8	a.9	b.1	b.2	b.3	b.4	b.5	b.6	b.7	c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9	d.1	d.2	d.3	d.4	d.5	d.6	d.7	d.8	d.9	d.10
100N- Fundmental of nursing (part I&II)			X	X	X	X				X	X	X		X			X	X	X	X	X	X				X			X	X	X	X	X	X
101.M- Microbiology						X																											X	X
102.M- Anatomy		X																												X			X	X
103S- Introduction to psychology	X												X																	X			X	X
104 B.M- Physiology		X										X																		X			X	X
105 LCompter and information system(level I&II)	X											X	X																				X	
106L-English (level I & II)																														X			X	X
107 N Quality in nursing														X	X								X	X	X	X			X	X	X			X	X

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

108 M- Parasitology						X																							X				X	**X**
Histology109 M																													X				**X**	**X**

Program ILOs / Courses Titles	a- Knowledge & understanding									b- Intellectual							c- Practical & professional									d- General & transferable									
	a.1	a.2	a.3	a.4	a.5	a.6	a.7	a.8	a.9	b.1	b.2	b.3	b.4	b.5	b.6	b.7	c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9	d.1	d.2	d.3	d.4	d.5	d.6	d.7	d.8	d.9	d.10
200N- medical surgical nursing	X	X								X	X	X		X	X		X	X		X	X	X		X				X	X	X	X	X			
201N-Critical care nursing and emergency	X	X								X	X	X		X	X		X	X		X	X	X		X				X	X	X	X	X			X
202M-General medicine and speciality	X	X												X	X		X	X		X	X	X		X				X	X	X	X	X			X
203M- Pharmacology	X	X												X	X		X	X		X	X	X		X				X	X	X	X	X			X
204M- Pathology	X	X		X						X	X	X		X	X		X	X		X	X	X		X	X			X	X	X	X	X			X
205 L- compter and information system(level III)	X						X					X	X																					X	
206M- General surgery and speciality							X																												
207.M-General and therapeutic nutrition		X														X																		X	

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

208 LEnglish (level III)		**X**					**X**																								
209S-Sociology		**X**																												**X**	**X**

Program ILOs / Courses Titles	a- Knowledge & understanding skills									b- Intellectual skills							c- Practical & professional skills									d- General & transferable skills									
	a.1	a.2	a.3	a.4	a.5	a.6	a.7	a.8	a.9	b.1	b.2	b.3	b.4	b.5	b.6	b.7	c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9	d.1	d.2	d.3	d.4	d.5	d.6	d.7	d.8	d.9	d.10
214L- English (Level IV)							X																								X				X
300N- Maternity and newborn health nursing	X	X	X				X	X		X	X	X	X	X	X		X	X		X	X		X	X	X	X		X	X	X	X	X	X	X	X
301N- Maternal and newborn critical care nursing	X			X	X		X	X		X	X	X		X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
302M- Obestetrics and Gynecological Medicine	X	X	X		X	X	X							X	X		X	X								X		X	X	X	X				X
303 N- Population studies and family planning								X	X					X							X							X	X			X		X	X
304N- Teaching methods						X										X			X							X	X		X	X	X				

Faculty of Nursing
Quality Assurance Unit
Menoufia University

305 N Reproductive health							X		X																		X										
306- L English (Level IV)	X						X																											X	X		

Program ILOs **Courses Titles**	**a- Knowledge & understanding**									**b- Intellectual**							**c- Practical & professional**									**d- General & transferable**									
	a.1	**a.2**	**a.3**	**a.4**	**a.5**	**a.6**	**a.7**	**a.8**	**a.9**	**b.1**	**b.2**	**b.3**	**b.4**	**b.5**	**b.6**	**b.7**	**c.1**	**c.2**	**c.3**	**c.4**	**c.5**	**c.6**	**c.7**	**c.8**	**c.9**	**d.1**	**d.2**	**d.3**	**d.4**	**d.5**	**d.6**	**d.7**	**d.8**	**d.9**	**d.10**
307N-Pediatric nursing	x	X	x	X	X	x				x	X	X		x	X	X	X	X	x	X	X	x		X	X	x	X	X	X	X	x	X	X	X	X	X
308 N-Critical care in pediatric nursing	x	X	x	X	X	x	x			x	X	X		x	X	X	X	X	x	X	X	x		X	X	x		X	X	X	x	X	X	X	X	X
309 .M-Pediatrics Medicine	x	X	x		X							X		x	X											x		X	X	X				X	X	X
310B.M-Pediatric surgery	x	X	x	X	X		x	X				X		x	X									X		x		X	X	X				X	X	X
311B.M-Forensic medicine and toxicology	x	X	x	X	X					X				x	X											x	X	X	X	X	x	X		X	X	X
312N-Psychology of growth and	x	X	x		X							X		x	X											x		X	X	X				x	X	X

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

development																																			
313 N-Nursing administration								X						x																X					X
314 N health education																																			
315 N Adolescent Health																																			
400 N- Familay Community health nursing	X	X		X	X					X	X				X		X	X	X		X	X	X	X			X							
401N-Geriatric nursing	X	X			X		X	X			X	X	X	X	X					X		X		X		X									X
402 N- Geriatric medicine			X				X	X				x	x	x	X																		X		

Program ILOs / Courses Titles	a- Knowledge & understanding									b- Intellectual							c- Practical & professional									d- General & transferable									
	a.1	a.2	a.3	a.4	a.5	a.6	a.7	a.8	a.9	b.1	b.2	b.3	b.4	b.5	b.6	b.7	c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9	d.1	d.2	d.3	d.4	d.5	d.6	d.7	d.8	d.9	d.1
403B.M- Medical Statistics			X							X	X						X	X	X									X						
404B.M- Community medicine and epidemiology						X						X		X					X				X	X			**X**	**X**						
405 N- Research Methods							**X**																				**X**								
406 N- Psychiatric Mental health nursing	**X**	**X**	**X**	**X**	**X**	**X**		**X**		**X**	**X**		**X**	**X**	**X**	**X**		**X**	**X**	**X**				**X**	**X**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
407 N Nursing management for Psychiatric diseases	**X**	**X**		**X**				**X**		**X**		**X**	**X**		**X**									**X**	**X**			**X**		**X**		**X**		**X**	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

408B.M- Psychiactric medicine		X	X									X															X		X					
409 N- Hospital adminsatration and health services				X			X		X																							X		
410 L English (level V)		X			X								X																			X		
411 N Human relations and community dynamics	X			X					X						X							X		X									X

توافق اهداف البرنامج الدراسى لمرحلة البكالوريوس٢٠١٨-٢٠١٩ مع المواد الدراسية للفرق الاربع

ILOS of Program	a. Knowledge and Understanding						b. Intellectual Skills						c. Practical and Clinical Skills									d. General and Transferable Skills									
	a.1	a.2	a3	a.4	a5	a6	b.1	b.2	b.3	b.4	b.5	b.6	c.1	c.2	c.3	c.4	c.5	c.6	c.7	c.8	c.9	d.1	d.2	d.3	d.4	d.5	d.6	d.7	d.8	d.9	d.10
الفرقة الاولى																														
100-Fundamental of nursing (part I& II)				x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	X	x
101-Microbiology			x							x					x															x
102-Anatomy		x																												
103-Introduction of	x										x		x																	x

Quality Assurance Unit
Faculty of Nursing
Menoufia University

psychology																													
104- Physiology		**x**					**x**										**x**									**x**				
105- Application of computer (level I)										**x**							**x**					**x**								**x**
106- English I									**x**										**x**											**x**
107- Quality in Nursing						**x**	**x**									**x**		**x**								**x**				**x**
108- General Nutrition	**x**									**x**						**x**										**x**				**x**
109- Parasitology			**x**																							**x**				**x**
110- Health Educatio											**x**	**x**								**x**						**x**				**x**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

n																													
111- Application of computer (level II)									**x**							**x**						**x**							
112- English II								**x**										**x**											**x**
الفرقة الثانية																													
200- Medical Surgical Nursing Part (I &II)	**x**	**x**	**x**	**x**	**x**		**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**		**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**
201- Critical & Emergency Nursing	**x**	**x**	**x**	**x**			**x**			**x**					**x**	**X**								**x**					**x**	**x**
202- Critical Care Medicine	**X**	**x**	**x**	**x**			**x**			**x**					**x**	**x**								**x**					**x**	**x**
203- General Medicine & Its' specialty	**x**	**x**	**x**	**x**	**x**		**x**	**x**	**x**	**x**	**x**	**x**		**x**	**x**	**x**		**x**	**x**			**x**		**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

204- Applied pharmacology				x									x	x			x				x					x	x			x
205- Pathology		x	x									x						x							x	x			x	x
206- Application of computer (level III)																					x	x		x	x	x			x	x
207- General surgical & Its' specialty		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x		x	x
208- Applied Nutrition					x							x	x				x	x	x		x		x	x		x	x		x	x
209- English III							x	x	x	x	x	x									x			x	x	x			x	x
210- Application of Compu																					x	x		x	x	x			x	x

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

ter (level IV)																														
211- Sociology												x	x			x					x		x	x	x	x	x		x	x
الفرقة الثالثة																														
300- Maternal & new born health nursing	x	x	x	x			x	x	x	x	x		x	x	x	x		x	x	x		x	x	x	x	x	x	x			
301- Critical Care Nursing for Mother	x	x	x	x			x	x	x	x	x		x	x	x	x		x	x	x		x	x	x	x	x	x	x			
302- Obstetrics and gynecology	x	x	x														x				x	x		x	x	x				
303- Population studies and family planning	x																x				x	x		x	x	x				

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

304- Teaching Methods of Nursing	x																x				x	x		x	x	x				
305- Reproductive Health	x	x	x	x			x	x									x				x	x		x	x	x				
306- English IV	x																x				x	x		x	x	x				
307- Adolescent Health	x	x	x	x			x	x									x				x	x		x	x	x				
308- Pediatric Nursing		x	x	x	x			x		x	x	x	x	x		x	x						x		x			x		x	x
309- Critical and Emergencies Nursing for		x	x	x	x	x		x		x	x		x	x	x	x	x			x	x		x		x			x		x	x

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Children																													
310-Pediatric Medicine	x	x		x		x			x		x		x	x		x	x											x	x	x	
311-Children 'Surgery	x	x		x			x		x		x		x	x			x											x		x	
312-Children Forensic medicine and toxicology			x						x			x	x	x				x	x												
313-Rehabilitation nursing for children			x		x				x	x	x			x	x					x			x		x			x		x	x
314-Nursing administration (first (level)	x					x			x	x	x	x			x	x	x	x	x		x	x		x	x	x	x	x		x	x
315-Child Psychology of Growth	x			x					x	x	x		x										x		x			x		x	x

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

& development																													
الفرقة الرابعة																													
400- Family &Community Health Nursing	x		x	x	x		x	x			x	x	x	x	x		x	x		x		x	x	x	x			x	x	x	
401- Geriatric nursing	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x
402- Geriatric Medicine	x		x		x				x		x	x		x			x		x			x	x	x	x	x		x		x	x
403- Medical Statistic			x				x		x				x											x							
404- Community medicine and epidemiology			x		x		x		x	x				x	x									x	x				x		
405- Scientific research methods						x			x	x		x		x		x		x					x	x				x			

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

406- English V																														
407- Psychiatric Mental Health Nursing																														
408- Treatment Modalities in Psychiatric Nursing																														
409- Psychiatric Medicine																														
410- Nursing administration second (level)	**x**				**x**			**x**	**x**	**x**	**x**		**x**	**x**		**x**	**x**	**x**	**x**	**x**	**X**	**x**	**x**	**x**	**x**	**x**		**X**	**x**
411- English VI																														

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

412- Human Relations																													

عميد الكلية
ا.د/ ايناس قاسم

المسئول عن المعيار
د.صفاء دياب

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

وثيقة ١٧٤ د. مصفوفه أتساق مخرجات التعلم مع طرق التدريس والتقويم

Matrix of Third Year (Maternal & Newborn Health Nursing) Courses ILOS with Assessment Methods (2017-2018)

Course Maternal & Newborn Health Nursing
Code 300 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Midterm exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final practical exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final oral exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final written exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	

Course Obstetrics & Gynecological Medicine
Code 302 (M)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Midterm exam	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				
Final written exam	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				

Course Obstetrics & Gynecological Medicine
Code 302 (M)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Midterm exam	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				
Final written exam	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				

Course **Population Studies and Family Planning**

Code **303 (N)**

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			
Final written exam				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			

Course Methods of Teaching in Nursing

Code 304 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work						X						X						X				X	X			X	X				X
Final written exam						X						X						X				X	X			X	X				X

Course Reproductive Health

Code 305 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Final written exam					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			

Course English Language (level 4)

Code 306 (L)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work				X					X		X	X										X				X			X		X
Final written exam				X					X		X	X										X				X			X		X

Course Adolescent Health

Code 315 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X
Final written exam				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X

رئيس القسم العلمي
أ.د/ ايناس قاسم

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤م

Matrix of Third Year (Maternal & Newborn Health Nursing) ILOS with Teaching Method 2017/ 2018

Course Maternal and Newborn Health Nursing
Code 300 (N)

Course ILOS / Teaching Method	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Case study	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Simulators	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Group discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Clinical practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Demonstration & redemonstration	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Simulators	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	
Seminar	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	x	x	x	x	x	

Course Code Critical Maternal & Newborn Health Nursing 301 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Group discussion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Brain storming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Clinical practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X															
Case study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Simulators	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Self-learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Demonstration & redemonstration	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Seminar	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	

Course Obstetrics & Gynecological Medicine
Code 302 (M)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				
Group discussion	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				

Course Population Studies and Family Planning

Code 303 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			
Group discussion				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			
Brain storming				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			

Course Methods of Teaching in Nursing
Code 304 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture						X						X						X				X	X			X	X				X
Group discussion						X						X						X				X	X			X	X				X
Reading assignment						X						X						X				X	X			X	X				X
Group discussion						X						X						X				X	X			X	X				X
Role Play						X						X						X				X	X			X	X				X

Course Reproductive Health

Code 305 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Group discussion					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Seminar					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Class activity					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			

Course English Language (level 4)

Code 306 (L)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X					X		X	X										X				X			X		X
Group discussion				X					X		X	X										X				X			X		X

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X
Group discussion				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X

Course **Adolescent Health**

Code **315 (N)**

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X
Group discussion				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X

رئيس القسم العلمي
أ.د/ ايناس قاسم

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤م

Matching Fundamental of Nursing Part I& II ILOs with Evaluation Methods

Course name:- Fundamental of Nursing Part I& II **Code:100 N**

Evaluation Methods / ILOs		Knowledge									Intellectual									Practical								General & Transferable	
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2
1	Mid term exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Semester Work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Oral exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	Practical exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Final Exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Faculty of Nursing
Quality Assurance Unit
Menoufia University

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤م

Matrix of Course ILOs and Evaluation Methods

Course name: Psychology **Code: 103 S**

Evaluation Methods	Course ILOs															
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	D1	D2
Mid term	×	×	×	×	×				×	×					×	
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠١٢/١٠/٢٠م

Matrix of Course ILOs and Evaluation Methods

(17 -18)

Course name: Anatomy **Code: 102 M**

Evaluation methods	Course ILOs												
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	D1	D2
Semester work (midterm)	×	×	×	×	×	×	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد

Matrix of Course ILOs and Evaluation Methods 2017-2018

Course name: Computer **Code: 105 S**

Evaluation method	Course ILOs										
	A1	A2	A3	B1	B2	C1	C2	C3	C4	D1	D2
Midterm exam	×	×	×	×	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤م

Matrix of Course ILOs and Evaluation Methods

Course name: English **Code: 106 L**

valuation method	Course ILOs																		
	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	D1	D2	D3	D4
emester work																			
nal written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية

Matrix of Course ILOs and Evaluation Methods

Course name: English **Code: 106 L**

Evaluation method	Course ILOs																		
	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	D1	D2	D3	D4
Semester work																			
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاسبة على الاعتماد من الهيئة القومية

Matrix of Course ILOs and Evaluation Methods

Course name: Histology **Code: 109M**

Evaluation method	Course ILOs																
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	D1	D2	D3	D4
Midterm	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤

Matrix of Course ILOs and Evaluation Methods

Course name: Parasitology **Code: 108M**

Evaluation method	Course ILOs										
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	D1
Midterm	×	×	×	×	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×	×	×	×	×

Matrix of Course ILOs and Evaluation Methods

Course name: Microbiology **Code: 101 M**

Evaluation Methods	Course ILOs																
	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	D1	D2
Semester work (midterm)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠١٤/١٠/٢٠م

Matrix of Course ILOs and Evaluation Methods

Course name: Physiology **Code: 104 M**

	A1	A2	A3	A4	A5	A6	B1	B2	B3	D1	D2
Semester work (midterm)	×	×	×	×	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×	×	×	×	×

Matrix of Hospital administration and nursing services (Code 409)N ILOS with teaching and assessment methods

Course ILOS	Knowledge& Understanding											Intellectual Skills						Professional and Practical Skills									General and Transferable Skills										
Teaching method	a1	a2	a3	a 4	a 5	a 6	A 7	A 8	A 9	A 10	A 11	b 1	B 2	b 3	b 4	B 5	B 6	c 1	c 2	c 3	c4	c5	c6	c 7	c 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 8	D9	D 10
Lectures	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Group discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Brain storming session	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Problem solving (situation)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Assessment methods	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
-Periodical practical exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Periodical oral exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
written and midterm exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Final practical exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Final oral exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					
Final written exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x	x	x					

كلية التمريض - جامعة الزقازيق
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة [illegible]

د. زهير عبد

Course ILOS	Knowledge& Understanding									Knowledge& Understanding						Knowledge& Understanding									Knowledge& Understanding										
teaching method	a1	a2	a3	a 4	a 5	a 6	A 7	A 8	A 9	b 1	B 2	b 3	b 4	B 5	B 6	c 1	c 2	c 3	c4	c5	c6	c 7	c 8	C 9	D1	D 2	D 3	D4	D5	D 6	D 7	D8	D 8	D9	D 10
Lectures	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x		x	x
Group discussion	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x		x	x
Brain storming session	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x		x	x
Problem solving (situation)	x	x	x	x	x	x	x	x	x						x										x	x		x	x					x	x
Assessment methods	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x		x	x
written and midterm exam	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x		x	x
Final written exam	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x		x	x

كلية التمريض - جامعة المنوفية
الخاصة على الاعتماد من

د. نرمين حميد

Matrix of Quality in Nursing (Code 107N)ILOS with teaching and assessment methods

Course ILOS	Knowledge& Understanding									Knowledge& Understanding						Knowledge& Understanding															
teaching method	a1	a2	a3	a 4	a 5	a 6	A 7	A 8	A 9	b 1	B 2	b 3	b 4	B 5	B 6	c 1	c 2	c 3	c4	c5	c6	c 7	c 8	C 9	D1	D 2	D 3	D4	D5	D 6	D 7	D8	D 8	D9	D 10
Lectures	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x			
Group discussion	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x			
Brain storming session	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x			
Problem solving (situation)	x	x	x	x	x	x	x	x	x						x										x	x		x	x						
Assessment methods	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x			
written and midterm exam	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x			
Final written exam	x	x	x	x	x	x	x	x	x			x	x	x	x										x	x		x	x		x	x			

كلية التمريض - جامعة المنوفية
الخاصة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١١

د. نوصين حمد

Matrix of Methods of scientific research(Code 405N) ILOS with teaching and assessment methods

Course ILOS	Knowledge& Understanding									Knowledge& Understanding						Knowledge& Understanding									Knowledge& Understanding									
teaching method	a1	a2	a3	a 4	a 5	a 6	A 7	A 8	A 9	b 1	B 2	b 3	b 4	B 5	D 6	c 1	c 2	c 3	c4	c5	c6	c 7	c 8	C 9	D1	D 2	D 3	D4	D5	D 6	D 7	D8	D 8	D9	D 10
Lectures	X	X	X	X	X	X	X	X	X			X	X	X	X										X	X		X	X		X	X			
Group discussion	X	X	X	X	X	X	X	X	X			X	X	X	X										X	X		X	X		X	X			
Brain storming session	X	X	X	X	X	X	X	X	X			X	X	X	X										X	X		X	X		X	X			
Problem solving (situation)	X	X	X	X	X	X	X	X	X						X										X	X		X	X						
Assessment methods	X	X	X	X	X	X	X	X	X			X	X	X	X										X	X		X	X		X	X			
written and midterm exam	X	X	X	X	X	X	X	X	X			X	X	X	X										X	X		X	X		X	X			
Final written exam	X	X	X	X	X	X	X	X	X			X	X	X	X										X	X		X	X		X	X			

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ١٠/١/٢٠١١م

د. نرمين عبد

Matrix of English (Fifth level) Code "400ILOS with teaching and assessment methods

Course ILOS	Knowledge& Understanding								Intellectual Skills						Professional and Practical Skills									General and Transferable Skills									
teaching method	a1	a2	a3	a 4	a 5	a 6	A8	a v	b 1	B 2	b 3	b 4	B 5	B 6	c 1	c 2	c 3	c4	c5	c6	c 7	c 8	C 9	D1	D 2	D 3	D4	D5	D 6	D 7	D8	D 8	D9	D 10
Lectures	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Group discussion	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Brain storming session	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Exercises	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Assessment methods	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
written and midterm exam	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Final written exam	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			

د. نرمين سمير

Matrix of English (Sixth level) (Code 411 L) ILOS with teaching and assessment method

Course ILOS	Knowledge& Understanding								Intellectual Skills						Professional and Practical Skills									General and Transferable Skills										
teaching method	a1	a2	a3	a 4	a 5	a 6	A8	a v	b 1	B 2	b 3	b 4	B 5	B 6	c 1	c 2	c 3	c4	c5	c6	c 7	c 8	C 9	D1	D 2	D 3	D4	D5	D 6	D 7	D8	D 8	D9	D 10
Lectures	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Group discussion	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Brain storming session	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Exercises	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Assessment methods	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
written and midterm exam	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			
Final written exam	x	x	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x	x	x			

رئيس القسم العلمى

د. ترهيب خير

Matrix of Third Year (Maternal & Newborn Health Nursing) Courses ILOS with Assessment Methods (2018-2019)

Course Maternal & Newborn Health Nursing
Code 300 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Midterm exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final practical exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final oral exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final written exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	

Course Code Critical Maternal & Newborn Health Nursing 301 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Midterm exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final practical exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final oral exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Final written exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	

Course Obstetrics & Gynecological Medicine
Code 302 (M)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Midterm exam	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				
Final written exam	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				

Course **Population Studies**

Code **303 (N)**

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			
Final written exam				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			

Course Methods of Teaching in Nursing

Code 304 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work						X						X						X				X	X			X	X				X
Final written exam						X						X						X				X	X			X	X				X

Course Reproductive Health

Code 305 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Final written exam					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			

Course English Language (level 4)

Code 306 (L)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work				X					X		X	X										X				X			X		X
Final written exam				X					X		X	X										X				X			X		X

Course Adolescent Health

Code 307 (N)

Course ILOS / Assessment Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Semester work				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X
Final written exam				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X

رئيس القسم العلمي
أ.د/ ايناس قاسم

كلية التمريض - جامعة المنوفية
المعادلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤م

Matrix of Third Year (Maternal & Newborn Health Nursing) ILOS with Teaching Method 2018/ 2019

Course Maternal and Newborn Health Nursing
Code 300 (N)

Course ILOS / Teaching Method	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Case study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Group discussion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Demonstration & redemonstration	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	

Course Code Critical Maternal & Newborn Health Nursing 301 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Group discussion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Brain storming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Case study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	
Demonstration & redemonstration	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	

Course Obstetrics & Gynecological Medicine
Code 302 (M)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				
Case study	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				

Course Obstetrics & Gynecological Medicine
Code 302 (M)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				
Case study	X	X	X		X				X	X			X		X	X	X	X		X		X	X	X	X	X	X				

Course Population Studies
Code 303 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			
Class activities				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			
Research assignment				X	X		X	X		X		X			X	X	X	X				X	X	X	X		X	X			

Course Reproductive Health

Code 305 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Group discussion					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Seminar					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			
Class activity					X				X	X	X			X	X	X	X	X				X		X	X	X	X	X			

Course English Language (level 4)

Code 306 (L)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X					X		X	X										X				X			X		X
Group discussion				X					X		X	X										X				X			X		X

Course Adolescent Health

Code 307 (N)

Course ILOS / Teaching Methods	Knowledge & Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Lecture				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X
Group discussion				X			X	X	X	X					X	X		X				X	X	X	X	X	X				X

رئيس القسم العلمي
أ.د/ ايناس قاسم

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤م

كلية التمريض
قسم التمريض النفسي والصحة النفسية

Matrix of treatment modalities ILOS program with evaluation method (2018 - 2019)

Title	Knowledge and Understanding										Intellectual skills										Professional and Practical Skills					General and transferable Skills		
Evaluation Method	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	C 1	C 2	C 3	C 4	C 5	D1	D2	D 3
Periodical practical exam											x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Periodical oral exam	x	x	x	x	x	x	x	x	x	x																		
written and midterm exam	x	x	x	x	x	x	x	x	x	x																		
Final practical exam											x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Final oral exam	x	x	x	x	x	x	x	x	x	x																		
Final written exam	x	x	x	x	x	x	x	x	x	x																		

رئيس القسم

ا. د/ منى النجار

Matrix of human relation and group dynamics ILOs with with evaluation method (2018-2019)

Title	Knowledge and Understanding						Intellectual skills									Professional and Practical Skills										General and transferable Skills		
Method of teaching	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	c2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3
Midterm exam	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Final written exam	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

رئيس القسم

ا. د/ منى النجار

د/ حسن البيار

كلية التمريض - جامعة المنوفية
الجامعة على الإنترنت
للتعليم عن بعد
بتاريخ

كلية التمريض
قسم التمريض النفسى والصحة النفسية

Matrix of psychiatric mental health nursing ILOs with evaluation method (2018-2019)

Title / Evaluation Method	Knowledge and Understanding					Intellectual skills					Professional and Practical Skills					General and transferable Skills					
	A 1	A 2	A 3	A 4	A 5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C 5	D1	D2	D3	D 4	D 5	D 6
Periodical practical exam						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Periodical oral exam	X	X	X	X	X																
written and midterm exam	X	X	X	X	X	X	X	X	X	X											
Final practical exam						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Final oral exam	X	X	X	X	X	X	X	X	X	X											
Final written exam	X	X	X	X	X	X	X	X	X	X											

رئيس القسم

ا. د/ منى النجار

د/ منى النجار

كلية التمريض
قسم التمريض النفسى و الصحة النفسية

Matrix of psychiatric medicine ILOs with evaluation method (2018-2019)

Title	Knowledge and Understanding							Intellectual skills							Professional and Practical Skills	General and transferable Skills			
Method of teaching	A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	None	D1	D2	D3	D 4
Midterm exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Final written exam	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

رئيس القسم

ا. د/ منى النجار

د/ رحيا الميا

كلية التمريض - جامعة المنوفية
موافقة على الاعتماد من اللجنة الفرعية
بتاريخ ٢٠١٨/١٢/٢٠م

كلية التمريض
قسم التمريض النفسى والصحة النفسية

Matrix of program ILOS with The courses of Psychiatric nursing

Course Title	Knowledge and Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Psychiatric mental health Nursing	X		X	X	X	X	X	X		X		X	X		X				X	X		X			X					X	X
Psychiatric medicine			X				X			X															X					X	X
Psychotherapy			X					X		X				X		X						X		X						X	X
Human relation						X							X	X					X				X		X					X	

رئيس القسم
ا.د/منى النجار

كلية التمريض - جامعة الزقازيق
الخاصة على الاعتماد من الجودة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠١٤/١٠/٢٠م

Matrix of course ILOS and Evaluation methods

Course name: Microbiology **Code: 101M**

Evaluation methods	ILos						
	A1	A2	A3	B1	B2	B3	D1
Midterm	×	×	×	×	×	×	×
Final written exam	×	×	×	×	×	×	×

Matrix of undergraduate pharmacology course domain and evaluation methods for1st semester

Evaluation methods	Domain Course					
	Domain1	Domain2		Domain3	Domain4	Domain5
	1.1.1	2.2.1	3.2.2	3.2.4	4.1.1	5.1.3
Mid-term exam	X	X	X	X	X	X
Final written exam	X	X	X	X	X	X

منسق البرنامج :
د/ غادة عادل صجاري

منسق الجودة:
د. حسام عادل

رئيس القسم:

Matrix of computer course domain and evaluation methods

Evaluation methods	Course Domain							
	Domain1				Domain4			
	Competency1.1				Competency4.1			
	1.1.1	1.1.2	1.1.3	1.1.4	4.1.1	4.1.2	4.1.3	4.1.4
Computer lab	X	X	X	X	X	X	X	X
Final written exam	X	X	X	X	X	X	X	X

منسق البرنامج :
دهاسم سيد محمد

منسق الجودة:
د. شيماء عادل

رئيس القسم:

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية

Matrix of General medicine domain and evaluation methods

Evaluation methods	Course domain											
	Domain 1 PROFESSIONAL AND ETHICAL PRACTICE				Domain 2 HOLISTIC PATIENT-CENTERED CARE					Domain 3 MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY	Domain 4 INFORMATICS AND TECHNOLOGY	Domain 5 INTER-PROFESSIONAL COMMUNICATION
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	3. 3.2	4.1.4	5.1.1
▪Mid-term exam	x	x	x	x	x	x	x	x	x	x	x	x
▪Final written exam	x	x	x	x	x	x	x	x	x	x	x	x

منسق البرنامج :

منسق الجودة: د. سكياء عادل

رئيس القسم: د. عبد الله البهنس

Matrix of Surgery and its specialties domains with evaluation methods

Domains / Evaluation methods	Domain 1				Domain 2							Domain 3				Domain 4		Domain 5		
	Competency 1.1				Competency 2.2							Competency 3.3				Competency 4.1		Competency 5.1		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.3.2	3.3.3	3.3.4		4.1.1	4.2.1	5.1.1	5.1.2	5.1.3
Mid term exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Final term exam	x	x	x	x	x	x	x		x	x	x	x	x	x		x	x	x	x	x

منسق المقرر:

منسق الجوده:
د. سهير عادل

رئيس القسم:
أ.د هاشم سلطان

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد
لقطاع جودة التعليم والطلاب

Matrix of English language course domains with evaluation methods

Domain / Competency	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage people, work environment and quality									Domain 4 Informatics and Technology		Domain 5 Inter professional Communication		
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency			3.2 Competency			3.3 Competency			4.1 Competency		5.1 Competency		
Evaluation methods	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2		3.2.1			3.3.2	3.3.3	3.3.4	4.1.1		5.1.2	5.1.3	5.1.4
Mid term exam	x		x	x		x	x	x		x	x	x	x	x		x		x		x			x		x	x		x	x	
Final term exam	x		x	x		x	x	x		x	x	x	x	x	x	x		x		x			x		x	x		x	x	

منسق المقرر د. دينا سراج

منسق الجودة
د. شيماء عادل

رئيس القسم العلمي

كلية التمريض - جامعة الزقازيق
اعتماد من الاعتماد والجودة
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠١٤/١٠/٢٠م

Matrix of Third Year (Maternal & Newborn Health Nursing) Courses Domains with Assessment Methods

Course Maternal & Newborn Health Nursing
Code 300 (N)

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								Domain 5- Inter-Professional Communication			
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				5-1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3		5.1.1	5.1.2	5.1.3	5.1.4
Periodical Practical Exams	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X				X				X		X	
Mid-Term Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X				X				X		X	
Final Clinical Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X				X				X		X	
Final Oral Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X				X				X		X	
Final Written Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X				X				X		X	

Course Critical Maternal & Newborn Health Nursing
Code 301 (N)

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								Domain 5- Inter-Professional Communication			
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				5-1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3		5.1.1	5.1.2	5.1.3	5.1.4
Periodical Practical Exams	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X	X	X	X		X	X		X		X	
Mid-Term Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X	X	X	X		X	X		X		X	
Final Clinical Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X	X	X	X		X	X		X		X	
Final Oral Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X	X	X	X		X	X		X		X	
Final Written Exam	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X	X	X	X		X	X		X		X	

Matrix of program domain with Evaluation Method for Pediatric Nursing

Program domain / Evaluation method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality										Domain 4 Informatics and Technology							Domain 5 Inter professional Communication			
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Practical exam						X	X	X																	X	X	X	X	X	X	X	X				
Oral exam		X		X			X			X		X	X	X	X	X	X	X	X	X	X				X	X	X	X							X	X	X	X
Written final exam	X		X		X	X		X	X		X												X	X	X				X	X								

رئيس القسم العلمى

ا.د/ حنان ثروت البهنساوى

كلية التمريض - جامعة المنوفية
اعتماد على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٢م

Matrix of Critical Care Nursing domains with Teaching Methods

Course domain / Teaching methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality							Domain 4 Informatics and Technology			Domain 5 Inter professional Communication		
	1.1 Competency				2.2. Competency												3.1 Competency							4.1 Competency 4.2			5.1 Competency		
	1.1.1	1.1.2	1.1.3	1.1.4	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	2.2.8	2.2.9	2.2.10	2.2.11	2.2.12	2.2.13	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.1.7	4.1.1	4.1.2	4.2.1	5.1.1	5.1.2	5.1.3
1-Interactive teaching	X	X	X	X													X	X	X	X	X	X	X				X	X	X
2-Lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
3-Online Discussion					X	X	X	X	X	X	X	X	X	X	X	X	X													
4-Practical Skills (Demonstration and Redemonstration)						X			X				X	X	X	X	X		X			X					X			
5-Case Senario							X	X	X	X	X	X	X			X	X											X	X	

رئيس القسم العلمى
د/نجلاء المقدم

CamScanner الممسوحة ضوئيا بـ

Matrix of Critical Care Medicine domains with Teaching Methods

Course domain / Teaching methods	Domain 1 Professional and ethical practice			Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality	Domain 4 Informatics and Technology	Domain 5 Inter professional Communication	
	1.1 Competency			2.2. Competency							3.1 Competency	4.1 Competency	5.1 Competency	
	1.1.1	1.1.2	1.1.3	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	3.1.1	4.1.1	5.1.1	5.1.2
1-Lecture	x	x	x	x	x	x	x	x	x	x	x	x		
2-Online Discussion				x	x	x	x	x	x	x	x		x	x

Matrix of program domain with Teaching Method for Pediatric Nursing

Program domain / Teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Domain 5 Inter professional Communication				
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency				
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Lectures	X		X	X		X		X				X				X	X	X	X					X		X		X	X	X	X	X	X	X	X	X		X	X
Group discussion		X			X		X		X	X	X		X	X	X					X	X	X	X		X		X		X	X	X								
Power point Presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

رئيس القسم العلمى

ا.د/ حنان ثروت البهنساوى

Matrix of program domain with Teaching Method for Critical Care and Emergency of Pediatric Nursing

Program domain / Teaching method	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered 2.1. Competency						2.2. Competency					Domain 3 Manage People Work Environment and Quality 3.1 Competency				3.2. Competency				3.3 Competency				Domain 4 Informatics and Technology 4.1 Competency				4.2 Competency			Domain 5 Inter professional Communication 5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Lectures	X		X	X		X		X				X				X	X	X					X		X		X	X	X	X	X	X	X	X			X
Group discussion		X			X		X		X	X	X		X	X	X				X	X	X	X		X		X		X	X	X							
Power point Presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

رئيس القسم العلمى

أ.د/ حنان ثروت البهنساوى

كلية التمريض
الخاصة بالاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠١٤/١٠/٢٠م

Matrix of program domain with Teaching Method for *child psychology*

Program domain / Teaching method	Domain 1 Professional and ethical practice			Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology						Domain 5 Inter professional Communication			
	1.1 Competency			2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency			3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Lectures	X		X	X		X		X				X			X	X	X	X				X		X		X								X	X	X	X
Group discussion		X			X		X		X	X	X		X	X	X					X	X	X	X		X		X		X	X	X					

رئيس القسم العلمى

ا. د/ حنان ثروت البهنساوى

Matrix of program domain with Teaching Method for *Nursing Rehabilitation*

Program domain / Teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Domain 5 Inter professional Communication			
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Lectures	X		X	X		X		X				X				X	X	X	X				X		X		X								X	X	X	X
Group discussion		X			X		X		X	X	X		X	X	X					X	X	X	X	X		X		X	X	X							

رئيس القسم العلمى

ا.د/ حنان ثروت البهنساوى

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠١٤/١٠/٢٠

Matrix of program domain with Teaching Method for Pediatric surgery

Program domain / Teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality										Domain 4 Informatics and Technology							Domain 5 Inter professional Communication			
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2		
Lecture with simulated discussion	X	X	X	X	X		X			X	X	X	X	X	X	X					X	X	X	X	X	X									X	X		
Demonstration and re demonstration at faculty pediatric nursing labs																																						
Case Studies																																						

كلية التمريض - جامعة المنوفية
الحاصلة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد
بتاريخ ٢٠/١٠/٢٠١٤

مصفوفه اساليب التعليم مع النواتج

Family and community health nursing

Course topics	Professional and ethical practice				Holistic Patient Centered												Manage People Work Environment and Quality												Informatics and Technology							Inter professional Communication			
					Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2						
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	1	2	٣	4	5	6	1	2	3	4	1	2	2	4	١	٢	٣	٤	1	2	3	4	5	6	7	1	2	3	
Lecture.	X	X		X	X	X		X	X	X	X	X		X	X	X	X	X		X	X	X			X	X	X		X	X	X	X	X		X	X	X		
Discussion					X	X		X	X	X										X	X		X	X	X					X	X		X	X	X				
Clinical practice					X	X		X	X	X																				X	X		X	X	X				
Case studies.					X	X		X	X	X				X	X		X	X	X					X	X		X	X			X								
Field visit					X	X		X	X	X							X					X			X											X			
Brain storming	X				X	X		X	X			X	X		X	X						X			X														
Demonstration												X	X		X	X						X			X											X		X	
Blended learning	X	X	X		X	X	X		X			X	X		X	X	X	X		X	X	X			X	X	X			X	X	X	X	X		X	X	X	

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Medical Statistics

Course topics	Professional and ethical practice				Holistic Patient Centered												Manage People Work Environment and Quality												Informatics and Technology							Inter professional Communication			
					Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2							
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	١	2	3	4	5	6	1	2	3	4	١	٢	٣	٤	1	2	3	4	1	2	3	4	١	٢	٣	1	2	3	4
Lecture.	x	x	x	x																									x	x	x	x	x	x	x				
Discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x									x	x	x	x	x	x	x				
Brain storming	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																x	x	x	x
Demonstration	x	x	x	x	x	x	x	x	x								x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Blended learning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

كلية التمريض - جامعة المنوفية
الاعتماد على الثقة المهنية التربوية

Community medicine & epidemiology

Course topics	Professional and ethical practice				Holistic Patient Centered												Manage People Work Environment and Quality												Informatics and Technology							Inter professional Communication			
					Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2							
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	١	2	3	4	5	6	1	2	3	4	١	٢	٣	٤	1	2	3	4	1	2	3	4	١	٢	٣	1	2	3	4
Lecture.	x	x																											x				x				x			
Discussion	x	x															x	x											x				x				x			
Case studies.	x	x			x	x	x					x						x															x						
Brain storming					x	x	x					x					x	x	x	x									x				x						
Demonstration	x	x		x	x	x	x					x						x															x						
Blended learning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Matrix of Nursing Administration (First level) domains with teaching methods

Code 314N

course domain / teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Domain Inter profession Communica		
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competer		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.
Lectures																				X	X													X	X	
Group discussion																				X	X													X	X	
Brain storming session																				X	X													X	X	
Problem solving (situation)																				X	X													X	X	
Another method																				X	X													X		

Methods of teaching	and ethical practice 1.1 Competency				Patient Centered 2.1. Competency						2.2. Competency						Manage People Work Environment and Quality 3.1 Competency				3.2. Competency				3.3 Competency				Domain 4 Informatics and Technology 4.1 Competency				4.2 Competency			Domain 5 Inter professional Communication 5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Lecture		X					X	X	X		X		X				X					X																
Group Discussion	X			X	X		X	X		X		X	X								X	X							X				X			X			
Clinical Practice			X		X	X													X		X	X	X	X		X		X						X			X	X	X
Presentation	X				X																																	
Brain storming question				X						X		X						X					X																
Assignment																																						
Role play																																						X
Case study					X	X																		X														

رئيس القسم العلمى

ا.د/منى عبد الرحيم الفجار

جامعة القاهرة
كلية التمريض
الشئون الإدارية

Matrix of General medicine course domain and teaching methods

Teaching methods	Course domain											
	Domain 1 PROFESSIONAL AND ETHICAL PRACTICE				Domain 2 HOLISTIC PATIENT-CENTERED CARE					Domain 3 MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY	Domain 4 INFORMATICS AND TECHNOLOGY	Domain 5 INTER-PROFESSIONAL COMMUNICATION
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	3.3.2	4.1.4	5.1.1
• Modified lecture	x	x	x	x	x	x	x	x	x	x	x	x
• Discussion with small groups of students	x	x	x	x	x	x	x	x	x	x	x	x
Videos	x	x	x	x	x	x	x	x	x	x	x	x
Simulation	x	x	x	x	x	x	x	x	x	x	x	x

منسق البرنامج :

كلية التمريض - جامعة المنوفية
الخاصة على الاعتماد من الهيئة القومية
لضمان جودة التعليم والاعتماد

منسق الجودة:
د. سهام عادل

رئيس القسم:
أ.د. عبدالله البهنس

وثيقه توصيف مقرر الكفايات

Faculty of Nursing
Quality Assurance Unit
Menoufia University

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية

Menoufia University

كلية: Faculty of Nursing التمريض

قسم : التمريض الباطني الجراحي

Medical Surgical Nursing

تاريخ اعتماد التوصيف:

بيانات المقرر : الرمز الكودي : 100N	**اسم المقرر : Fundamental of Nursing (First and second semesters)**	**الفرقة / المستوى: 1- First Year**
التخصص :	**عدد الساعات المعتمدة للنظرى** 3 **بالمعامل** 12	
عدد الساعات الكلية للفرقة الاولي: نظرى (180 ساعة) في كل – **عملى** (45 ساعة) فصل دراسي لمدة عام أكاديمي كامل.		

2 - Aim of the course:
2- هدف المقرر:

- This course is designed for beginner students as an introduction to basic nursing concepts and skills to meet the needs of individuals throught the lifespan in a safe, legal and ethical manner, using the nursing process, evidence-based practice, specific nursing concepts needed in the planning of nursing care

addressing a client's physiologic, psychosocial and developmental needs. The purpose of the course is also to provide nursing students the opportunity to develop competencies necessary to prepare them before starting their clinical practice at the hospitals setting.

3- Course specification based on competecsies 3- توصيف المقرر المبنى على الكفايات

Domain No :1

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1.1**Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions. **1.1.2** Apply nurses' code of ethics and professional conduct for ethical decision making. **1.1.3**Practise nursing based on policies and procedural guidelines considering patient/ client rights. **1.1.4.**Demons	• Medication adminstration • Safety • Ethics • Urinary elimination • Nursing process	• Demonstrate responsibility and accountability for giving medication to patient safely. • Practise nursing code of ethics during decision making • Utilize critical thinking skills and clinical competences needed when	Blended learning 50% using Webex and Micro soft Team • Modified lecture for discussion with small groups of students • Clinical Skill lab - Simulation and Case studies	• Powerpoints presentation • Simulation • Videos	periodic practical exam at the end of each rotation - Mid-term exam 7th Week -Final practical and oral exam -Final written exam

	trate responsibility and accountability for care within the scope of professional and practical level of competence.		applying urinary catheterlization guidelines considering patient's rights Utilize nurse regulatory function in designing framework for nursing process	-		

Domain No:2

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	**2.1.1**Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	• Pain • Health assessment	• Describe the responsibilities of the nurse in meeting the psychological needs of the patients with pain	• Online learning using telgram • Active learning using lecture for discussio	• Powerpoints presentation • Videos • Simulation	- periodic practical exam at the end of each rotation - Mid-term exam 7th Week - Final practical and oral exam

	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	• Nursing process • Urinary elimination • Bowel elimination	• Integrate health history, physical examination data to support decision • Formulate nursing care plan to adult individuals with common problems.	n with groups of students • Online learning using telegram and whats app groups • Online learning using telegram and whats app groups	• Videos • Powerpoints presentation • Videos • Powerpoints presentation	-Final written exam - Final practical and oral exam - Final written exam - Final written exam
	2.1.3 Provide holistic patient-centered care respecting people diversity.	• Pain • Asepsis • Patient	• Synthesizes assessment data to formulating nursing diagnosis to patients with common bowel elimination problems.	• Online learning using telegram and whats app groups • Online learning	• Videos • Powerpoints presentation	• Final written exam • Final written exam

		activity • Oxygenation	• Assists patient to make informed health care decision.	using telegram and whats app groups • Active learning using lecture	• Videos • Powerpoints presentation	- Final practical and oral exam - Final written exam
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	• Synthesize clinical evidence in order to solve problems related to patient • Provide evidence patient care as regard asepsis • Deliver variety of patient activities in	• Active learning using lecture • Online learning using telegram -	• Powerpoints presentation • Powerpoints presentation • Powerpoints presentation -	• Final practical and Final written exam • Final written exam -

			the context of their problems Analyze process of oxygenatio			
2.2 Provide health education based on the needs/problem of the patient/client within a nursing framework..	**2.2.1**.Determine health related learning needs of patient/client within the context of culture, values and norms.	• Medicatio n • Pain • Communi cation	• Develop a teaching plan for patients when taking medication for pain managment • Formulate health education for patient with pain • Apply communicatio n skills effectively with surgical, nursing and medical staff in inter-	• active learning using lecture - Online using discussi on with small groups of students and case studies • active learning using lecture	- Clinical skill lab - Powerpoi nts presentat ion - Powerpoi nts presentat ion - Videos - Powerpoi nts presentat ion	- periodic practical exam at the end of each rotation - Mid-term exam 7th Week -Final practical and oral exam -Final written exam • Final written exam
	2.2.3. Participate in informal and formal methods of teaching	• Ethics	professional, social and	• active learning		• Final written exam

	that correspond to the health of patient/client needs and abilities in different healthcare settings. **2.2.5** Communicate health information and coordinate health education/ promotion activities effectively according to patient/client needs.	- -	therapeutic context. • Use ethical codes in nursing ca	using lecture - -	- Powerpoints presentation	- -

Domain No:3

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
3.1.Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3.1.2**Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management	• Patient activity • General skill applied	• Conducts appropriate Nursing activities skillfully and in accordance with best evidence based practice. • Manage time	• Clinical Skill lab • Simulation andCase studies • Online disscussion using	• Powerpoints presentation • Simulation • Powerpoints presentation	• periodic practical exam at the end of each rotation • Mid-term exam 7th Week • Final practical and oral exam Final written exam • Final

	principles for meeting responsibilities.	for all curriculum	effectively and set priorities.	whatapp group and telegram		practical and oral exam
3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care	• General skill applied for all curriculum -	• Apply communication skills effectively with surgical, nursing and medical staff in inter-professional, social and therapeutic context.	• Simulation and Case studies -	• Videos -	• Clinical exam -
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3.3.1** Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	• General skill applied for all curriculum	• Measure critically the outcomes of nursing activities. • Use problem solving skills. • Conduct	• Clinical Skill lab	• Simulation • Videos	• Clinical exam

			s appropriate nursing activities skillfully and in accordance with best evidence based practice.			

Domain No:4

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
4.1 Utilize information and technology to underpin health caredelivery, communicate, manage knowledge and supportdecision making for patient care.	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. **4.1.2**Apply technology and information management tools to support safe care and evaluate their impact on patient	• General skill applied for all curriculum -	• Apply communication skills effectively with surgical, nursing and medical staff in inter-professional, social and therapeutic context. -	• Clinical Skill lab • Simulation and Case studies -	- Simulation - Videos -	- Clinical exam -

	outcomes.					

Domain No:5

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	**5.1.1** Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. **5.1.2** Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	• General skill applied for all cuuriculu m	• Communicate effectively with all staff members in inter-professional context to improve patient's outcomes. • Convey a positive attitude toward other team members while working with patients with life threatening conditions.	• Clinical Skill lab	• Simulation	- Clinical exam

First sem

List of topics	of hours heory)	f lecture eory)	Practical/ tutorial (Hours No.)	
			P	T
Orientation and introduction to the **Safety** Body mechanics	3	1	10	2
Oxygenation ogy of respiration Factors affecting respiratory function	3	1	10	2
Health **nent** Genera ment Thorax assessment Cardio r system assessment Abdom essment **Quiz**	5 1	2	20	4
Urinary elimination Factors affecting micturition Catheterizing urinary bladder Irrigating the catheter using closed n system	3	1	10	2
Bowel elimination affecting bowel elimination g and removing a bedpan or urinal stering a cleansing enema	3	1	10	2
Mid term	3	1	10	2
Medic edication	6	2	20	4

medication stering medication by inhalation ral medication tion of parenteral medication stering Intramuscular injection stering intradermal stering subcutaneous stering Intravenous injection				
Pain mangment and sleep Factors affecting pain experience Types of pain	6	2	20	4
Fluid and electrolytes	3	1	10	2
• **First aid and basic life support** - Bleeding , shock, fracture ,Poisoning, - burns - Cardiopulmonary resuscitation(CPR).			2	0 4
• **Final oral and practical exam**	3	1	10	2
	hours	**week**	**150**	**30**

List of topics	of hours (theory)	f lecture heory)	ical/ tutorial ours No.)	
			P	T
Course overview Objectives Contents Teaching methods Evaluation system Assigments **Nursing history** Historical perspective Definition of nursing Role and function of the professional nurse	3	1	0	2
Contemporary nursing practice	3	1	0	2
Asepsis Chain of infection control Type of nosocomial infection. Risk factors for nosocomial infection Clinical signs and symptoms of infections. **Quiz 1**	5 1	2	0	4
Values and ethics in nursing and development of values Ethics and ethical decision making	3	1	0	2
Patient activity s affecting body alignment and mobility Exercise (effects of exercises and immobility on body systems)	6	2	0	4
Basic human needs **Mid term exam**	1 2	1	0 0	2 2
Nursing process Assessments Nursing Diagnosis Planning Intervention and implementation Evaluation	6	2	0	4
Vital signs Body temperature, Pulse and respiration Blood Pressure	6	2	0	2

nunication	3	1	0	2
ssion and discharge	3	1	0	2
oral and practical exam	3	1	0	2
	45 hours	**week**	**60**	**30**

• Blended learning 50% using Webex and MS Team • Modified lecture for discussion with small groups of students • Videos • Simulation	**5- أساليب التعليم والتعلم:** **Teaching and Learning Methods.**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

• Break learning tasks into small steps.
• Multimedia Education
  • Provide regular quality feedback.
  • Present information visually and verbally.
• Use diagrams, graphics and pictures to support instruction.
• Provide independent practice.
• Model what you want students to do.
	6- أساليب التعليم والتعلم للطالب ذوي القدرات المحدودةTeaching and Learning Methods of Disables.

7- تقويم الطلابStudents assessment:	
5. a.1-Periodical practical exams. 5. a. 2- Mid-term exam. 5.a.3- Semester work 5.a.4- Final oral exam. 5. a.5- Final clinical exam. 5. a.6- Final written exam.	**أ- الأساليب المستخدمة:** **Methods used**
Assessment Schedule Assessment 1periodic practical exam at the end of each rotation and quiz 4th Week Assessment 2 Mid-term exam 7th Week Assessment 3 Final practical and oral exam 14th Week Assessment 4 Final written exam end of semester	**Time التوقيت :**

Weighting of Assessments (for each semester) Final term exam 120 40% Oral exam 30 10% Clinical exam 30 10% Semester work 80 26.6 % Midterm exam 40 13.4 % **Total 300** **100%**	**توزيع الدرجات :-ب** **Mark Distribution**
8List of References- قائمة الكتب الدراسية والمراجع	
8. a.1- Course Notes: notes in fundamental of nursing Part 1 &2	**Course noteأ- مذكرات**
8.b.1- Recommended Books • Craven R & Hirnle C. (2017). Fundamentals of nursing human health and function 7th Edition. • Potter P & Perry A. (2018). Clinical Nursing Skills and Techniques 9th Edition • Berman A., Snyder S, & Frandsen G. (2016). Kozier & Erb's Fundamentals of Nursing, 10th Edition	**ب- كتب مقترحة** **Recommended Books**

• Taylor C ., Lillis C, & Lynn P. (2018). Lippincott CoursePoint Enhanced for Taylor's Fundamentals of Nursing: The Art and Science of Person-Centered Nursing Care Ninth, 12 Month Edition	

منسق المقرر

أ.م/سميرة ابو العزم

أ.م/سهام عبدالعليم
د/هناء الصياد
د/جيهان المدبوح
د/فايزة كامل
د/رحاب عمر

رئيس القسم

أ.د/ وفاء حسن عبد الله

Quality Assurance Unit
Menoufia University

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية
Menoufia University

كلية: التمريض
Faculty of Nursing

قسم : التمريض الباطني الجراحي
Medical Surgical Nursing

تاريخ اعتماد التوصيف:

بيانات المقرر :

الرمز الكودي : 101 M	**اسم المقرر : Microbiology**	**الفرقة / المستوى: First Year(2nd semester)**
التخصص :	**عدد الساعات المعتمدة: نظرى** 2	-

2 - Aim of the course:

The course provide the student with introductory knowledge about microbiology and the use of this knowledge in clinical and nursing practices.

3-Course specification based on Competencies

3-توصيف المقرر المبنى على الكفايات:

Domain No:1

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1.1**Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	• Introduction to microbiology	• Define microbiology	• Active learning lecture	• Powerpoints presentation	• Final written exam
	1.1.2 Apply nurses' code of ethics and professional conduct for ethical decision making.	• Sterilization and disinfection		• Active learning lecture	• Videos	• Final written exam
	1.1.3 Practise nursing based on policies and procedural guidelines considering patient/ client rights.	• Hypersensitivity reaction	• know infection control practice	• Modified lecture for discussion with small groups of students	• Powerpoints presentation	• Final written exam
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical	• Autoimmune diseases	• Describe hypersensitivity reaction to patients	• Active learning lecture	• Powerpoints presentation	• Final written exam

	level of competence..		• Describe rehabilitation with autoimmune diseases to patients			

Faculty of Nursing
Quality Assurance Unit
Menoufia University
Menoufia University

Domain No:2

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	**2.1.1** Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	• Sterilization and disinfection	• Differentiate between sterilization and disinfection	- active learning using lecture	• Powerpoints presentation	• Final written exam
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	• Applied microbiology	• Illustrate antimicrobial chemotherapy.	- Modified lecture for discussion with small groups of students	• Powerpoints presentation • Videos	• Final written exam
	2.1.3 Provide holistic patient-centered care respecting people diversity.	• Immunity to viral infection	. • Differentiate between specific and non specific viral infection	- active learning using lecture	• Powerpoints presentation • Videos	• Final written exam
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	• Antimicrobial chemotherapy	• Analyze the complications of antibacterial chemotherapy in egypt.	- active learning using lecture	• Powerpoints presentation • Videos	• Final written exam

2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	**2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms.	• General bacteriology	• Compare between gram positive and gram negative bacilli	- Active learning using modified lecture	- Powerpoints presentation	- Final written exam
	2.2.2. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	• Vaccination	• list types and scheduale of vaccination .	- Modified lecture for discussio n with small groups of students	- Videos	- Final written exam
	2.2.3 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	• Bacterial physiology	• Describe structure of bacterial cell.	- Active learning using modified lecture	- Powerpoints presentation	- Final written exam

Domain No:3

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3.1.1**Plan and implement change conducive to the improvement of health care provision. **3.1.2** Organize own workload and apply time-management principles for meeting responsibilities.	• Immunity to viral infection -	• list characteristics of gram negative ccoci. • Mention structure of viruses	- Simulation -	- Powerpoints presentation -	- Final written exam -
3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care	• Endocrine system -	• Analyze the anatomical structure of the pancrease • Communicate with colleagues about anatomical basis in diseases. -	- Active learning using modified lecture -	- Videos -	- Final written exam -
3.3 Review health	**3.3.1** Implement					

care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	standardized protocols when providing nursing care considering quality improvement and patient's safety.	-	-	-	-	-

Domain No:4

Competency	**Key elements**	**Course subjects**	**Subject objectives**	**Teaching Methods**	**Media used**	**Assessment methods**
4.1 Utilize information and technology to underpin health caredelivery, communicate, manage knowledge and supportdecision making for patient care.	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. **4.1.2**Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	• Introduction to the course	• Analyze the complications of antibacterial chemotherapy • Manage conceptual knowledge for solution of clinical problems	• Modified lecture for discussion with small groups of students	• Videos	- Final written exam

Domain No:5

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	**5.1.1** Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. **5.1.2** Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	• Antimicrobial chemotherapy -	• Illustrate antimicrobial chemotherapy • Collaborate effectively with all health care providers. -	• Active learning using discussion -	• Powerpoints presentation -	- Final written exam -

List of topic	No. of hours	No of lectures	Tutorial/ Practical
Introduction to microbiology	2hrs	1	……
General Bacteriology	8hrs	4	……..
Structure of the bacterial cell	2hrs	1	
Bacterial physiology	2hrs	1	
Antimicrobial chemotherapy	2hrs	1	
Sterilization and disinfection	2hrs	1	
Systematic bacteriology	8hrs	4	
Gram positive cocci	2hrs	1	
Gram negative cocci	2hrs	1	
Gram positive bacilli	2hrs	1	
Gram negative bacilli	2hrs	1	
Immunity	8hrs	4	---------
Hypersensitivity reaction	2hrs	1	
Autoimmune diseases	2hrs	1	
Transplantation immunology	2hrs	1	
Vaccination	2hrs	1	
Virology			
Immunity to viral infection	2 hrs	1	

Applied microbiology Hospital acquired infection	2 hrs	1	
Total No. of hours	**30 hrs**	**15lectures×2hrs= 30 hrs**	---------

• Blended learning 50% using Webex and MS Team • Modified lecture for discussion with small groups of students • Videos • Simulation	**5- أساليب التعليم والتعلم Teaching and Learnin Method**

• Break learning tasks into small steps.
• Multimedia Education
  • Provide regular quality feedback.
  • Present information visually and verbally.
• Use diagrams, graphics and pictures to support instruction.
• Provide independent practice.
• Model what you want students to do.
	6- أساليب التعليم والتعلم للطالب ذوي القدرات المحدودةTeachin and Learning Methods of Disables.

7- تقويم الطلاب:Students assessment

- Mid-term exam. - Final written exam.	**ج- الأساليب المستخدمة:** **Methods used**
Assessment Schedule Mid-term exam at 7th Week of the course Final written exam at 15th Week of the course	**د- التوقيت :Time**
Mid-term examination 20% -Final-term examination 80% -**Total** 100%	**ه- توزيع الدرجات :** **Mark Distribution**

8- قائمة الكتب الدراسية والمراجع List of References

Course note أ- مذكرات	Course Notes:
ب- كتب مقترحة Recommended Books	**Recommended Books** • Davidhizar, R., Dowd, S. & Newman-Giger, J. (2016).Text book of Microbiology • El-Mashed, A. (2016). Manual of medical microbiology & immunology. Ahram commercial press Egypt. • Andrew M. & Boyle J.(2017) Clinical Microbiology for Nursing

نموذج

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية

Menoufia University

كلية: التمريض

Faculty of Nursing

قسم : التمريض الباطني الجراحي

Medical Surgical

تاريخ اعتماد التوصيف:

2- بيانات المقرر :

الرمز الكودي :	اسم المقرر :	الفرقة / المستوى:
102 M	Anatomy	First Year(1^{st} & 2^{nd} semester)

التخصص :	عملى المعتمدة: 2 نظرى	-

2 - Aim of the course:

The course provides a basic anatomical knowledge of the normal structure of the human body and function of different structures in the body. After this course the students should be able to understand the most important relations between the different structures (arteries, veins, nerves, muscles and viscera) and use it in clinical practice.

3-Course specification based on Competencies **3-توصيف المقرر المبنى على الكفايات:**

Domain No:1

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1.1**Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	• Respiratory system	-Describe organs of respiratory system -State the vital functions of the organs of respiratory system - Describe the structure of Central and periephral nervous system	• Online learning -Online learning	• Video using zoom • Powerpoints presentation using zoom • Video using zoom • Powerpoints presentation using zoom	-Final exam -Final exam

	1.1.2 .Apply nurses' code of ethics and professional conduct for ethical decision making. **1.1.3.**Practise nursing based on policies and procedural guidelines considering patient/client rights. **1.1.4** Demonstrate responsibility and accountability for care within the scope of	• Central and periephral nervous system - • Endocrin system • Urinary system	- -Identify the function of endocrine system -Describe anatomy of urinary system -	- Online learning Online learning	- • Video using zoom • Powerpoints presentation using zoom • Video using zoom • Powerpoints presentation using zoom -	- Final exam Final exam

	professional and practical level of competence.	-				-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No:2

ncy	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Ass m
de and e-based care in	**2.1.1**.Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	- Cardiovascular system	-Compare between anatomy of right and left heart.	• Face to face learning use modified lecture	-Powerpoints presentation -video	- Fin
	2.1.2 . Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	-Periphral and central nervous system	-provide nursing care for patients with CNS	• Face to face learning use modified lecture	-Powerpoints presentation with video	
		-Digestive system	-provide nursing care for digestive disorders.	• Face to face learning	Powerpoints presentation with video	- Fin
						-Fina

	2.1.3. Provide holistic patient-centered care respecting people diversity. **2.1.4** Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	- -	- -	- -	- -	- -
de n based the oblems the lient a ork.	**2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms.	-Urinary system -Introduction to the course - Integumentary system	-Differentiate between location of kidneys, urinary bladder & ureter. -Integrate the skills to apply anatomical data during clinical examination of patient.	Face to face using lecture Face to face using lecture - Face to face using lecture	-Powerpoints presentation -Powerpoints presentation Powerpoints presentation	Final Final Final

	2.2.2. Assess factors that influence the patients and family's ability,including readiness to learn, prefrerences for learning style,and levels of health literacy	-	-	-	-	-
	2.2.3 Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-

Domain No:3

petency	**Key elements**	**Course subjects**	**Subject objectives**	**Teaching Methods**	**Media used**	**Assessm method**
monstrate ive gerial and ship skills provision quality g care	**3.1.1**Plan and implement change conducive to the improvement of health care provision.	-	-	-	-	-
	3.1.2 Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

ovide a working onment prevents for ts and ers.	**3.2.1**.Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care	- -	.- -	- -	- -	- -
Review care mes in the of quality tors and marks to ve the ate goals improving quality of g care.	**3.3.1**.Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	-	-	-	-	-

Domain No:4

petency	Key elements	Course subjects	Subjects objectives	Teaching Methods	Media used	Asse me

ize ation and logy to in health livery, unicate, e edge and tdecision g for care.	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. **4.1.2**.Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- Introduction to the course -	-Integrate the skills to apply anatomical data during clinical examination of patient -	-Face to face learning using group Discussion -	-Powerpoints presentation -	Fina -

Domain No:5

ency	Key elements	Course subjects	Subjets objectives	Teaching Methods	Media used	A t
borate eagues mbers health m to and e care for	**5.1.1**.Collaborate inter-professional relation,in a variety of settings to maximize health outcomes for the patients,families and communities.	-Introduction to the course - Respiratory system	-Manage anatomical problems such as variations and defects related to clinical problems	-Face to face learning using lecture -Face to face learning	-Powerpoints presentation -Powerpoints presentation	F F

ls, and ties.	**5.1.2.**Interact within behavioral norms related to the interdisciplinary communication and the health care organizations	-	-	using Discussion group -	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

4:-محتوي المقرر

Course Content

	Total hours of topic(theory/practical)	NO.of Lectures Lecture=2hrs	Academic advising hours: Tutorial /practical
e	**2hrs**	**1**	……
	2hrs	**1**	……..
	2hrs	**1**	**……..**
	2hrs	**1**	…….
	4hrs	**2**	…….
eral	**2hrs**	**1**	**---**
em: act- ls & ease leen	**2hrs**	**1**	…….

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2hrs	**1**	**-------**	
	4hrs **2** **2**	**2** **1** **1**	**----------**	
ary the	**4hrs** **2** **2**	**2** 1 1	**---------**	
e	**2hrs**	1	**---------**	
	2hrs	1		
	30 hrs	**15lectures×2hrs= 30 hrs**	**---------**	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

• Blended learning 50% using Webex and MS Team • Modified lecture for discussion with small groups of students • Videos • Simulation	**5- أساليب التعليم والتعلم Teaching and Learnin Methods**

• Break learning tasks into small steps.
• Multimedia Education
  • Provide regular quality feedback.
  • Present information visually and verbally.
• Use diagrams, graphics and pictures to support instruction.
• Provide independent practice.
• Model what you want students to do.
	6- أساليب التعليم والتعلم للطالب ذوي القدرات المحدودة Teaching and Learning Methods of Disables.

7- تقويم الطلاب Students assessment

1- written midterm exam 2 - final written exam	**الأساليب -و المستخدمة: Methods used**
Assessment Schedule Assessment 1 periodic practical exam at the end of each rotation and quiz 4th Week Assessment 2 Mid-term exam 7th Week Assessment 4 Final written exam end of semester	**ز- التوقيت Time :**
Weighting of Assessments (for each semester) **- Mid –term examination** (20 grades) 20% **- Final-term examination** (80 grades) 80 % **- Total** (100 grades) 100%	**ح- توزيع الدرجات : Mark Distribution**

8- قائمة الكتب الدراسية والمراجع List of References

Zakaria.H, Anatomy for nurses, (2016) 5th ed	**أ- مذكرات Course note**

- Recommended Books **-Todd R. Olsom**. Student Atlas of Anatomy . 4rd ed, 2017. ***- Licht, H. (2018)*** *Clinical Anatomy 5th ed.*	**ب- كتب مقترحة** **Recommended Books**

منسق المقرر
رئيس القسم د/رشا سليمة
أ.د / مصطفي الحبيبي

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Course specification based competence
Undergraduate

2019-2020

Critical care Nursing &Emergency Department

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض الحالات الحرجة والطوارئ
تاريخ اعتماد التوصيف:

3- بيانات المقرر :

الرمز الكودي : 201	**اسم المقرر : تمريض الحالات الحرجة والطوارئ**	**الفرقة / المستوى : الثانية (ترم اول وثانى)**
التخصص : تمريض الحالات الحرجة والطوارئ	**عدد الساعات المعتمدة:** **نظرى** / **عملى** / **تطبيقى بالمعامل** 2 ترم اول — 6 — - 2 ترم ثانى — 6 — - **عدد الساعات الكلية: نظرى (30ساعة لكل ترم)– عملى (90 ساعة لكل ترم)** **- تطبيقي (لا يوجد - ساعة)**	

2 - Aim of the course:

This course focuses on the integration of knowledge and skills to provide safe and effective nursing care to critically ill adults patients with complex needs. Also emergency nursing care is designed to provide nursing students with the triage skills required to care effectively and safely for seriously injured victims.

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

3- Course specification based on competency: **توصيف المقرر المبنى على الكفايات**

Domain No. (1) PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1**.1.1. Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions. **1.1.2**. Apply value statements in nurses' code of ethics and professional conduct for ethical decision making. **1.1.3.** Practise nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights. **1.1.4.** Demonstrate responsibility and accountability for care within the scope of professional and practical level of	• CPR & Code managment	- Identify role of Resuscitation team members -Apply etical principles during CPR &code management - Explain management of patient in Cardiopulmonary Arrest - Make clinical decisions during cardiac arrest to save patient life	- Interactive teaching - lecture	- -Audiovisual Material (data show) - -Simulation	- Direct Observation of Procedure Skills - Objective Structured Clinical Examination (OSCE) - Written Exam

	competence					

Domain No. (2) HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subject	Course Objectives	Teaching Methods	Media used	Assessment Methods
Provide holistic and evidence-	2.1.1 Conduct holistic and focused bio-	- Stroke - trauma	- Identify psychological	Lectures+ online Discussion	Audiovisual	-Case scenario -Critically Assessment

based nursing care in different practice settings.	psychosocial and environmental assessment of health and illness in diverse settings 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	-Management of Circulatory impairment as Angina, MI & Shock -Conduction system, ECG, dysrhythmias Management of Respiratory Disorders - Respiratory faluire - Pulmonary embolism Acid base distrubance (Respiratory Acidosis, Respiratory Alkalosis) - Pain management	disorder after stroke,Post truma -Discuss treatment modalities of different type of Angina,MI shock. Dysrhythmias. Manage respiratory disorders,.	Practical Skills(demonstration and redemonstration Lectures+ online Discussion Practical Skills(demonstration and redemonstration Case scenario	Material Data show Audiovisual Material Data show	Tool -Written exam -Oral exam -Case scenario -Written exam -Oral exam -ECG strip interpretation -ABG interpretation -Written exam - Critically assessment tools

		in critically ill patients Management critically ill patients with Hepatic Encephalopthy (HE),DKA	Mange pain for critically ill patients DKA And HE			
	2.1.3 Provide holistic patient-centered care respecting people diversity.	- Post MI - Stroke	-Teach patient self care after cardiac event and neurologic event	Lectures+ online Discussion Case scenario	Audiovisual Material Data show	-Case scenario -Written exam -Oral exam
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context	---	---	----	---	----
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care	-Stroke - Post MI	- Identify community resources for rehabilitation centers for	Lectures+ online Discussion Case scenario	Audiovisual Material Data show	-Case scenario -Written exam -Oral exam

			patient with cardiac event and neurologic event			
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communitie	-Mechanical ventilation	- Apply guidelines, protocols of bundles care in intensive care unit	Lectures+ online Discussion Case scenario	Audiovisual Material Data show	-Case scenario - Oral Exam - Written Exam
Provide health education based on the needs/problems of the patient/client within a nursing framework	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	- Respiratory failure	- Determine learning need that necessary of patient with Respiratory failure	Lectures+ online Discussion Case scenario	Audiovisual Material Data show	- Case scenario - Oral Exam - Written Exam
	2.2.2.Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy 2.2.3. Participate in informal and formal methods of teaching that	- Angina - MI - Stroke	- Apply education for critically ill patients with Stroke, MI and Angina)	Lectures+ online Discussion Case scenario	Audiovisual Material Data show	- Case scenario - Oral Exam - Written Exam

	correspond to the health of patient/client needs and abilities in different healthcare settings	----------	--------	----------	------	----------
	2.2.4. Use educational principles and counseling techniques appropriately and effectively with diverse populations	-Trauma	Provides educational principles for critically ill patients with truma	Lectures+ online Discussion Case scenario	Audiovisual Material Data show)	- Case scenario - Oral Exam - Written Exam
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs	-Trauma	-Ensures continuity of care through effective hand-over of clinical information	Lectures+ online Discussion Case scenario	Audiovisual Material Data show	- Case scenario - Oral Exam - Written Exam
	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities	Stroke	Improve Patient'quality of life	Lectures+ online Discussion	Audiovisual Material (data show)	- Case scenario - Oral Exam - Written Exam

Domain No. (3) MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	**3.1.1**.Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities. **3.1.2**. Plan and implement change conducive to the improvement of health care provision **3.1.3**.Organize own workload and apply time-management principles for meeting responsibilities **3.1.4**.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	----------	----------	----------	----------	----------

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Competency	Key elements	Course Subjecdts	Course Objectives	Teaching Methods	Media use	Assessment Methods
Provide a safe working environment that prevents harm for patients and workers.	3.2.1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities	--------	-------	-------	--------	---------
	3.2.2 Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings. 3.2.3. Promote a research environment that supports and facilitates	- Endotracheal and tracheostomy suction - ABG sample -Enteral and	- Apply endotracheal and tracheostomy suction under complete aseptic technique - Apply safety measures during drowing Arterial blood sample	Interactive teaching Lecture Case Scenario -Practical skills Demonstration and Redemonstration	-Audiovisual material (data show) educational Videos	- Oral Exam - Written Exam -Case scenario - Direct Observation of Procedure Skills - Objective Structured Clinical Examination (OSCE)

	research mindedness and utilization that help in maintaining safe environment	Parenteral nutritional support of critically ill patients	- Apply safety measure when feeding critically ill patients -Use bundle to prevent VIP, sepsis, central venous catheter			- Direct Observation of Procedure Skills - Objective Structured Clinical Examination
	3.2.4. Apply research methods related to area of practice that enable and use the bestevidences to maintain safe work environment.	-Endotracheal and tracheostomy tube -arteral line	-Use clinical practice guidelines for patient with arterial line , endotracheal tube	Lecture -Practical skills Demonstration and Redemonstration	Audiovisual material (data show) educational Videos	
Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources	----------	----------	----------	----------	----------
	3.3.2.					

improving the quality of nursing care	Participate in quality improvement process to enhance nursing care rendered and	----------	----------	------	----------	----------
	patient/client outcomes 3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care	----------	----------	-----	----------	----------
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	----------	----------	----------	---------- ----------	----------

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (4) INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
4.1.Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to contemporary standards of practice andpatient care	- Trauma	-Seek learning opportunities and integrates new knowledge into clinical practice	Lecture Case Scenario	Auidovisual material	Clinical and written exam Case Scenario
	4.1.2. Apply technology and information management tools to support safe care andevaluate their impact on patient outcomes	- Triage - Hemodynamic montoring -	-Participates in quality care improveme nt	Lecture Case Scenario	Auidovisual material	Clinical and written exam Case Scenario - Direct Observation

	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings					of Procedure Skills
4.2 .Utilize information and communication technologies in the delivery of atient/client care.	4.2.1 Retrieve, and manage data to make decisions using information management system for providing	Neurological assessement	Conduct focus assessment to take sound decision	-Lecture + discussion Case csenario	Auidovisual material	- Direct observation of Procedure Skills - Written Exam -oral exam

	holistic patient care 4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities					

Quality Assurance Unit
Faculty of Nursing
Menoufia University

Domain No. (5) INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	**5.1.1**. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities **5.1.2.** Function within behavioral norms related to the interdisciplinary communication and the health care organizations **5.1.3.** Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	- Rehablitation of patient after - MI - Stroke	- Apply communication skills in interprofessional, social and therapeutic context. - Communicates effectively with patients and relatives	Interactive teaching Lecture Case Scenario	Audiovisual Material Patient educationaVideos Teaching Brochure	- Critically assessment tools - Oral exam - Written Exam

Quality Assurance Unit
Faculty of Nursing
Mansoura University

	5.1.4. Utilize communication styles that diminish the risks associated with authoritygradients among healthcare team members	----------	----------	------	----------	----------

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

4- محتوى المقرر :

Course Content

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
First Semester				
• **Cardiovascular system** **(Traditional+ Online)** ***-Conduction system of the heart*** ***- ECG Interpretation***	**2**	**1**		
-Characteristic of normal sinus rhythitionalm. ***- Management of dysrhythmias*** **(Traditional +Online)** = Sinus Tachycardia =Sinus Bradycardia	**2**	**1**		
-Management of dysrhythmias ***(*** **Traditional+ Online)** - Atrial flutter - Premature Ventricular Contraction - Ventricular tachycardia	**2**	**1**		

Shock Syndrome -Hypovolemic shock -Cardiogenic shock	**4** 2 2	**2 (online)**		
• **Respiratory System** ***-Arterial Blood Gases interpretation&*** ***Buffering System (Traditional + Online)*** ***-Acid-base Disturbance*** -Respiratory Acidosis -Respiratory Alkalosis ***-Weaning Criteria and methods of weaning from mechanical ventilation***	**6** 2 2 2	**3** 1 1 (online) 1 (Online)		
• **Neurological System** - Assessment of neurological system. - Management of coma	**4** **2**	1 Online		

	2	1 online		
• **<u>Nutritional Assessment & Management of critically ill patients.</u>** - Nutritional Assessment and Enteral nutrition for critically ill patients. - Parenteral nutrition for critically ill patients.	**<u>4</u>** 2 2	**<u>2</u>** online		
• **Cardiopulmonary Arrest & Code Management** – Resuscitation Team Members – Code Medication – Resuscitation Equipment Cart	**<u>4</u>** 2 2	**<u>2</u>** 1 online 1 online		
• **Pain management in critically ill patients**	**2**	1 online		
• **Total hours (<u>first semester(lecture)</u>** • **Total hours of Hospital area(<u>first semester</u>)**	**30 hrs** **90 hrs**	**15 lecture**	**90**	

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
• **Second semester**	**4**			
-Mechanism of trauma (Online)	1	**2**		
-Traumatic brain injury (Online + traditional)	3			
-Management of increased ICP	**2**	1 online		
-Management of patient undergoing craniotomy.	**2**	1 online		
-Spinal cord injury (online + Traditional)	**2**	1		
• ***Chest trauma:***	**2**	1 online		
- hemothorax				
-pneumothorax				
-Cardiac Tamponade				
• ***Stroke: (Online + Traditional)***	**2**	1 online		
- Ischemic Stroke				

-Hemorrhagic Stroke				
• ***Acute Coronary Syndrome*** -Angina Pectoris. -Myocardial Infraction	**4** 2 2	**2** 1 online 1 traditional		
• **Respiratory System** -Acute Respiratory failure - Pulmonary Embolism	**4** 2 2	**2** 1 online 1 online		
• **Metabolic and Endocrine System** -Hepatic Encephalopathy -Diabetic ketoacidosis (DKA) -Thyrotoxic Crisis	**6** 2 2 2	**3** 1 online 1 online 1 online		
-Revision	**2**	1		
• **Total hours (Second Semester(lecture)** • **Total hours of Hospital area(first semester)**	**30 hrs** **90 hrs**	**15 lecture**	**90**	

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

• Interactive Teaching • Demonstration • Redemonstration • Case Scenario • Simulation • Audiovisual Material (Data show /education video) • Online Methods for teaching as (watsapp, Telegram and Menofia education platform)	5– اساليب التعليم والتعلم Teaching and Learning Methods
--------	6- اساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة Teaching and Learning Methods of Disables
Students Assessment	7- تقويم الطلاب:

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5. a.1-Periodical practical exams to assess practical and intellectual skills. 5. a. 2- Mid-term exam to assess the knowledge and understanding. 5.a.3- Semester work 5.a.4- Final oral exam to evaluate knowledge and understanding and communication skills. 5. a.5- Final clinical exam to assess professional and practical skills. 5. a.6- Final written exam to assess the knowledge and intellectual skills.	**ط- الأساليب المستخدمة:** **Used Methods**
Assessment Schedule Assessment 1 periodic practical exam at each rotation Assessment 2 written midterm exam at 8th week Assessment 3 Final practical and oral exam 14th week Assessment 4 Final written Exam 15th week (end of semester)	**ي- التوقيت : Time**
Weighting of Assessments (for each semester) Final term exam for each semster 40 % Oral exam for each semster 10 % Clinical exam for each semster 10 % Semester work for each semster 40% included 10% of midterm Total 100 %	**ك- توزيع الدرجات :** **Marks Distribution**
List of References	**6- قائمة الكتب الدراسية والمراجع**
--------	**أ- مذكرات Course note**
--------	**ب- كتب ملزمة Required Books (Text Books)**

ج- كتب مقترحة **Recommended Books**	• **Urden ,L., Stacy, K.,& Lough, M.(2020).** Priorities in Critical Care Nursing. 8 th.ed. ELSEVIER Company • **Gohnson ,A.,& Crumiett ,H**.,(2018). Critical Care Nursing Certification . 7th .ed. New York . • **Good,V., and Kirkwood P.(2018).** Advanced Critical Care Nursing. Elsevier company. 2nd Edition ; 464: 67. • **Wiegand ,D., (2017)**. Procedure Manual For High Acuity, Progressive ,and Critical Care .7th .ed. Elsevier company.

منسق المقرر
ا.م/ اسماء حامد
ا.م/ شيماء السيد
د/ امل نبيل

رئيس القسم
ا.د/ نجلاء المقدم

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض الحالات الحرجة والطوارئ
تاريخ اعتماد التوصيف:

4- بيانات المقرر :

الرمز الكودي :202	**اسم المقرر :** Critical care medicine	**الفرقة / المستوى : الثانية (ترم اول وثانى)**
التخصص :	**عدد الساعات المعتمدة:** 2ترم اول **نظرى** 2 **عملى** -	
	عدد الساعات الكلية: نظرى (30ساعة)	

2- Aim of the course:

This course is design to integrate knowledge and skills to provide effective care to critically ill adults patients with severe illness

3- Course specification based on competency:

3- توصيف المقرر المبنى على الكفايات

Domain No. (1) PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1.1** Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions. **1.1.2** Apply value statements in nurses' code of ethics and professional conduct for ethical decision making. **1.1.3** Practise nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.	Traumatic brain injury	Apply legal issue and ethical principles during care of patient with Traumatic brain injury	- lecture	Powerpoint presentation	Written exam
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence	------	------	------	------	------

Domain No. (2) HOLISTIC PATIENT- CENTERED CARE

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	**2.1.1.**Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	- Stroke	- Identify psychological disorder after stroke	Online Lecture	Powerpoint	Written exam
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	-*Cardiogenic Shock* -*Hemorrhagic Shock* - *Septic Shock and sepsis* - *ECG&dys arrhythmia*	Explain the pathophysiology, clinical manifestations, management of critically ill patients with cardiogenic and hemorrhagic and septic shock Identify chacteristic of different type of *dys arrhythmia*	Lectures	Powerpoint	Written exam
	2.1.3 Provide holistic patient-centered care respecting people diversity **2.1.4.** Advocate the patient/client needs/problems within the	-*Pulmonary disorders* Acid base disturbance - *Respiratory Acidosis,* - *Respiratory Alkalosis* - *ABG interpretation* --DKA ----------	Management for critically ill patients with pulmonary disorser / Acid base disorder -Evaluate new management modalities for ,DKA	Online Lectures ---------- -	Powerpoint (Telegram) ---------- -	Written exam Written exam

	Egyptian health care system and the personal context		----------			----------
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care	- Traumatic brain injury - Stroke	-Develop different referral methods to assist the patients with acid base disorders and family to receive continous care.	online Lectures and discussion	Powerpoint	
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	- ----------	----------	----------	----------	
2.2 Provide health education based on the needs/problems of the patient/client within a	2.2.1 Determine health related learning needs of patient/client within the context of culture, values and norms.	- Stroke	Evaluate learning need of patient with stroke	Online Lectures	Powerpoint	Written Exam
	2.2.2. Assess factors that influence the patient's and family's ability, including	-----	-----	---	---	----

nursing framework	readiness to learn, preferences for learning style, and levels of health literacy.					
	2.2.3 Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	----	----	----	----	----
	2.2.4 Use educational principles and counseling techniques appropriately and effectively with diverse populations.	----	-----	-----	---	---
	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	----	----	----	---	---
	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities	----	----	----		---

Domain No. (3) MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.1. Apply leadership skills to manage personnel to maximize health,independence and quality of life for individuals, families, and communities.	------	-------	------	------	------
	3.1.2. Plan and implement change conducive to the improvement of health care provision.	----	----	----	----	---
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	TBI Stroke	Apply the safe and timely mangment of patients with TBI and stroke	Online lecture	Powerpoint	Written Exam
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team	-----	----	---	----	----

3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	Stroke	- Apply safety care when deeling for patients with stroke	Lectures and dicussion	Powerpoint	Written exam
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	-----	-----	----	----	----
	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment	----	------	----	-----	----
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	----	-----	-----	----	----

3.3. **Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.**	**3.3.** 1 Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	Traumatic Brain Injury	- Apply quality of care to improve patient life	Lectures and dicussion	Powerpoint	Written exam
	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-----	-----	----	----	----
	3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	_____	------	----	-----	----
	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	Septic Shock	Apply new guidelines protocol for management patients with septic shock to enhance quality of care and patients seftey	Lectures	Powerpoint	Written Exam

Domain No. (4) INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
4.1.Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	**4.1.1**. Use different sources of data related to contemporary standards of practice and patient care.	Traumatic Brain injury	Identify new sources of data for management of patients with TBI	Lectures	Powerpoint	Written Exam
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	------	-------	-----	-----	-----
	4.1.3 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	------	-----	-----	----	------
	4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different health care settings	----	-----	----	-----	-----

4.2 Utilize information and communication technologies in the delivery of patient/client care..	4.2.1 Retrieve, and manage data to make decisions using information management system for providing holistic patient care.	---	-----	-----	------	-----
	4.2.2 Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	------	------	------	-----	----
	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities	-----	-----	------	------	------

Domain No. (5) INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	**5.1.1**. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities **5.1.2.** Function within behavioral norms related to the interdisciplinary communication and the health care organizations. **5.1.3.** Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. **5.1.4.** Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members	- TBI - Stroke --- --- ---

Topic	Total No. of hours 30hrs	No. of Lecture 2hr/ Lecture	Academic advising hours: Tutorial/practical
Sepsis	2hours	1lecture	-
ABG	2hours	1lecture	
Traumatic brain injury	4hours	2lecture	-
Hemorrhagic shock	2hours	1lecture	-
Pulmonary disorders	4hours	2lecture	-
Arrhythmias	4hours	2lecture	-
Cardiogenic shock	2hours	1lecture	
ECG	2hours	1lecture	
Stroke	4hours	2lecture	
Septic shock	2hours	1lecture	
Diabetic ketoacidosis	2hours	1lecture	
Total	30 hrs	15 lectures	

• **Lecture / Disscusion** • **Powerpiont** • **Online Methods for teaching as (watsapp, Telegram and Menofia education platform)**	**5– اساليب التعليم والتعلم** **Teaching and Learning Methods**
--------	**6- اساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة** **Teaching and Learning Methods of Disables**
	7- تقويم الطلاب: **Students assessment**
5. a.1- Mid-term exam to assess the knowledge and understanding. 5.a.2- Final written exam to assess the knowledge and intellectual skills.	**ل- الأساليب المستخدمة:** **Used Methods**
Assessment Schedule Assessment 1 written midterm exam at 7th week Assessment 2 Final written Exam 15th week (end of semester)	**م- التوقيت : Time**
Weighting of Assessments (for each semester) Mid term exam 30 % Final term exam 70 % Total 100 %	**ن- توزيع الدرجات :** **Mark Distribution**
List of References	**6- قائمة الكتب الدراسية والمراجع**

أ- مذكرات Course note	---
ب- كتب ملزمة Required Books	---
ج- كتب مقترحة Recommended Books	• **Boon, N., Colledge, N., Walker, B. & Hunter, J. (2020)**.principles & practice of critical care medicine.12th ed. London. Churchill Livingstone Elsevier. • **Paul L. Marino (2014).** ICU Book. 4th ed. Wolters Kluwer Health/Lippincott Williams & Wilkins. • **Smeltzer, s., & Bare, b., (2018).** Critical care medicine. 11th ed., New York. Lippincott Company. • **Black, J., Hawks, T. & Keene, A. (2017).** Critical care medicine. 6th ed. New York. W.B. Saunders Company.

a

Course Specification for Undergraduate Students by Competencies

Medical Surgical Nursing Department

Part II

2019- 2020

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Content

1st semester

Code	Course
200 N	Medical Surgical Nursing (Part one)
203 M	Internal Medicine and its specialties
204M	Applied pharmacology Science
205M	Pathology
206 S	Applied Computer and Informatics (3rd level)

2nd semester

Code	Course
200 N	Medical Surgical Nursing (Part two)
207 M	General Surgery and its specialties
208 S	Applied nutrition
209 S	English Language (3rd level)
210 S	Applied Computer and Informatics (4th level)
211 S	Sociology Science

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج رقم (12)
توصيف مقرر دراسى
بناء على المعايير الاكاديميه المبنيه على الكفايات
ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : التمريض الباطني الجراحي Medical Surgical Nursing
تاريخ اعتماد التوصيف:

5- بيانات المقرر :

الرمز الكودي : **200 N**	**اسم المقرر : Medical Surgical Nursing**	**الفرقة / المستوى:Second Year**
التخصص : Medical Surgical Nursing	**عدد الساعات المعتمدة: نظرى** 3 **تطبيقى** 6 **بالمعامل** 6 **عدد الساعات الكلية للفرقة الثانية: نظرى (45ساعه)– عملى (90 ساعة) –تطبيقي (90 ساعة) في كل فصل دراسي لمدة عام اكاديمي كامل**	

- Aim of the course: 2

- Integration of knowledge and skills, use evidence based practice, critical thinking, and scientific rationales to make sound decision in providing safe and effective nursing care and prevent complications to adult individuals who are experiencing alterations in health such as heart failure, hypertension, and diabetes mellitus, also management of patients' pre and postoperatively in the surgical units. Additionally utilize knowledge and concepts from the arts, sciences, and humanities in providing nursing care to enhance client's health outcomes and quality of life. Moreover utilize nursing process and critical thinking as a framework.

3- course specification based on competency **3- توصيف المقرر المبني على الكفايات**

Domin No.(1) Professional and Ethical Practice

Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media Used	Assessment or Evaluation
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1.1** Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions	• Integrate ethical, legal, sociocultural and professional standard when providing care to adult individuals with different medical and surgical conditions.	**Management of patients with surgical conditions such as** • Perioperative care and wound healing • Management of patient with peptic ulcer and gastric surgeries • Management of patient with hernia and intestinal obstruction • Management of patient with renal stones • Management of patient with intervertebral disk prolapsed • Management of patients with cholecystitis, and cholecystectomy • Management of patient with thyroid dysfunctions.	- Modified lecture On Line Discussion	- Powerpoints presentation - Simulation - Video and recording using Webex, Telegram, Microsoft Teams, and google classroom	- Final oral exam - - Final written exam - Final practical exam
	1.1.2 Apply nurses' code of ethics and professional conduct for ethical decision making.	• Implements standardized protocol and guidelines when providing nursing care for adult	• Management of patient with burn • Management of patient with hernia and intestinal obstruction • Management of patient with renal stones • Management of patient with	- - Modified lecture	- Powerpoints presentation - Simulation	- Final oral

	1.1.3 Practise nursing based on policies and procedural guidelines considering patient/ client rights. **1.1.4** Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	patients with different medical surgical conditions • Utilize critical thinking skills and clinical competences needed when providing nursing care to adult individuals with different medical surgical conditions	orthopedic surgery • Management of patient with congestive heart failure • Management of patient with hypertension • Oncological nursing • Perioperative care and wound healing • Management of patients with cholecystitis, and cholecystectomy • Management of patient with thyroid dysfunctions.	- Simulation and Case studies - On Line Discussion - Seminar	- Video and recording using Webex - Powerpoints presentation - Simulation - Video and recording using Webex, Telegram, Microsoft Teams, and google classroom	exam - Final written exam - Performance checklist

Quality Assurance Unit
Menoufia University

2.1 Provide holistic and evidence-based nursing care in different practice settings.	**2.1.1** Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	• Describe the responsibilities of the nurse in meeting the psychological needs of the patients with different medical surgical conditions	• Management of fluids and electrolytes disturbances • Oncological nursing • Management of patient with leukemia • Management of patient with human immunodeficiency virus (HIV)	- Modified lecture - On Line Discussion - Simulation and Case studies - Seminar	- Powerpoints presentation - Simulation - Video and recording using Webex , Telegram, Microsoft Teams	- Final oral exam - Final written exam
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	• Integrate health history, physical examination data to support decision in the context of formulating nursing care plan to adult individuals with medical and surgical alterations.	• Management of patient with systemic lupus erythromatosis (SLE) • Management of patient with congestive heart failure • Management of patient with bronchial asthma • Management of patients with liver cirrhosis	- Modified lecture - Discussion with small groups of students - Simulation and Case studies	- Powerpoints presentation - Simulation - Video and recording using Webex, Microsoft Teams, and google classroom	- Final oral exam - Final written exam - Performance checklist

	2.1.3 Provide holistic patient-centered care respecting people diversity.	• Synthesizes assessment data to formulating nursing diagnosis.	• Management of patient with acute, chronic renal failure • Management of patient with leukemia	- On Line Discussion	- Simulation	- Final Practical exam - Final written exam
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	• Assists patient to make informed health care decision.	• Management of patient with human immunodeficiency virus (HIV) • Management of patient with anemia • Management of patients with liver cirrhosis	- Discussion with small groups of students - Simulation and Case studies	- Simulation - Videos and recording using Webex , Telegram,	- Final oral exam - Final written exam
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to	• Synthesize clinical evidence in order to solve problems related to the management of patient care and the organization.	• Management of patient with intervertebral disk prolapsed • Management of patient with congestive heart failure • Management of patient with bronchial asthma • Oncological nursing • Management of patient with peptic ulcer and gastric surgeries	- Simulation and Case studies - On Line Discussion	- Powerpoints presentation - Simulation - Videos and recording using Webex , Telegram,	- Final written exam - Final Practical exam - Performance checklist

	nursing care for patients, families, and communities					
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	**2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms. **2.2.3.** Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. **2.2.5** Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	• Develop a teaching plan for patients with chronic conditions • Apply communication skills effectively with surgical, nursing and medical staff in inter-professional, social and therapeutic context.	• Management of patient with systemic lupus erythromatosis (SLE) • Management of patient with bronchial asthma • Management of patient with peptic ulcer and gastric surgeries • Management of patient with intervertebral disk prolapse • Management of patients with different types of hepatitis • Management of patient with acute , chronic renal failure • Management of patient with anemia • Management of patient with leukemia • Management of patient with human immunodeficiency virus (HIV) • Management of patient with diabetes mellitus • Management of patient with burn	- Discussion with small groups of students - Simulation and Case studies - On Line Discussion	- Powerpoints presentation - Simulation - Videos and recording using Webex , Telegram,Microsoft teams	- Written exam - Clinical exam - Performance checklist

	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.		-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	- •	-	- -	-	- -
	3.1.2 Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities.	• Conducts appropriate nursing activities skillfully and in accordance with best evidence based practice. • Manage time effectively and set priorities.	Conducting evidence is a competency can applied for all content	- Clinical lab training - Simulation and Case studies	- Powerpoints presentation	- Observational checklist
	3.1.4 Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-

3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care	• Apply communication skills effectively with surgical, nursing and medical staff in inter-professional, social and therapeutic context.	Communication is a competency can applied for all content	- Simulation and Case studies	- Simulation	Observational checklist
	3-2-3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	-	-	-	-	-
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. **3-3-**2. Participate in quality improvement process	-	-	-	-	-

	to enhance nursing care rendered and patient/client outcomes. **3-3-**3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.					
	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	• Measure critically the outcomes of nursing activities. • Use problem solving skills. • Conducts appropriate nursing activities skillfully and in accordance with best evidence based practice.	Applied for all content	- Clinical lab training	- Simulation - Seminar - Demonstration	- Practical exam - Observational checklist

Domin No. (4): Informatics and Technology

4.1 Utilize information and technology to underpin health caredelivery, communicate, manage knowledge and support decision	4.1.1 Use different sources of data related to advanced standards of practice and patient care.	• Apply communication skills effectively with surgical, nursing and medical staff in inter-professional, social and therapeutic context. • Works effectively with	Applied for all content	- Clinical lab training	- Simulation and case study	

making for patient care.	4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	a team. • Communicate effectively with all staff members in inter-professional context to improve patient's outcomes. • Use information technology.		- Seminar - Simulation and Case studies	- Role play	- Observational checklist
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	-	-	-	-	-
4.2 Utilize information and communication technologies in the delivery of patient/client care.	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic	-	-	-	-	-

	patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	• Communicate effectively with all staff members in inter-professional context to improve patient's outcomes. • Convey a positive attitude toward other team members while working with patients with medical and surgical disorders.	General skill applied for all cuuriculum	- Clinical lab training	- Simulation and case study - Role play	- Observational checklist
	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team	-	-	-	-	-

	members.					

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

4- محتوى المقرر :

Course Content

أولا الفصل الدراسي الأول:

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
			P	T
Unit 1: Concepts				
• Management of fluids and electrolytes disturbances	6			
• Perioperative care and wound healing	6	5		
• Oncological nursing	3		40	10
Unit 2: Cardiovascular system				
• Management of patient with congestive heart failure	2	2	16	4
• Management of patient with hypertension	1			
• Management of patient with infectious heart diseases	2			
• Management of patient with Deep vein thrombosis	1			
Unit 3: Respiratory system				
• Management of patient with chronic obstructive lung diseases	2			
• Management of patient with bronchial asthma	2	2	16	4
• Management of patient with pneumonia	2			
Midterm exam	1			
Unit 4: Gastrointestinal system				
• Management of patient with peptic ulcer and gastric surgeries	3	1	8	2
• Management of patient with hernia and intestinal obstruction	3	1	8	2
Unit 5: Urology				
• Management of patient with renal stones	2			
• Management of patient with urinary tract infection	2	3	24	6
Unit 6: Neurological system				
• Management of patient with intervertebral disk prolapse	2			
• Management of patients with multible sclerosis	2			
Final oral and practical exam.	3	1	8	2
Total	**45 hours**	**15 week**	**90**	**90**

ثانيا الفصل الدراسي الثاني:

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
			P	T
Unit 1: Hepatology				
• Management of patients with different types of hepatitis	3	1	8	2
• Management of patients with liver cirrhosis	3	1	8	2
• Management of patients with cholecystitis, cholelithiasis and cholecystectomy.	3	1	8	2
Unit 2: Renal disorders				
• Management of patient with acute , chronic renal failure	3	1	8	2
Unit 3: Hematology				
• Management of patient with anemia	3	1	8	2
• Management of patient with leukemia	3	1	8	2
• Management of patient with thrombocytopenia	2	1	8	2
Unit 4: Immunological disorders				
• Management of patient with human immunodeficiency virus (HIV)	3	1	8	2
• Management of patient with systemic lupus erythromatosis (SLE)	3	1	8	2
Midterm exam	1			
Unit 5: Endocrinal system				
• Management of patient with diabetes mellitus	3	1	8	2
• Management of patient with thyroid dysfunctions and thyroidectomy.	3	1	8	2
• Management of patient with adrenal dysfunctions (Cushing and Addison syndrome)	3	1	8	2
Unit 6: Integumentary system				
• Management of patient with burn	3	1	8	2
Unit 7: Musculoskeletal system				
• Management of patient with fracture and orthopedic surgery	3	1	8	2
Final oral and practical exam.	3	1	8	2
Total	**45 hours**	**15 week**	**90**	**90**

5- اساليب التعليم و التعلم: Teaching and learning Methods:	5.1-lectures 5.2- Group discussion 5.3-demonstration and return demonstration 5.4-Guided practice in laboratory, clinical and hospital settings. 5.5-Seminars and conferences. 5.6- Class activity. 5.7- Simulation and case study.
6- اساليب التعليم و التعلم للطلاب ذوى القدرات المحدودة: Teaching and learning Methods of disables	6.1- Group discussion 6.2- Demonstration and return demonstration 6.3- Guided practice in laboratory, clinical and hospital settings. 6.4- Class activity
7- تقويم الطلاب:	**Students assessment**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

7. a.1-Periodical practical exams. 7. a. 2- Mid-term exam. 7.a.3- Semester work 7.a.4- Final oral exam. 7. a.5- Final practical exam. 7. a.6- Final written exam.	**س- الاساليب المستخدمة:** **Methods used**

Assessment Schedule

Assessment 1	Periodic practical exam at the end of each rotation and quiz	4th Week
Assessment 2	Mid-term exam	7th Week
Assessment 3	Final practical and oral exam	14th Week
Assessment 4	Final written exam	end of semester

ع- التوقيت : Time

Weighting of Assessments (for each semester)

Final written exam	120	40%
Oral exam	30	10%
Final practical exam	30	10%
Semester work	108	36 %
Midterm exam	12	4 % (10 % from semester work)
Total	**300**	**100%**

ف- توزيع الدرجات :
Mark Distribution

8- قائمة الكتب الدراسية والمراجع List of Reference

8. a.1- Course Notes: teacher notes in Medical Surgical Nursing	**أ- مذكرات Course note**

ج- كتب ملزمة **Required Books**	**8.b.1- Essential Books (Text Books)-------** -**Smelters S. and Bare B. (2018):** Medical surgical nursing. 14th.ed. New york. Lippincott company.
ج- كتب مقترحة **Recommended Books**	**8.b.1- Recommended Books** - **Herdman T. and Kamitsurus S.** (2017). Medical Surgical Nursing Assessment and Management of Clinical Problems. 10th ed. Elsevier company -**Boon N, Colledge N, Walker B and Hunter J.** (2016): Davidson's principles and practice of medicine. 20th.ed. London. Churchill Livingstone. - **Perry. A. G, and Potter, P.A**. (2016). Clinical Nursing Skills and Technique. 3rd ed. St Louise, Missouri. Mosby.

منسق المقرر **رئيس القسم**

أ.د/ وفاء حسن عبد الله

نموذج رقم (12)
توصيف مقرر دراسى
بناء على المعايير الاكاديميه المبنيه على الكفايات
ابريل 2017

جامعة : المنوفية
كليــة: التمريض
قسم : الباطنى الجراحى
تاريخ اعتماد التوصيف:

6- بيانات المقرر :

الرمز الكودي :M 203	**اسم المقرر:** **General medicine and its specialties**	**الفرقة / المستوى : الثانيه**
التخصص : طب باطنه عامة **Medical Surgical Nursing**	**عدد الساعات المعتمدة: 02 ساعه نظرى:** 2	**عملى** -

2. Aim of the course: This course is designed to acquisition of knowledge and understanding of health, its promotion, and disease adult individual who are experiencing alterations in health such as burns, colorectal cancer, and intestinal obstruction, its prevention and management. Also to enable the student to acquire and become efficient in basic clinical skills such as obtaining a patient's history, undertaking a comprehensive physical and mental state examination, interpreting the findings and constructing diagnostic and treatment plans.

توصيف المقرر المبنى على الكفايات

3- Course specification based on competency
Domain No. 1

Professional and ethical practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions -	**INT1**: Examination of cardiac, Chest examination, Abdominal Examination. **INT2:** Basic Electro-cardiography **INT 3:** Basic imaging& x ray	Describe cardiac, chest, abdominal,electrocardiography, basic imag& x ray examination	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for thical nursing practice	1.1.2.Apply nurses' code of ethics and professional conduct for ethical decision making	**Unit 2: Endcrinology** **End 1**: Thyroid	▪ Recognize risk factor, causes, clinical manifestation, diagnostic measures, of different medical disorders	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written

		diseases **End 2 :** Diabetes **Unit 3: Nephrology** **N1:**Urinary tract infection . **N2:** Nephrotic syndrome **N3:**Acute and chronic renal failure	▪ Describe the medical management of adult patients with, diabetes mellitus, renal stone and stroke. ▪ States lines of treatment for anemia and leukemia including the nursing implications for blood transfusion. ▪ Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints. ▪ Formulate appropriate management plans for individual patients presenting with the most common medical disorders.	▪ Modified lecture ▪ Discussion with small groups of students	-Video and recording using Webex, Microsoft Teams, and google classroom	exam ▪ Mid term exam Final written exam

			Utilize critical thinking skills and clinical competences needed when providing care to adult individuals with oncological, cardiovascular respiratory, digestive, renal, hematological, hepatological, endocrinal, neurological, integumentary and musculoskeletal disorders..			
1.1Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for thical nursing practice	1.1.3Practise nursing based on policies and procedural guidelines considering patient/ client rights	. **Unit 4: Gastrointestinal system and liver** **GIT1**:- Peptic ulcer disease	➢ Implements standardized protocol and guidelines when providing nursing care for adult patients with different medical surgical conditions as infectious heart diseases, heart failure, chronic obstructive pulmonary disease	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

		GIT2:- Pancreatitis **GIT 3**:- Gall bladder disease disease	(COPD), diabetes mellitus, anemia, systemic lupus erythromatosis (SLE), and stroke. Establish professional relationships with patients, and their families (when appropriate) that are characterized by understanding, trust, respect, empathy and confidentiality			
1.1. Demonstrate knowledge, understandingresponsibility and accountability of the legal obligations for ethical nursing practice	1.1.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	**Liver** **GIT 4**:- Acute hepatitis, and chronic hepatitis (viral &non viral) **GIT 5**:- Liver cirrhosis and liver	Utilize critical thinking skills and clinical competences needed when providing care to adult individuals with oncological, cardiovascular, respiratory, digestive, renal, hematological, hepatological, endocrinal,	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

		cell failur	neurological, integumentary and musculoskeletal disorders			

Domain No.2
.Holistic patient-centered care

Competency	Key elements	**Course Subjects**	**Subjects Objectives**	Teaching Methods	Media used	Assessment Methods

Quality Assurance Unit
Menoufia University

1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1.Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	**Unit 5: Rheumatology** **Rh1**:Rheumatoid arthritis **Rh 2** : SLE **Rh 3** : Gout	➢ Develop a teaching plan for patients with chronic obstructive pulmonary disease (COPD), cancer, anemia, , human immunodeficiency virus (HIV), systemic lupus erythromatosis (SLE), diabetes mellitus, hypertension and stroke	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam
2.1. Provide holistic and evidence-based nursing care in different practice settings	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	**Unit 6: Hematology &Oncology** **Hem1**:- Anemia with different type. **Hem2**:- Leukemia	➢ *Manage* time effectively and set priorities. ➢ Use problem solving skills.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.1. Provide holistic and evidence based nursing care in different practice	2.1.3Provide holistic patient-centered care respecting people diversity	**Unit 7: Cardiology** **Cardio1**:- Rheumatic Fever **Cardio2**:- Ischemic Heart disease **Cardio3**:- Hypertension **Cardio4**:- Heart Failur	▪ *Manage* time effectively and set priorities. Use problem solving skills	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Quality Assurance Unit
Menoufia University

2.1. Provide holistic and evidence based nursing care in different practice	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context	**Unit 8: Chest** Obstructive airway diseases Tuberculosis Respiratory failure	▪ Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families,	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	and communities					
2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work	2.2.1Determine health related learning needs of patient/client within the context of culture, values and norms	**Unit 9: Neurology** **Neuro1**:- Stroke	identfy health related learning needs of patient/client within values and norms the context of culture	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪Mid term exam ▪ Final written exam
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. **2.2.3.** Participate in informal and formal methods of teaching that correspond to the health of	-	-			-

	patient/client needs and abilities in different healthcare settings. **2.2.4.** Apply educational principles and counseling techniques appropriately and effectively with diverse populations. **2.2.5** Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. **2.2.6.** Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.					

Faculty of Nursing
Quality Assurance Unit
Minia University

ompetency	Key elements	**Course Subjects**	**Subjects Objectives**	Teaching Methods	Media used	Assessment Methods
.1 Demonstrate effective anagerial and eadership skills n the provision of uality nursing care	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	- -	-	-
	3.1.2 Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities.			-	-	

	3.1.4 Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	
.2 Provide a safe working nvironment that revents harm for atients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care	-	-	-		-

	3-2-3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	-	-	-	-	
.3 Review ealth care utcomes in the ght of quality indicators and enchmarks to chieve the ltimate goals of mproving the uality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the	-	-	-	-	-

	existing resources.					
3.3.Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of nursing care.	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes	▪ **Neuro2**:- Peripheral neuropathies	▪ Demonstrate quality improvement process to enhance nursing care rendered patient outcomes ▪ **Neuro2**:-Peripheral neuropathies	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam
	3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care. 3.3.4 Implement standardized protocols when providing nursing	-	-	-	-	-

	care considering quality improvement and patient's safety.					

Domain No.4 Informatics and technology

Competency	Key elements	**Course Subjects**	**Subjects Objectives**	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of	**Internet and E-mail** • Types of mail • Data and Data bases • Data base systems • Designing data bases • Creating tables	• Compare between types of E- mail. • Evaluate basic operations of Data base systems. • Differentiate between designing data bases. • Apply internet and E-mail in the work • Utilize critical thinking	- Blended learning 50% using Webex and MS Team - Modified lecture for discussion with small groups of students	Powerpoints presentation Videos	- Final written exam - Final Practical exam

	computerized information management on the role of the nurse in providing holistic patient-centered care.		skills when sort data	-		
	4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different health care settings	▪ **Neuro3**:-Gullian Barrie syndrome	Recognize different source of data related standards of practice **Neuro3**:-Gullian Barrie syndrome	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care 4.2.2- Apply	▪ -	-	-	-	-

	communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.					

Domain No.5Inter- Professional communication

Competency	Key elements	**Course Subjects**	**Subjects Objectives**	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the	5.1.1 Collaborate inter-professional relation, in a	**Neuro1**:- Stroke ▪ **Neuro2**:-	Demonstrate nursing care considering	▪ Modified lecture	▪ Powerpoint presentation	▪ Mid term exam

health care team to facilitate and coordinate care provided for individuals, families and communities.	variety of settings to maximize health outcomes for the patients, families and communities	Peripheral neuropathies	quality improvement and patient's safety	▪ Discussion with small groups of students	▪ Simulation ▪ Videos	▪ Final written exam
	5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-	-
	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4 Utilize	-	-	-	-	-

	communication styles that diminish the risks associated with authority gradients among healthcare team members.					

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)		محتوي Cours Conte
Unit 1: Introductory course INT1: Examination of cardiac, Chest examination, Abdominal Examination. INT 2 : Basic Electrocardiography 1. INT 3: Basic imaging& x ray	2	1	–		
Unit 2: ENDCRINOLOGY End 1: thyroid diseases	2	1	–		
End 2 : Diabetes	2	1	–		
Unit 3: Nephrology N1: Urinary tract infection.	2	1	–		

N2: Nephrotic syndrome				
N3: Acute and chronic renal failure	2	1	_	
Unit 4: Gastrointestinal system and liver GIT1:- Peptic ulcer disease GIT2:- Pancreatitis GIT 3:- Gall bladder disease	2	1	_	
Liver GIT 4 :-Acute hepatitis ,and chronic hepatitis(viral &non viral) GIT 5 :- Liver cirrhosis and liver cell failure	2	1	_	
Unit 5: Rheumatology Rh 1: Rheumatoid arthritis Rh 2 : Systemic lupus erythematosus Rh 3 : Gout	2	1	_	

Mid Term Exam				
Unit 6: Hematology &Oncology Hem1: Anemia with different type. Hem2: Leukemia	2	1	_	
Medicine specialties **Unit 7: Cardiology** Cardio1: Rheumatic Fever Cardio2: Ischemic Heart disease	**2**	1	_	
Cardio3: Hypertension Cardio4: Heart Failure	**2**	1	_	
Unit 8: Chest Obstructive airway diseases Tuberculosis	**2**	1	_	
Respiratory failure	**2**	**1**	_	
Unit 9: Neurology	**2**	**1**	_	

Neuro1: Stroke Neuro2: Peripheral neuropathies.. Neuro3: Gullian Barrie syndrome				
Total	**30 hours**	**15 week**		

- اساليب التعليم والتعلم :

Teaching and Learning Methods

1. Lecture
2- Discussio
3- data sho

- اساليب التعليم والتعلم للطلاب زوى القدرات المحدده

Teaching and Learning Methods of Disable

تقويم الطلاب

- Written midterm exam to assess the knowledge and intellectual skills

- final written exam to assess the knowledge and intellectual skil

Faculty of Nursing
Quality Assurance Unit
Menoufia University

ن- **لأساليب المستخدمة:** **Methods used**	1. Lectures 2- Discussion 3- data show
- التوقيت : Time	Assessment 1 written midterm exam 9 week Assessment 2 final written exam at the end of the semester
- توزيع الدرجات : Mark Distribution	- 20 % Mid-Term Examination 80 % Final Examination 100 % Total
- قائمة الكتب الدراسية والمراجع	**List of References** Essential Books (Text Books) Bailey and love's (2017) : Short Practice of Surgery 26th ed.the London, Queen Mary's School of Medicine an Dentistry, London, UK
مذكرات Course note	Course Notes Notes in general medicine for nursing
- كتب مقترحة **Recommended Book**	**Recommended Books** Boon N, Colledge N, Walker B and Hunter J.(2017): Davidson's principles and practice of medicine. 20th.ed .London. Churchill livingstone. Perry. A. G & Potter, P.A. (2016). Clinical Nursing Skills and Technique. 3rd ed. St Louise, Missouri. Mosby. Green C. Monhan R. and Neighbord M. (2015). Medical Surgical Nursing Health and Illness perspectives, 11th ed., New York. Mosby Company

منسق المقرر **رئيس القسم**

نموذج

توصيف مقرر دراسى

بناء على المعايير الأكاديمية المبنية على الكفايات

ابريل 2017

جامعة :المنوفية
كليـة: التمريض
قسم :التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

1. بيانات المقرر :

الرمز الكودي: 207 M	**اسم المقرر: Surgery & its specialties**			**الفرقة / المستوى : الثانية**
التخصص: Medical Surgical Nursing	**عدد الساعات المعتمدة: نظرى**	2	**عملى**	---

2 - **Aim of the course:** This course is designed to acquisition of knowledge and understanding of health, its promotion, and disease adult individual who are experiencing alterations in health such as burns, colorectal cancer, and intestinal obstruction, its prevention and management. Also to enable the student to acquire and become efficient in basic clinical skills such as obtaining a patient's history, undertaking a comprehensive physical and mental state examination, interpreting the findings and constructing diagnostic and treatment plans. provide nursing students with knowledge and intellectual skills needed to design plan of care for adult patients with general surgical conditions or problems

3-Course specification based on competency: توصيف المقرر المبنى على الكفايات

Domain No. 1 Professional and ethical practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions	▪ Peri-operative care. ▪ Shock. ▪ Bleeding. ▪ Intestinal obstruction. ▪ Hernia. ▪ Fracture. ▪ Neurosurgery	▪ Identify different terms related to perioperative care. ▪ Describe nursing role in peri-operative care, shock, bleeding, intestinal obstruction, hernia, fracture, and neurosurgery.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.2 Apply nurses' code of ethics and professional conduct for ethical decision making	▪ Peri-operative care. ▪ Shock. ▪ Bleeding. ▪ Intestinal obstruction. ▪ Hernia. ▪ Fracture. ▪ Neurosurgery	▪ Recognize risk factor, causes, clinical manifestation, diagnostic measures, of different surgical disorders ▪ Describe the surgical management of adult patients with, shock, bleeding, intestinal obstruction, hernia, fracture, neurosurgery.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

1.1Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.3 Practice nursing based on policies and procedural guidelines considering patient/ client rights	▪ Peri- operative care . ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds	▪ States lines of treatment for adult individuals with patients presenting with the most common surgical disorders. ▪ Demonstrate	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

		▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	nursing care according the needs for adult individuals with patients presenting with the most common surgical disorders.			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

1.2. Demonstrate knowledge, understanding responsibility and accountability of the legal obligations for ethical nursing practice	1.2.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	▪ Peri-operative care • ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	▪ Utilize critical thinking skills and clinical competences needed when providing care for adult individuals with patients presenting with the most common surgical disorders.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 2.**Holistic patient-centered care**

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	▪ Peri-operative care ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis	▪ Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

		▪ Fracture				
2.1. Provide holistic and evidence-based nursing care in different practice settings	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	▪ Peri- operative care • ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	▪ Formulate appropriate management plans for adult individuals with patients presenting with the most common surgery disorders. ▪ Utilize critical thinking skills and clinical competences needed when providing care to adult individuals with most common	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

			surgery.			
2.1 Provide holistic and evidence based nursing care in different practice	2.1.3 Provide holistic patient-centered care respecting people diversity	▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Fracture	▪ Demonstrate nursing care according the needs for adult individuals with patients presenting with the most common surgical disorders.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.1 Provide holistic and evidence based nursing care in different practice	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context	▪ Peri- operative care • ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis	▪ Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work	2.2.1 Determine health related learning needs of patient/client within the context of culture, values and norms	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	▪ Identify health related learning needs of patient/client within the context of culture, values and norms	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	-	-	-	-	-
2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work learning style, and levels of health literacy	2.2.3 Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic	▪ Demonstrate nursing care according the needs for adult individuals with patients presenting with the most common surgical disorders	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

		surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture				
	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work learning style, and levels of health literacy	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	▪ Utilize health information effectively according patient needs	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam
2.2. Provide health	2.2.6 Utilize information	▪ Peri-operative	▪ Demonstrate information for	▪ Modified lecture	▪ Power point presentation	▪ Mid term exam ▪ Final written

education based on the needs / problem of patients/ client within a nursing frame work learning style, and levels of health literacy	from variety of reliable sources for planning and improving health promotion and health education activities	care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	planning and improving health promotion and health education activities ▪ Formulate appropriate management plans for individual patients presenting with the most common surgical disorders. ▪	▪ Discussion with small groups of students	▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO.(3) **Managing People, Quality and Work environment**

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1. Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities. **3.1.2** Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities. **3.1.4** Demonstrate controlling techniques for the work flow and patient outcomes	-	-	-	-	-

	through delegating and supervising members of the nursing team.					
3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care **3-2-**3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use	-	-	-		-

	the best evidences to maintain safe work environment.					
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-
	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative	▪ Demonstrate nursing care according the needs for adult individuals with patients presenting with the most common surgical disorders	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

		surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture				
3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of	3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical	▪ Formulate appropriate management plans for individual patients presenting with the most common	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google	▪ Mid term exam ▪ Final written exam

nursing care.		mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	surgical disorders.		classroom ▪	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of nursing care.	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	▪ Demonstrate nursing care considering quality improvement and patient's safety	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO 4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to advanced standards of practice and patient care	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery	▪ Utilize information for providing the holistic patient care in different health care settings	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

		▪ Neurosurgery ▪ Appendicitis ▪ Fracture				
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4 Use and evaluate information	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	management technologies for providing the holistic patient care in different health care settings					
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery	▪ Synethesis management data to make decisions for providing holistic nursing care	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

		▪ Appendicitis ▪ Fracture				
.	4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care	-	-	-	-	-

	practice to individuals, families, and communities.					

Domain No: 5.Inter- Professional communication

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis	▪ Demonstrate maximization health outcomes for the patients, families and communities	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

		▪ Fracture				
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds	▪ Design personalized care plan based on human and culture variations ▪ Correlate nursing activities to patients' norms.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

		▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture				

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	▪ Peri-operative care. ▪ principles of plastic surgery ▪ Burn ▪ Radical mastectomy & breast conservative surgery ▪ Wounds ▪ Cardiothoracic surgery ▪ Neurosurgery ▪ Appendicitis ▪ Fracture	▪ Exhibit standardized therapeutic communication with patients.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours (theory)	No. of lecture (theory)		Practical/ tutorial (Hours No.)
2. Peri-operative care	2	1	_	-
3. principles of plastic surgery	2	1		_ -
4. Burns	2	1		_
5. Breast cancer	2	1		_
6. Wounds ▪ Wound infections (Tetanous, and Gas Gangrene)	2	1		_
7. Cardiothoracic surgery ▪ Coronary artery bypass grafting (CABG)	2	1		_
8. Neurosurgery: ▪ Craniotomy ▪ Prolapsed Disc Surgery	2	1		_
9. colorectal cancer &colon diversion surgery	2	1		_
Mid Term Exam				

محتوى المقرر **Course Content**

10. Shock, and Hemorrhage	2	1		_	
11. Acute appendicitis	**2**	1		_	
12. Intestinal obstruction	**2**	1		_	
13. Hernia	**2**	1		_	
14. Thyroid disorders	**2**	**1**		_	
15. Fracture	**2**	**1**		_	
Total	**30 hours**	**15 week**			

5.1 lectures 5.2 Group discussion 5.3 Seminars and conferences. 5.4 Class activity.	**5- أساليب التعليم والتعلم:** **Teaching and Learning Methods**
6.1 Group discussion 6.2 Class activity	**6-أساليب التعليم والتعلم للطالب المحدودة القدرات ذوي** **Teaching and Learning Methods of Disables**
Students Assessment	**7-تقويم الطالب :**
▪ Mid term exam to assess intellectual skills ▪ Final written exam to assess knowledge and critical thinking	أ- االساليب المستخدمة **Used Methods**

Assessment 1:- Mid term exam at 9 week **Assessment 2:-** Final written exam at the end of the term	**ب-التوقيت : time**
▪ **Mid term exam** 20% ▪ **Final Examination** 80% ▪ **Total** 100%	**ج-توزيع الدرجات :** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
▪ Course Notes: Notes in general surgery for nursing	**أ- مذكرات** **Course note**
▪ Essential Books (Text Books) ▪ Bailey and love's (2017) : Short Practice of Surgery 26th ed.the London, Queen Mary's School of Medicine and Dentistry, London, UK.	**ب-كتب ملزمة** **Required Books** **(Text Books)**
▪ Basic Nursing Essentials for Practice ▪ -Short Practice of Surgery	**ج-كتب مقترحة** **Recommended Books**

منسق المقرر **رئيس القسم**

نموذج رقم (12)
توصيف مقرر دراسى
بناء على المعايير الاكاديميه المبنيه على الكفايات
ابريل 2017

جامعة : Menoufia University
كليــة: Faculty of Nursing
قسم : Medical Surgical Nursing

تاريخ اعتماد التوصيف:

7- بيانات المقرر :

الرمز الكودي : **204 M**	**اسم المقرر :** **Pharmacology**	**الفرقة / المستوى :** **Second year**
التخصص : Medical Surgical Nursing	**عدد الساعات المعتمدة:** **نظرى** **30** **عملى** **----**	

2- Aim of the course:

This course focuses on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. At the completion of this course the student will be able to understand the major drug classifications and describe principles of safe administration of medications.

Course specification for undergraduate students by competencies:

Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media used	Assessment or Evaluation
1.1 **Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.**	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	.Identify the roles of professional nurse in relation to medication administration and patient education in both acute and community health settings . Explain the correct measures to ensure the prevention of medication errors . Define the pharmacological terminology pertinent to specific classifications of medications in relation to drug effects on commonly occurring diseases.	1- Introduction to Pharmacology 2- Drug regulation and approval 3- Drug classification 4- Principles of drug administration 5- Drug therapy consideration throughout the lifespan 6- Medication errors tissue)	Modified lectures	- Powerpoint presentation - Video and recording using Webex, Microsoft Teams, and google classroom	Final written exam
	1.1.2 Apply nurses' code of ethics and professional	-	-	-	-	-

		conduct for ethical decision making. **1.1.3** Practise nursing based on policies and procedural guidelines considering patient/ client rights. **1.1.4**Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.					

Domain No. (2): Holistic Patient- Centered Care

Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media used	Assessment or Evaluation
2.1 Provide holistic and evidence-based nursing care in different practice settings.	**2.1.1** Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.				-	-
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.				-	-
	2.1.3 Provide holistic patient-centered care respecting people diversity.				-	-
	2.1.4 Advocate the patient/client needs/problems				-	-

	within the Egyptian health care system and the personal context.					
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities				-	-
2.2 Provide health education based on the needs/problems of the patient/client within a nursing	2.2.1 Determine health related learning needs of patient/ client within the context of culture, values and norms.	-Apply educational principles and counseling techniques appropriately and effectively with diverse populations. * Communicate health information and coordinate health education/promotion	<u>Central Nervous System stimulants</u> A. Antidepressant and Antipsychotic agents B. Antianxiety, Sedative, Hypnotic agents	Modified lectures	- Powerpoint presentation	- Final written exam

framework.		activities effectively according to patient/client needs. -Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	Psychotherapeutic agents D. Autonomic Nervous System Agents E. Anesthetic agents F. Analgesic (Pain Management) agents G. Anticonvulsant agents			
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. **2.2.3.** Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	- -	-	-

	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations. **2.2.5** Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. **2.2.6.** Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (3): Manage People, Work Environment and Quality

Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media used	Assessment or Evaluation
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities. **3.1.2** Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities. **3.1.4** Demonstrate controlling techniques for the	-	-	- -	-	- -

	work flow and patient outcomes through delegating and supervising members of the nursing team.					
3-2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.				-	-
	3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings	. Plan and implement chang conducive to the improvement of health care provision	Drugs for Hematological Disorders A. Drugs for Coagulation Disorders B. Drugs for Hematopoietic Disorders C. Anemias	Modified lectures	- Powerpoint presentation	- Final written exam

			D. Diuretics E. Drugs for Fluid, Electrolyte and Acid-Base Disorders			
	3-2-3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.				-	-
3.3 **Review health care outcomes in the light of**	**3-3-**1. Apply leadership skills, and decision	-	-	- -	-	-

quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	making in improving the quality of nursing care by using the existing resources. **3-3-**2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. **3-3-**3. Utilize quality indicators and benchmarks to evaluate the					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	effect of improvements in the delivery of nursing care.					
	3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	Drugs for Gastrointestinal system A. Drugs for Peptic Ulcer Disease B. Drugs for Bowel Disorders C. Drugs for Nausea and Vomiting D. Drugs for Nutritional Disorders	Modified lectures	- Powerpoint presentation - Video and recording using Webex, Microsoft Teams, and google classroom	- Final written exam

Domain No. (4): INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media used	Assessment or Evaluation
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to advanced standards of practice and patient care.	Use different sources of data related to advanced standards of practice and patient care.	Endocrine pharmacology A. Pituitary and Hypothalamus Disorders B. Adrenal Gland Disorders C. Pancreatic Disorders	Modified lectures	- Powerpoint presentation	- Final written exam -
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on	-	-	-	- -	- -

	patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Domain No. (5): : Inter- Professional communication

Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media used	Assessment or Evaluation
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-	-
	5.1.3- Apply standardized	Apply standardized communication approach to	Drugs for Immune System Modulation	Modified	Powerpoint	- Final written exam

	communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	A. Drugs for Inflammation, Fever, and Allergies B. Drugs for Bacterial Infection C. Drugs for Fungal, Protozoan and Helminth Infections D. Drugs for Viral Infections	lectures	presentation	
	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-		- -

Faculty of Nursing
Quality Assurance Unit
Menoufia University

3- محتوي المقرر : Course Content	**Unit 1: Introduction to Pharmacology** 1. Drug regulation and approval 2. Drug classification 3. Principles of drug administration 4. Drug therapy consideration throughout the lifespan **5.** Medication errors
	Unit 2: Central Nervous System stimulants 1. Antidepressant and Antipsychotic agents 2. Antianxiety, Sedative, Hypnotic agents 3. Psychotherapeutic agents 4. Autonomic Nervous System Agents 5. Anesthetic agents 6. Analgesic (Pain Management) agents **7.** Anticonvulsant agents
	Unit 3: Cardiovascular Pharmacology 1. Drugs for Heart Failure 2. Drugs for Hypertension 3. Drugs for Dysrhythmia 4. Drugs for Angina, Myocardial Infarction and 5. Cerebrovascular Accident 6. Drugs for Lipid Disorders
	Unit 4: Drugs for Hematological Disorders 1. Drugs for Coagulation Disorders 2. Drugs for Hematopoietic Disorders 3. Anemias 4. Diuretics 5. Drugs for Fluid, Electrolyte and Acid-Base Disorders

Unit 5:Endocrine pharmacology 1. Pituitary and Hypothalamus Disorders 2. Adrenal Gland Disorders 3. C. Pancreatic Disorders	
Unit 6: Drugs for Immune System Modulation 1. Drugs for Inflammation, Fever, and Allergies 2. Drugs for Bacterial Infection 3. Drugs for Fungal, Protozoan and Helminth Infections 4. D. Drugs for Viral Infections	
Unit 7: Drugs for Gastrointestinal system 1. Drugs for Peptic Ulcer Disease 2. Drugs for Bowel Disorders 3. Drugs for Nausea and Vomiting 4. D. Drugs for Nutritional Disorders	
5- تقويم الطلاب: students assessment	
Student Assessment Methods 5.1- written mid term exam to assess the students' Intended Learning Outcomes of Course. 5.2 – written final exam to assess the students' Intended Learning Outcomes of Course.	**أ- الاساليب المستخدمة**
Assessment Schedule Assessment 1 midterm exam Week 6 Assessment 2 final exam at the end of the first term week 15	**ب- التوقيت**

ج- توزيع الدرجات	**Weighting of Assessments** Mid-Term Examination 20 marks 20% Final Examination 80 marks 80% Total 100 marks 100%
6- قائمة الكتب الدراسية والمراجع List of References	
أ- مذكرات **Course note**	6.1- Course Notes Omer, A., H, Pharmacology of nursing, student course notes, MenofiaEgypt.
ب- كتب ملزمة **Obligatory Books**	6.2.a-Fox KA, Opie JJS, White HD, et al: Drugs for the Heart. Antithrombotic agents:Platelet inhibitors, anticoagulants, and fibrinolytics Philadelphia, PA: Elsevier Saunders, 2019, pp 293–340 6.2.b-Fishman WH, Cheng-lai A, &Nowarkas J: Pharmacology,4th ed. Philadelphia, PA: Current Medicine LLC, 2020, pp 98–135
ج- كتب مقترحة **Recommended Books**	6.3- Periodicals, Web Sites … etc

منسق المقرر **رئيس القسم**

نموذج رقم (12)
توصيف مقرر دراسى
بناء على المعايير الاكاديميه المبنيه على الكفايات
ابريل 2017

جامعة : المنوفية
كليــة: التمريض
قسم : التمريض الباطنى الجراحى
تاريخ اعتماد التوصيف:

8- بيانات المقرر :

الرمز الكودي : 208 **m**	اسم المقرر : Applied Nutrition	الفرقة / المستوى : Second year
التخصص : **Medical Surgical Nursing**	عدد الساعات المعتمدة: نظرى **اسبوعيا /2 ساعة**	عملى **-**

- Aim of the course: 2

The course is designed to provide nursing student with an overview of the scientific foundations of nutrition and essentials of normal nutrition and their relationships to the health of individuals and families. This will help mastery of students to conduct a nutritional assessment to heighten awareness of dietary needs, explain disease states and types of diet prescribed for each, develop, apply, and teach dietary plan that addresses a select client's disease and incorporates the client's cultural preferences, and to give a basic understanding of the use of drug therapy and the interaction possibilities with foods.

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	-Essential nutrients and their sources - Nutrition of vulnerable groups (malnourished and immunocompromised patients) - Nutritional assessment - Eating disorders - Food and drug interactions ; and Food allergies and implications to patient safety	- Define scientific terms and basic principles of nutritional science. - Identify essential nutrients in food that are important for health and well being. - Describe the therapeutic diet for diabetes - Discuss dietary assessment methodology - Enumerate eating behaviors, eating disorders and weight management. - Interpret how the gained knowledge about culture affect on health and food choices	- Modified lecture - On Line Discussion	Powerpoint presentation Video and recording using Webex, Microsoft Teams, and google classroom	-Quizes - Written final exam - Individual assignments
	1.1.2 Apply nurses' code of ethics and	-	-	-	-	-

	professional conduct for ethical decision making. **1.1.3** Practise nursing based on policies and procedural guidelines considering patient/ client rights. **1.1.4** Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.					

Domain No. 2: HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods

2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	- Essential nutrients and their sources - Digestion, absorption , metabolism of food, Food labels and interpretations - Nutritional assessment - Eating disorders - Therapeutic nutritional plan for some diseases such as diabetes.	- Interpret food labels and nutritional information - Discuss how essential nutrients affect health, disease, energy balance, and weight control - Plan for a therapeutic diet which is suitable for different diseases as cardiovascular, respiratory gastrointestinal, liver, renal or metabolic diseases as well as calculate caloric requirement for human being according to age, sex and health status.	- Modified lecture - On Line Discussion	- Powerpoint presentation - Video and recording using Webex	-Quizes - Written final exam - Individual assignments

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- Nutritional assessment - Nutrition of vulnerable groups (malnourished and immunocompromised patients)	Plan for a therapeutic diet which is suitable for different diseases as cardiovascular, respiratory gastrointestinal, liver, renal or metabolic diseases as well as calculate caloric requirement for human being according to age, sex and health status.	- Modified lecture - Online teaching	Powerpoint presentation	-Quizes - Written exam - - Student presentations
	2.1.3. Provide holistic patient-centered care respecting people diversity.	- Therapeutic nutritional plan for some diseases such as diabetes. - Nutrition of vulnerable groups (malnourished and immunocompromised patients) - Eating disorders - Food and drug interactions ; and Food allergies and implications to patient safety	Assume effective responsibilities as a member of health care team when managing patients with different health problems	- Modified lecture - Online teaching	Powerpoint presentation Video and recording using Webex	- Written exam

	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	--	-	-	-	-
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	--	-	- -		-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	**2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms. **2.2.2.** Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. **2.2.3.** Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-

Faculty of Nursing Quality Assurance Unit Alexandria University

	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	Food and drug interactions ; and Food allergies and implications to patient safety	- Interpret how the gained knowledge about culture affect on health and food choices. - Analyze and communicate trends in nutritional behaviors and nutritional researches concerning to nutrition related diseases prevention and progression to a wide variety of students	- Modified lecture - Discussion - Online Teaching	Powerpoint presentation	- Written exam - Individual assignments -
	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs **2.2.6.** Utilize information from variety of reliable sources for planning and improving health promotion and health education		-	-		-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	activities.					

Domain No. 3 : MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.		-	-		-
	3.1.2 Plan and implement change conducive to the improvement of health care provision. ganize own workload ly time-management rinciples for meeting responsibilities. monstrate controlling		-	-		-

	ues for the work flow ent outcomes through ating and supervising of the nursing team.					
3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. Act to protect patients families from unsafe, gal, or unethical care	-	- -	-		- -
	3-2-3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use	-	- -	- -	-	- -

	the best evidences to maintain safe work environment.					
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. **3-3-**2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3-3. Utilize quality	-	-	-	-	-

	indicators and marks to evaluate the effect of provements in the y of nursing care.					
	3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	Food and drug interactions ; and Food allergies and implications to patient safety	- Assume effective responsibilities as a member of health care team when managing patients with different health problems - Analyze and communicate trends in nutritional behaviors and nutritional researches concerning to nutrition related diseases prevention and progression	- Modified lecture - Discussion - Group work - Online Teaching	Powerpoint presentation	- Written exam - Individual assignments - Student presentations

Domain No(4): Informatics and Technology

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods

4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management	-	-	-	-	-

	technologies for providing the holistic patient care in different health care settings					
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information	-	-	-	- -	- -

	systems to support provision of safe nursing care practice to individuals, families, and communities.					

Domain No. 5 : INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- Nutrition of vulnerable groups - Tube feedings - Total parenteral nutrition	- Work effectively in a group or team and develop their skills - Assume effective responsibilities as a member of health care team when managing patients with different health problems	- Modified lecture - Online Discussion	Powerpoint presentation	- Written exam - Individual assignments
	5.1.2 Interact within behavioral norms related to the	-	-	-	-	-

	interdisciplinary communication and the health care organizations.					
	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

3- محتوي المقرر :

Course Content

Topic	No. of hours	Lecture No.	Tutorial/ practical
1- Basics of nutrition, Functions of food and nutrition in relation to human beings	2	1	-
2- Nutrition of vulnerable groups (children, pregnant and lactating mothers, old age)	2	1	-
3- Malnutrition disease	4	2	-
4- Nutrition for patients with cardiovascular disease	4	2	-
5- Nutrition for patients with kidney diseases	4	2	-
6- Nutrition for patients with liver disease	4	2	
7- Nutrition for patients with diabetes	4	2	-
8- Nutrition for patients with allergic	2	1	-
Total	26 hours	13 lectures	-

5

-أساليب التعليم والتعلم

Teaching and Learning Methods

- Modified lecture
- Discussion
- Group work
- Online teaching

- -6أساليب التعليم والتعلم للطلاب لذوي القدرات المحدودة : Teaching and Learning Methods of Disables	لا يوجد حيث لا يوجد طلاب ذوي القدرات المحدودة
7- تقويم الطلاب: students assessment	
ش- الأساليب المستخدمة: Methods used	5.1- Written midterm examination to assess knowledge. 5.2- Final written examination to assess knowledge and understanding.
ت- التوقيت : Time	Assessment 1 Midterm exam Assessment 2 Final exam
ث- توزيع الدرجات : Mark Distribution	Mid-Term Examination 20 degrees (20%) Final-term Examination 80 degrees (80 %) Total 100 degrees (100%)
5- قائمة الكتب الدراسية والمراجع	**List of References**
أ- مذكرات Course note	6.1- Hand out of lecture notes
ب- كتب مقترحة Recommended Books	• Michele G., Sylvia, E.,Suzanne D. (2016). Nutritional Foundation and Clinical Applications, A Nursing Approach. (Sixth Edition). • Crodner, M., Escott, S., & Dorner, S. (2016). Nutritional Foundation and Clinical Applications. 4th ed.; China. Mosby. Elseveir • Escott, S. (2015). Nutrition Diagnosis Related Care. 3rd ed.; China; Library of congress in publication data. • Sylvia E.S. (2015). Nutrition Diagnosis-Related Care. Eighth Edition. • Raymond, J., Mahan, L., & Stump, S. (2014). Food and Nutrition Care Process; 4th ed.; China; Saunders. Elsevier.

منسق المقرر **رئيس القسم**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج

توصيف مقرر دراسى

بناء على المعايير الأكاديمية المبنية على الكفايات

ابريل 2017

جامعة : المنوفية جامعة:المنوفية
كليـة: التمريض
قسم:التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

1-بيانات المقرر:

الرمز الكودي: M 205	**اسم المقرر:** Pathology			**الفرقة / المستوى ::: Second Year** **1stsemester**	
التخصص : Medical Surgical Nursing	**عددالساعات المعتمدة: نظرى**	**2**	**عملى**	**---**	

2 - Aim of the course:

This course is designed to help the nursing student to understand the mechanisms of the development of disease and alterations in body function of individuals. Emphasis is placed on common conditions related to functional health patterns. Principles of disease transmission and immunological responses have been integrated into this course.

Course specification based on competency: **توصيف المقرر المبني على الكفايات**

Domain No. 1

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions 1.1.2 Apply nurses' code of ethics and professional conduct for ethical decision making 1.1.3 Practice nursing based on policies and	▪-	-	-	-	-

	procedural guidelines considering patient/ client rights					
	1.2.5. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	▪ Alterations of Cardiovascular function ▪ Alterations of Pulmonary function ▪ Alterations of digestive function ▪ Alterations urinary tract system. ▪ Alterations of Endocrine function	▪ Utilize critical thinking skills and clinical competences needed when providing care for adult individuals with patients presenting with the most common surgical disorders.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Domain No. 2 **Holistic patient-centered care**

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice Settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	▪ Alterations of Cardiovascular function ▪ Alterations of Pulmonary function ▪ Alterations of digestive function ▪ Alterations urinary tract system. ▪ Alterations of Endocrine function	▪ Identify normal and abnormal structure and function cardiovascular, respiratory, and digestive and urinary tract system. ▪ Identify concepts, principles, and responses related to pathophysiologic processes that result in disease.	▪ Modified lecture ▪ Discussion ▪ Group work	▪ Power point presentation ▪ Videos	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.3. Provide holistic patient-centered care respecting people diversity.	▪ Alterations of Cardiovascular function ▪ Alterations of Pulmonary function ▪ Alterations of digestive function ▪ Alterations urinary tract system. ▪ Alterations of Endocrine function	▪ Discuss clinical manifestations of selected disease processes and health problems. ▪ Differentiate between nature of each conditions and its management using critical thinking skills. ▪ Integrate knowledge of pathophysiology in health care provision in different clinical settings ▪ Appraise the importance of infection control in clinical settings.	▪ Modified lecture ▪ Discussion ▪ Group work	▪ Power point presentation ▪ Videos	▪ Mid term exam ▪ Final written exam
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and	-	-	-	-	-

	the personal context **2.1.5** Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.2. Provide health education based on the needs/ problem of patients/ client within a nursing frame work learning style, and levels of health literacy	2.2.1 Determine health related learning needs of patient/client within the context of culture, values and norms **2.2.2.** Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. 2.2.3 Participate in informal and formal methods of teaching that correspond to	-	-	-	-	-

Quality Assurance Unit
Menoufia University

	the health of patient/client needs and abilities in different healthcare settings. **2.2.4.** Apply educational principles and counseling techniques appropriately and effectively with diverse populations.					
	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client	▪ Alterations of Cardiovascular function ▪ Alterations of Pulmonary function ▪ Alterations of digestive function ▪ Alterations urinary tract	▪ Discuss clinical manifestations of selected disease processes and health problems. ▪ Differentiate between nature of each conditions and its management using critical thinking skills. ▪ -Integrate knowledge of	▪ Modified lecture ▪ Discussion ▪ Group work	▪ Power point presentation ▪ Videos	▪ Mid term exam ▪ Final written exam

	needs.	system. ▪ Alterations of Endocrine function	pathophysiology in health care provision in different clinical settings ▪ Appraise the importance of infection control in clinical settings.			
2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work learning style, and levels of health literacy	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities	▪ Alterations of cardiovascular function ▪ Alterations of pulmonary function ▪ Alterations of digestive function ▪ Alterations urinary tract system. ▪ Alterations of endocrine function	▪ Integrate knowledge of pathophysiology in health care provision in different clinical settings ▪ Appraise the importance of infection control in clinical settings.	▪ Modified lecture ▪ Discussion ▪ Group work	▪ Power point presentation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

DOMAIN NO.(3) **Managing People, Quality and Work environment**

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1. Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-

	3.1.2 Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities. **3.1.4** Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.			-		
3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect	-	-	-		-

	patients and their families from unsafe, illegal, or unethical care **3-2-**3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.					
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing	-	-	-	-	-

	resources.					
	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes	--	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of nursing care.	3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care	-	-	-	-	-

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of nursing care.	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO.4 INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to advanced standards of practice and patient care 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4 Use and evaluate	-	-	-	-	-

	information management technologies for providing the holistic patient care in different health care settings					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 to make decisions using information management system for providing holistic patient care	▪ Alterations of cardiovascular function ▪ Alterations of pulmonary function ▪ Alterations of digestive function ▪ Alterations urinary tract system. ▪ Alterations of endocrine function ▪ Inflammation, infection, immunology	▪ Integrate knowledge of pathophysiology in health care provision in different clinical settings. ▪ Differentiate between nature of each conditions and its management using critical thinking skills.	▪ Modified lecture ▪ Discussion ▪ Group work	▪ Power point presentation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Domain No: 5.Inter- Professional communication

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities	-	-	-	-	-

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations	-	▪ -	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	محتوى المقرر Course Content
1. Inflammation, infection, immunology : a. Immune Response b. Inflammation, Tissue Repair and Fever c. Disorders of the Immune Response	6	3	-	
2. Alterations of Cardiovascular function	4	2	_	
3. Alterations of Pulmonary function	4	2	_	
4. Alterations of Neurologic function	2	1	_	
Mid Term Exam				
5. Alterations of Endocrine function	4	2	_	
6. Alterations of Gastrointestinal function: a. Structure and function of the Digestive system b. Alteration of Digestive function	4	2	_	

7. Alterations of Renal function	4	2	_	
8. Alterations of Hematological function	2	1	_	
Total	**30 hours**	**15 week**		

▪ Modified lecture ▪ Online Discussion ▪ Group work	**5-أساليب التعليم والتعلم:** **Teaching and Learning Methods**
▪ Modified lecture ▪ Online Discussion ▪ Group work	**6-أساليب التعليم والتعلم للطالب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7-تقويم الطالب :**
▪ Mid term exam to assess intellectual skills ▪ Final written exam to assess knowledge and critical thinking	**أ- الأساليب المستخدمة** **Used Methods**
Assessment 1:- Mid term exam at 9 week **Assessment 2:-** Final written exam at the end of the term	**ب-التوقيت time:**

▪ **Mid- term exam** 20% ▪ **Final Examination** 80% ▪ **Total** 100%	**ج-توزيع الدرجات:** **Marks distribution**
List of References	**8-والمراجع الدراسية و قائمة الكتب**
Course note of pathology department , faculty of Medicine	**أ- مذكرات** **Course note**
▪ **Sharma S., Khanna G., Gangane. (2019).** Textbook of Pathology and Genetics for Nurses E-Book, 2 nd ed. , Elsevier Health Sciences, ▪ **Robbins and Cotran. (2017).** Pathologic Basis of Disease, 10th Edition.	**ب-كتب ملزمة** **Required Books** **(Text Books)**
▪ **Meshack K., (2016).** Text Book of Human Pathology. 1st ed. AcrodilePublishig Ltd. ▪ **Mohan H.(2015).**Textbook of Pathology; 7th. edition	**ج- كتب مقترحة** **Recommended Books**

منسق المقرر **رئيس القسم**

نموذج

توصيف مقرر دراسى

بناء على المعايير الأكاديمية المبنية على الكفايات

ابريل 2017

جامعة :المنوفية
كليـة: التمريض

قسم :التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

2. بيانات المقرر :

الرمز الكودي: 209 S	**اسم المقرر : English language**			**الفرقة / المستوى : الثانية**	
التخصص: Medical Surgical Nursing	**عدد الساعات المعتمدة: نظرى**	2	**عملى**	---	

2. Aim of the course: This course is designed to provide nursing students with knowledge and practical skills needed to speech and write professionally in medical fields

توصيف المقرر المبنى على الكفايات

3-Course specification based on competency:

Domain No. 1 Professional and ethical practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions	▪ Part two: On nursing ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary team? ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours, respiratory, cardiovascular, renal, gastrointestinal, neurological system, hematology, and microbiology. ▪ . Discuss stress and burnout in intensive care medicine. ▪ Identify signs, effects, diagnosis,	▪ Modified lecture ▪ Discussion with small groups of students	▪ Powerpoint presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

			prevention, and treatment of burnedout			
	1.1.2 Apply nurses' code of ethics and professional conduct for ethical decision making	-	-	-	-	-
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.3. Practice nursing based on policies and procedural guidelines considering patient/ client rights.	▪ **Part two**: On nursing o The daily review of a patient o How can I communicate effectively within the multi-disciplinary team. o Stress and burnout in intensive care medicine: looking after	▪ Utilize daily review of a patient in different practice situations ▪ . Discuss stress and burnout in intensive care medicine.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

		yourself				
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary team. ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Utilize daily review of a patient in different practice situations ▪ Synthesize knowledge derived from stress and burn out in intensive care medicine: looking after your self	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Domain No. (2): Holistic Patient- Centered Care						
Competency	**Key elements**	**Course Subjects**	**Subjects Objectives**	**Teaching Methods**	**Media used**	**Assessment Methods**
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	-	-	-	-	-
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary	▪ Utilize daily review of a patient in different practice situations ▪ Synthesize knowledge derived from stress and burn out in intensive care medicine:	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

		team. ▪ Stress and burnout in intensive care medicine looking after yourself	looking after your self			
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.3. Provide holistic patient-centered care respecting people diversity.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Demonstrate daily review of a patient in different practice situations ▪ Exhibits knowledge derived from stress and burn out in intensive care medicine: looking after your self	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	▪ **Part two: On nursing** ▪ The daily review of a patient. ▪ How can I communicate effectively within the multi-disciplinary team. ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Demonstrate daily review of a patient in different practice situations ▪ Exhibits knowledge derived from stress and burn out in intensive care medicine: looking after your self	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Q.A.U
Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1 Determine health related learning needs of patient/client within the context of culture, values and norms.	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours. ▪ . Discuss stress and burnout in intensive care medicine. ▪ Identify signs, effects, diagnosis, prevention, and treatment of burnedout	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam
2.2 Provide health education	2.2.2. Assess factors that influence the	▪ **Part two: On nursing** ▪ The daily	▪ Identify the daily review of a patient as a	▪ Modified lecture	▪ Power point presentation	▪ Mid term exam ▪ Final written

based on the needs/problems of the patient/client within a nursing framework.	patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	primary diagnosis, background and progress, issue over the last 24 hours, ▪ . Discuss stress and burnout in intensive care medicine. ▪ Identify signs, effects, diagnosis, prevention, and treatment of burnedout	▪ Discussion with small groups of students	▪ Simulation ▪ Videos	exam
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.3. participate in informal and formal methods of teaching that correspond to the health of patient/client needs and	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine:	▪ **Part four:** writing Apply daily review of a patient ▪ Utilize stress and burnout in intensive care medicine: looking after	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

	abilities in different healthcare setting.	looking after yourself	yourself		▪	
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	▪ **Part two: On nursing** ▪ The daily review of a patient. ▪ How can I communicate effectively within the multi-disciplinary team. ▪ Stress and burnout in	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours ▪ . Discuss stress and burnout in intensive care medicine.	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom ▪	▪ Mid term exam ▪ Final written exam

		intensive care medicine: looking after yourself				

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	▪ **Part one:** Grammar ▪ **Part two: On nursing** ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary team. ▪ Stress and burnout in intensive care medicine: looking after yourself ▪ **Part four:** writing	▪ Exemplify communication effectively within the multi-disciplinary team. ▪ Integrate grammar rules in formulating sentences. ▪ Identify the daily review of a patient ▪ . Discuss stress and burnout in intensive care medicine. ▪ Apply grammar as a frame work for written language	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Identify the daily review of a patient ▪ Utilize critical thinking skills and competence needed while writing. ▪ . Identify signs, effects,	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

		▪ **Part four:** writing	diagnosis, prevention, and treatment of burnedout			

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO. 3

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1. Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	**3-1-1** Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
	3.1.2 Plan and implement change conducive to the improvement of health care provision.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours. ▪. Identify signs, effects, diagnosis, prevention, and treatment of	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

			burnedout ▪ Utilize critical thinking skills and competence needed while writing.			
	3.1.3 Organize own workload and apply time-management principles for meeting responsibilities. **3.1.4** Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the	-	-	-	-	-

	nursing team.					
3.2. Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	-	-	-	-	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	▪ **Part two: On nursing** The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours. ▪ . Identify signs, effects, diagnosis, prevention, and treatment of	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

			burnedout			
	3-2-3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best	-	-	-	-	-
3.3. Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-

	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary team ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Apply daily review of a patient ▪ Utilize stress and burnout in intensive care medicine: looking after yourself	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care	-	-	-	-	-
3.3. Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary team. ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Apply daily review of a patient ▪ Utilize stress and burnout in intensive care medicine: looking after yourself	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO 4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1.Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to advanced standards of practice and patient care.	▪ Identify the daily review of a patient as a primary diagnosis, background and progress, issue over the last 24 hours. ▪ . Discuss stress and burnout in intensive care medicine. ▪ Identify signs, effects, diagnosis, prevention, and treatment of burnedout	▪ **Part two: On nursing** ▪ The daily review of a patient ▪ Stress and burnout in intensive care medicine: looking after yourself	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different health care	▪ -	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	settings					
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing	-	-	-	-	-

	care practice to individuals, families, and communities.					

Domain No: 5 Inter- Professional communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities	-	-	-	-	-

	5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	**Part one: grammar** **Part two: On nursing** How can I communicate effectively within the multi-disciplinary team.	▪ Utilize critical thinking skills and competence needed while speaking. ▪ Apply grammar as a frame work for speaking. Formulate competent sentences	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Video and recording using Webex, Microsoft Teams, and google classroom	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	▪ **Part one:** grammar ▪ **Part two:** On nursing o How can I communicate effectively within the multi-disciplinary team.	▪ Utilize critical thinking skills and competence needed while speaking. ▪ Apply grammar as a frame work for speaking. ▪ Formulate competent sentences	▪ Modified lecture ▪ Discussion with small groups of students	▪ Power point presentation ▪ Simulation ▪ Videos	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)		محتوى المقرر Course Content
	Part one: Grammar.	6	3	-		
	Part two: On nursing ▪ The daily review of a patient ▪ How can I communicate effectively within the multi-disciplinary team? ▪ Stress and burnout in intensive care medicine: looking after yourself	2 2 4	4			
	Mid Term Exam					
	Part three: Reading passages ▪ Zebras, Puerto Rico, Bones, and Solar Energy. ▪ Story, Letter, Story, and Documenting facts. ▪ The rally, Complete, Story, and Free television ▪ The blue whale, Hurricane readiness, Diamonds,	2 2 **2** **2**	5	-		

	and Dolphin facts. ▪ Your calendar, Rearrange, Story, and Re- write	2				
	Part four: writing process	4	2			
	Total	**30 hours**	**15 week**			

5.1 lectures 5.2 Group discussion 5.3 Seminars and conferences. 5.6 Class activity.	**5- أساليب التعليم والتعلم:** **Teaching and Learning Methods**
6.1 Group discussion 6.2 Class activity	**6-أساليب التعليم والتعلم للطالب المحدودة القدرات ذوي** **Teaching and Learning Methods of Disables**
Students Assessment	**7-تقويم الطالب :**
▪ Mid term exam to assess intellectual skills ▪ Final written exam to assess knowledge and critical thinking	أ- الأساليب المستخدمة **Used Methods**
Assessment 1:- Mid term exam at 8 week **Assessment 2:-** Final written exam at the end of the term	**ب-التوقيت : time**

▪ **Mid term exam** 20% ▪ **Final Examination** 80% ▪ **Total** 100%	**ج-توزيع الدرجات :** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
Lecture notes authorized by teacher and hand out	**أ- مذكرات** **Course note**
Thornley, G.C. and Roberts,G. (2016). An outline English Literature . Harlow :Longman **Burgess, A. (2013).** English literature. Essex: Longman	**ب-كتب ملزمة** **Required Books** **(Text Books)**
Robert, B. (2015). Ashort history of English literature. Oxford. Blackwell publishing	**ج-كتب مقترحة** **Recommended Books**

منسق المقرر **رئيس القسم**

نموذج

توصيف مقرر دراسى

بناء على المعايير الأكاديمية المبنية على الكفايات

2017ابريل

جامعة :المنوفية
كليـة: التمريض
قسم :التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

3. بيانات المقرر :

الرمز الكودي S(211)	**اسم المقرر : علم الاجتماع**			**الفرقة / المستوى : الثانية**	
التخصص : Medical Surgical Nursing	**عدد الساعات المعتمدة: نظرى**	2	**عملى**	---	

2 - **Aim of the course:** At the end of the course the second year students should be able to acquire knowledge about importance of sociology, as well as provide a holistic nursing care in the light of relationship between sociology and health and apply basic medical sociology in response to different nursing interventions

توصيف المقرر المبنى على الكفايات

3-Course specification based on competency:

Domain No. 1 Professional and ethical practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions	- Introduction to sociology science . - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts	▪ - Define concepts of sociology and sociology of health ▪ Identify fields of sociology. ▪ describe how social division influence health and health outcomes	▪ Modified lecture ▪ Clinical Skill lab	Lectures Discussion data show	▪ Mid term exam ▪ Final written exam

		-Trends theory of sociology				
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.2 Apply nurses' code of ethics and professional conduct for ethical decision making	-Introduction to sociology science . - The independence of Sociology theme, importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory	▪ - Define concepts of sociology and sociology of health ▪ Identify fields of sociology. ▪ describe how social division influence health and health outcomes	▪ Modified lecture ▪ Clinical Skill lab	▪ Lectures ▪ Discussion ▪ data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

1.1Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.3 Practise nursing based on policies and procedural guidelines considering patient/ client rights	-Social norms, values, customs and attitudes and their impact on health\disease. -The role of environmental pollution in exacerbating health problems -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	-developed an understanding of the relationship between individuals, health team and social institutions -Utilize family Quality of Life and chronic illness	▪ Modified lecture ▪ Clinical Skill lab	▪ Lectures ▪ Discussion ▪ data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

1.3. Demonstrate knowledge, understanding responsibility and accountability of the legal obligations for ethical nursing practice	1.3.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	7-Social norms, values, customs and attitudes and their impact on health\disease. 8-The role of environmental pollution in exacerbating health problems 9-stress signs of caregiver stress and coping with caregiver stress. ▪ 10-family Quality of life and chronic illness	-Appraise the role of environmental pollution in exacerbating health problems -understand socio-economic explanation for health inequalities	▪ Modified lecture ▪ Clinical Skill lab	- Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Domain No. (2): Holistic Patient- Centered Care

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 2

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	-Social norms, values, customs and attitudes and their impact on health\disease. -The role of environmental pollution in exacerbating health problems -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	▪ Appraise the importance of medical sociology and its relation to health..	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam
2.1. Provide holistic and evidence-based nursing care in different practice	2.1.2. Provide holistic nursing care that addresses the needs of individuals,	-medical sociology. -Relationship between sociology and	▪ Interpret relationship between sociology &	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

settings	families and communities across the life span	other sciences family Quality of life and chronic illness	other sciences ▪ -Provide suitable strategies for dealing with caregiver stress.			
2.1 Provide holistic and evidence based nursing care in different practice	2.1.3 Provide holistic patient-centered care respecting people diversity	-Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	-developed an understanding of the relationship between individuals, health team and social institutions -describe how social division influence health and health outcomes disorders.	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show ▪	▪ Mid term exam ▪ Final written exam
2.1 Provide	2.1.4 Advocate	-Introduction to	-Explain social	▪ Modified	▪ Power point	▪ Mid term exam

holistic and evidence based nursing care in different practice	the patient/client needs/problems within the Egyptian health care system and the personal context	sociology science - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology	medicine and hospital institution - Define medical sociology.	lecture ▪ Clinical Skill lab	presentation ▪ Simulation ▪ Videos	▪ Final written exam
	2.1.5 Utilize different community resources for referral to assist the patient/client and family	-	-	-	-	-

	through transitions across the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities					

Quality Assurance Unit
Menoufia University

2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work	2.2.1 Determine health related learning needs of patient/client within the context of culture, values and norms	The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology	▪ Identify health related learning needs of patient/client within the context of culture, values and norms	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Quality Assurance Unit
Menoufia University
Faculty of Nursing

	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	-	-	-	-	-

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work learning style, and levels of health literacy	2.2.3 Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	Introduction to sociology science - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts	▪ describe how social division influence health and health outcomes disorders	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam
	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	-	-	-	-	-

2.2. Provide health education based on the needs / problem of patients/ client within a nursing frame work learning style, and levels of health literacy	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	-Introduction to sociology science - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology	-Recognize of social norms, value, customs and attitudes and their impact on health/ disease -Identify self-management of chronic disease management	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam
2.2. Provide health education based on the needs / problem of patients/ client within	2.2.6 Utilize information from variety of reliable sources for planning and improving health	-importance and purposes. - medical sociology. -Relationship between sociology and other sciences.	-Explain social medicine and hospital institution	▪ Modified lecture ▪ Clinical Skill lab	-Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

a nursing frame work learning style, and levels of health literacy	promotion and health education activities	-The foundations of sociology and some pivotal concepts -Trends theory of sociology surgery	- Define medical sociology			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO. (3): Manage People, Work Environment and Quality

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1. Demonstrate effective managerial and leadership skills in the provision of quality nursing care	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities. **3.1.2** Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities. **3.1.4** Demonstrate controlling techniques for the work flow and patient outcomes through delegating	-	-	-	-	-

	and supervising members of the nursing team.					
3.2 Provide a safe working environment that prevents harm for patients and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care **3-2-**3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	evidences to maintain safe work environment.					
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. improvement and patient's safety	-	-	-	-	-

Quality Assurance Unit
Faculty of Nursing
Menoufia University

3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of nursing care.	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes	Introduction to sociology science - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology Fracture	Compare between different intellectual currents which lead to Sociology. . Interpret trends theories of sociology	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam
3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the	3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements	- The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship	Recognize of social norms, value, customs and attitudes and their impact on health/ disease	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show ▪	▪ Mid term exam ▪ Final written exam

ultimate goals of improving the quality of nursing care.	in the delivery of nursing care	between sociology and other sciences. -The foundations of sociology and some pivotal concepts ▪	.			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

3.3 Review health care outcomes in the light of quality indicators and bench marks achieve the ultimate goals of improving the quality of nursing care.	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	-Introduction to sociology science - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology	-Differentiate between branches of sociology	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

DOMAIN NO 4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to advanced standards of practice and patient care	-importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology surgery -The foundations of sociology and some pivotal concepts -Trends theory of sociology	-Convey a positive attitude toward other team members while working with patients	▪ Modified lecture ▪ Clinical Skill lab	-Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	health care settings					
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care	-Introduction to sociology science - The independence of Sociology theme, -importance and purposes. - medical sociology. -Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -Trends theory of sociology	-Identify the emergence of sociological thinking. - Identify fields of sociology	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No: 5.Inter- Professional communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities	- Social norms, values, customs and attitudes and their impact on health\disease. -The role of environmental pollution in exacerbating health problems -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	-developed an understanding of the relationship between individuals, health team and social institutions -Utilize family Quality of Life and chronic illness	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations	-Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	-developed an understanding of the relationship between individuals, health team and social institutions -Utilize family Quality of Life and chronic illness	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	- Social norms, values, customs and attitudes and their impact on health\disease. -The role of environmental pollution in exacerbating health problems -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	▪ developed an understanding of the relationship between individuals, health team and social institutions	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members	-Relationship between sociology and other sciences. -The foundations of sociology and some pivotal concepts -stress signs of caregiver stress and coping with caregiver stress. -family Quality of life and chronic illness	▪ understanding of the relationship between individuals, health team and social institutions.	▪ Modified lecture ▪ Clinical Skill lab	Lectures -Discussion -data show	▪ Mid term exam ▪ Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours (theory)	No. of lecture (theory)
1-Introduction to sociology science . **2- The independence of Sociology theme, importance and purposes.**	1 **1**	1 1
3 medical sociology. **4-Relationship between sociology and other sciences.**	2 2	2 2
5-The foundations of sociology and some pivotal concepts	2	2
6-Trends theory of sociology	1	1
7-Social norms, values, customs and attitudes and their impact on health\disease.	1	1
8-The role of environmental pollution in exacerbating health problems	2	2
9-stress signs of caregiver stress and coping with caregiver stress.	2	2
10-family Quality of life and chronic illness.	1	1
Total	**15 hours**	**15 week**

- Modified lecture
- Clinical Skill lab

-I
-

Students Assessment

- Mid term exam to assess intellectual skills
- Final written exam to assess knowledge and critical thinking

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Assessment 1:- Mid term exa

Assessment 2:- Final written exam at the end of the term

- **Mid term exam** 20%
- **Final Examination** 80%
- **Total** 100%

List of References

Essential Books (Te

Bephage G. (2016): Social and behavioral sciences for nurses. 1st ed., London, Churchill Company

Conrad, P. (2017). The Sociology of Health and Illness: Critical Perspectives. Macmil

2-**Giddens A. (2017):** Sociology. 4th ed., Italy, Poli

3-**Bephage G. (2016):** Social and behavioral sciences for nurses. 1st ed., London, Churchi Livingstone Company.

رئيس القسم

منسق المقرر

نموذج
توصيف مقرر دراسى
بناء على المعايير الاكاديميه المبنيه على الكفايات
ابريل 2017

جامعة: المنوفية
MenoufiaUnversity
كلية: التمريض
Faculty of Nursing

قسم : التمريض الباطني الجراحي
Medical Surgical Nursing
تاريخ اعتماد التوصيف:

9- بيانات المقرر :

الرمز الكودي : 205م	**اسم المقرر : تطبيقات الكمبيوتر ونظم المعلومات مستوى ثالث**	**الفرقة / المستوى:Year er**
التخصص : Medical Surgical Nursing	**عدد الساعات المعتمدة: نظرى** 2	

- Aim of the course: 2

The course is designed to provide nursing student with an overview of the scientific foundations knowledge about basic concepts computer networks and using internet in an efficient way. Give the student knowledge about creating data base and using data base systems .

3-Course **3-توصيف المقرر المبنى على الكفايات:**

specification based on Competencies

Domain No: (1) Professional and Ethical Practice

tency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	As n
1.1 nstrate ledge, nding, sibility and ability legal s for ursing ractice	**1.1.1**Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions. **1.1.2** Apply nurses' code of ethics and professional conduct for ethical decision making. **1.1.3** Practise nursing based on policies and procedural guidelines considering patient/ client rights. **1.1.4**Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	**Basic concepts of computer networks** .Network operating system .Server .Modem .Computing power distribution **Internet and E-mail** • Types of mail • Creating E-mail **Data and Data bases** • Data base systems • Designing data bases • Creating tables	• Identify the basic concepts computer networks. • Identify the fundamental concepts in using Microsoft Excel. • Define Internet and E-mail. • Explain basic operations such as insert data**,** select data copy, move, delete, search and replace rows and columns.	Blended learning 50% using Webex and MS Team Modified lecture for discussion with small groups of students	Powerpoints presentation Videos	- P w ex - P Pr ex

Domin No. (2): Holistic Patient- Centered Care

2.1 Provide holistic and evidence-based nursing care in different practice settings.	**2.1.1** Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	-	-	- -
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	-	-	-
	2.1.3 Provide holistic patient-centered care respecting people diversity.	-	-	
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. **2.1.6** Examine evidence that	-	-	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities			
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	**2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms. **2.2.2.** Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. **2.2.3.** Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. **2.2.4.** Apply educational principles and counseling techniques appropriately and effectively with diverse populations. **2.2.5** Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	-	-	

Quality Assurance Unit

	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.		-	

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domin No.(3): Manage People, Work Environment and Quality

te ve ad in of re	**3-1-**1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	- -	-
	3.1.2 Plan and implement change conducive to the improvement of health care provision. **3.1.3** Organize own workload and apply time-management principles for meeting responsibilities.			-	-
	3.1.4 Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-
fe ng at or ad s.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care	-	-	-	

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	3-2-3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	-	-	-	-
th n y d o te g of e.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. **3-3-**2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. **3-3-**3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-
	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	.			

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

Domain No(4): Informatics and Technology

petency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Ass
Utilize ion and gy to health elivery, unicate, manage ge and support ecision for ent care	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings	**Internet and E-mail** • Types of mail • Data and Data bases • Data base systems • Designing data bases • Creating tables	• Compare between types of E-mail. • Evaluate basic operations of Data base systems. • Differentiate between designing data bases. • Apply internet and E-mail in the work • Utilize critical thinking skills when sort data	- Blended learning 50% using Webex and MS Team - Modified lecture for discussion with small groups of students -	Powerpoints presentation Videos	- Fin exa - Fin Prac exa

ize tion nication gies in very of lient	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Domin No. (5) : Inter- Professional Communication

borate eagues ers of care cilitate rdinate ed for iduals, and nities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	.				

	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

المقرر :

Course

أولا الفصل الدراسي الأول:

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
Basic concepts of computer networks Network operating system	2	1	2	
Basic concepts of computer networks Server Modem	4	2	2	
Basic concepts of computer networks Computing power distribution	4	2	4	
Internet and E-mail Types of mail	4	2	4	-
Internet and E-mail Creating E-mail	4	2	4	-
Data and Data bases Data base systems	4	2	4	-
Data and Data bases Designing data bases	4	2	4	-
Data and Data bases Creating tables	4	2	4	- -
Total	**30hours**	**15 week**	**30hrs**	**-**

التعليم

Teach

ed learning 50% using Webex and MS Team
ied lecture for discussion with small groups of students
s
ation

Break learning tasks into small steps.
Multimedia Education
- Provide regular quality feedback.
- Present information visually and verbally.

Use diagrams, graphics and pictures to support instruction.
Provide independent practice.
Model what you want students to do.

ent	**7- تقويم الطلاب:**
5. a.1- Mid-term 5. a.2- Final wrtten exam	**خ- الأساليب المستخدمة:** **Methods used**
Assessment Schedule t 1 Mid-term exam — 7th Week 2 Final written exam — end of semester	**ذ- التوقيت :** **Time**
ents	**ض- توزيع الدرجات :** **Mark Distribution**
Mid-Term Exam 10 10% Computer lab 10 10% Written Exam 80 80% Total 100 100%	
s	**8- قائمة الكتب الدراسية والمراجع**
aul J. Deitel, C How to Program, Fourth Edition, Prentice Hall, (2016) http://www.deitel.com/books/downloads.html#cHTP4, com/catalog/academic/product/0,1144,0131426443,00.htm	**أ- مذكرات Course note**
Books "Internet Reference Sources for Computing and Computer uide" (2018). University Libraries Faculty Scholarship. 12. ttp://scholarsarchive.library.albany.edu/ulib_fac_scholar/12	**ب- كتب ملزمة** **Recommended Books (Text books)**

منسق المقرر
رئيس القسم

أ.د/

نموذج
توصيف مقرر دراسى
بناء على المعايير الاكاديميه المبنيه على الكفايات
ابريل 2017

جامعة: المنوفية
Menoufia Unversity
كلية: التمريض
Faculty of Nursing

قسم : التمريض الباطني الجراحي
Medical Surgical Nursing
تاريخ اعتماد التوصيف:

10-بيانات المقرر :

الرمز الكودي : 210م	**اسم المقرر : تطبيقات الكمبيوتر ونظم المعلومات مستوى رابع**	**الفرقة / المستوى: year ter**
التخصص : Medical Surgical Nursing	**عدد الساعات المعتمدة: نظرى** 2	

- Aim of the course: 2

The course is designed to provide nursing student with an overview of the scientific foundations knowledge about fundamental concepts in using Microsoft Excel and First steps with spreadsheets adjust basic setting document exchange in an efficient way. Give the student knowledge about basic operations during insert data ,select data,copy, move, delete,search and replace.rows and columns and sort data.

3-Course specification based on Competencies **3-توصيف المقرر المبنى على الكفايات:**

Domain No: (1) Professional and Ethical Practice

etency	**Key elements**	**Course subjects**	**Subject objectives**	**Teaching Methods**	**Media used**	**Asse me**

nonstrate owledge, standing, onsibility and ability of legal ons for nursing practice	**1.1.1**Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions. **1.1.2** Apply nurses' code of ethics and professional conduct for ethical decision making. **1.1.3**Practise nursing based on policies and procedural guidelines considering patient/ client rights. **1.1.4**Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	Fundamental concepts in using .Microsoft Excel -First steps with spreadsheets -Adjust basic settings -Document exchange	• Identify the fundamental concepts in using Microsoft Excel. • Explain basic operations such as insert data, select data copy, move, delete, search and replace rows and columns.	Blended learning 50% using Webex and MS Team Modified lecture for discussion with small groups of students	Powerpoints presentation Videos	- Fin writ exar - Fin Prac exar

Domain No: (2): Holistic Patient- Centered Care

ency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	A
ovide and based re in erent ctice ings.	**2.1.1** Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. **2.1.2** Provideholistic nursing care that addresses the needs of individuals, families and communities across the life span. **2.1.3**Provide holistic patient-centered care respecting people diversity. **2.1.4** Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. **2.1.5** Utilize different community resources for referral to assist the patient/client and family through transitions across	**Basic operations** • Insert data • Select data • Copy, move, delete • Search and replace • Rows and columns • Sort data	• Evaluate basic operations such as insert data**,** select data ,copy, move, delete, search and replace rows and columns. • Differentiate between designing data bases.	- Blended learning 50% using Webex and MS Team - Modified lecture for discussion with small groups of students - Computer lab	Powerpoints presentation Videos	- Fi exa - Fi Pra -

	the continuum of care. **2.1.6** Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities					

Domain No.(3): Manage People, Work Environment and Quality

petency	**Key elements**	**Course subjects**	**Subject objectives**	**Teaching Methods**	**Media used**	**Asse m**
nonstrate effective rial and adership in the on of nursing care	**3.1.1**Plan and implement change conducive to the improvement of health care provision. **3.1.2** Organize own workload and apply time-management principles for meeting responsibilities.	**Formulas and functions** • Arithmetic and logical formul • Analysis, design and construction of spreadsheets	-Apply Excel skills in an industrial environment -Utilize critical thinking skills Arithmetic and logical formulas -Apply Printing simple spreadsheet documents and prepare and give presentations. - Solve a wide	- Modified lecture for discussion with small groups of students - Computer lab	Videos	- Final exam - Final exam

			range of problems related to the analysis, design and construction of spreadsheets			
	3.1.3 Organize own workload and apply time-management principles for meeting responsibilities. **3.1.4** Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	
ovide a working ment that harm ents and workers.	**3.2.1** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-2.** Act to protect patients and their families from unsafe, illegal, or unethical care **3-2-**3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	practice that enable and use the best evidences to maintain safe work environment.					
Review care s in the quality ators and rks to the goals of g the of ing care.	**3-3-**1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. **3-3-**2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. **3-3-**3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care. 3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

Domain No: (4): Informatics and Technology

petency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Asse m
Utilize tion and ogy to n health delivery, nunicate, manage dge and decision for ent care.	**4.1.1** Use different sources of data related to advanced standards of practice and patient care. **4.1.2**Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care	**Formatting** • Format cells - numbers • Format cells - text • Format cells - cell ranges • Spelling • Document setup **Printing** • Printing simple spreadsheet documents • Prepare and give presentations	-Appraise to format cells – numbers, format cells – text, format cells - cell ranges, spelling and document Manage time effectively when analysis, design and construction of spreadsheets.setup. -Demonstrate printing simple spreadsheet documents, prepare and give presentation.	Modified lecture for discussion with small groups of students - Computer lab	Videos	- Fina w ex - Fina Pr ex -

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	settings.					
ilize ation unication logies in ivery of /client	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domin No. (5) : Inter- Professional Communication

borate eagues ers of care cilitate rdinate ed for iduals, and nities.	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	.				
	5.1.3 Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

المقرر : **أولا الفصل الدراسي الثاني:**

Course

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
			P	T
Getting started with Excel undamental concepts in using Microsoft Excel.	4	2	4	-

irst steps with spreadsheets				
Getting started with Excel djust basic settings ocument exchange	2	1	2	
Basic operations nsert data elect data opy, move, delete	4	2	4	-
Basic operations earch and replace ows and columns ort data	4	2	4	
Formulas and functions rithmetic and logical formulas nalysis, design and construction of spreadsheets	4	2	-	-
Formatting ormat cells - numbers ormat cells – text	4	2	4	-
Formatting ormat cells - cell ranges pelling ocument setup	4	2	4	
Printing rinting simple spreadsheet documents repare and give presentations	4	2	4	-
Total	**30hours**	**15 week**	**30 hrs**	**-**

ed learning 50% using Webex and MS Team
ied lecture for discussion with small groups of students
s
ation

لتعليم

Teac

Break learning tasks into small steps. Multimedia Education • Provide regular quality feedback. • Present information visually and verbally. Use diagrams, graphics and pictures to support instruction. Provide independent practice. Model what you want students to do.	

7- تقويم الطلاب:	**ssessment**
ظ- الأساليب المستخدمة: **Methods used**	5. a.1- Mid-term 5. a.2- Final wrtten exam
غ- التوقيت : **Time**	**Assessment Schedule** ssment 1 Mid-term exam 7th Week ment 2 Final written exam end of semester
أ- توزيع الدرجات : **Mark Distribution**	Mid-Term exam 10 10% Computer lab 10 10% Written exam 80 80% Total 100 scores 100%
8- قائمة الكتب الدراسية والمراجع	**ferences**
أ- مذكرات Course note	. Deitel, C How to Program, Fourth Edition, Prentice Hall, 2016, http://www.deitel.com/books/downloads.html#cHTP4, enhall.com/catalog/academic/product/0,1144,0131426443,00.htm
ب- كتب ملزمة **Recommended Books (Text books)**	**ks** ernet Reference Sources for Computing and Computer Science: A cted Guide" (2018). University Libraries Faculty Scholarship. 12. http://scholarsarchive.library.albany.edu/ulib_fac_scholar/12

منسق المقرر
رئيس القسم

أ.د

جامعة المنوفية
كلية التمريض
قسم تمريض الأطفال

Course Specification for Under

Graduate Program

2019

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Out lines

Items	Code	Page
Matrix		3
Pediatric Nursing	307 (N)	4
Critical Care and Emergency of Pediatric Nursing	308 (N)	13
Pediatrics Medicine	309 (M)	21
Pediatric Surgery	310 (M)	29
Forensic Medicine and Toxicology	311 (M)	36
Care of handicapped children	313	43

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Matrix

Course Title	Knowledge and Understanding						Intellectual skills						Professional and Practical Skills									General and transferable Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	c 2	c 3	c 4	c 5	c 6	c 7	c 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Pediatric Nursing	x	x	x	x	x	x	x	x	x		x	x	X	x	x	x	x	x	x	x	x	X	X	x	X	X	x	x	X	x	x
Critical care and emergency of pediatric nursing	x	x	x	x	x	x	x	x	x		x	x	X	x	x	x	x	x	x	x	x	x		x	X	X	x	x	X	x	X
Pediatrics Medicine	x	x	x		x				x		x	x										x		x	X	X	x			x	X
Pediatric Surgery	x	x	x	x	x				x		x	x										x		x	X	X	x			x	X
Forensic Medicine & Toxicology	x	x	x	x		x	x				x	x											x	x	X	X	x	x		x	X
Care of handicapped children	x	x	x		x				x		x	x										x		x	X	X	x			x	X

Quality Assurance Unit
Menoufia University

00

Pediatric Nursing

Code 307 (N)

Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج رقم (12)

جامعة / أكاديمية : المنوفية
كلية / معهد : التمريض
قسم : الاطفال

توصيف مقرر دراسى

1- بيانات المقرر		
الرمز الكودى : Code 307 (N)	اسم المقرر : **Title:** Pediatric Nursing	الفرقة / المستوى : **Academic year / Third year**
التخصص : **تمريض اطفال**	**عدد الساعات الدراسية: نظري 3 عملي 5 بالاسبوع**	

2- هدف المقرر :	
2- **Overall Aims of Course** This course will enable students to gain the essential theoretical and practical basis of pediatric nursing with special emphasis of growth and development of children from birth to adolescence and provide basis of nursing care for common children problems in the light of applications of nursing process.	
3 – Intended Learning Outcomes of Course (ILOs)	3- المستهدف من تدريس المقرر

A - Knowledge and Understanding: a.1- Explain physical growth &development of children at different stages of development. a.2- Identify the essential facts of children care, needs and problems a.3- Define nurse's role in caring of different pediatric common diseases in light of nursing process a.5- Identify diseases that affect infants and children at different developmental stages. a.6- Determine the nutritional requirements, different methods of infant's feeding and most common nutritional disorders affecting infants and children and their care. a.7- Determine appropriate nursing care plan and intervention for children health problems.	أ- المعلومات والمفاهيم :
B-Intellectual Skills b.1- Distinguish between normal and abnormal growth and development of children. b.2- Design nursing care plan for infant and children with common pediatric health problems. b.3- Design nursing care plans of children with common health problems according to family's culture, needs and social standards. b.4- Prioutize nursing diagnoses, desired nursing outcome and nursing intervention.	ب- المهارات الذهنية:
C-Professional and Practical Skills c.1- Carry out counseling skills for mothers who have children with hereditary and developmental diseases c.2- Choose appropriate teaching methods for every children disease to provide health education	ج- المهارات المهنية الخاصة بالمقرر

D-General and transferable Skills:- d.1- Participate in counseling families d.2- Reassure caregivers about condition of their children d.3- Cooperate with health team to provide coordinated care	
	4- محتوى المقرر :

Topics	**Total No of Hrs**	**Lecture/ hrs**	**Practical / Hrs**	
1-Introduction to pediatric nursing (growth and development) a- Infant& toddler stage. b- Preschool, school & adolescent stage	54	9	45	
2-Nursery school	18	3	15	
3-Health promotion of infants	18	3	15	
4-Adaptation of children to hospitalization	18	3	15	
5-Management of normal neonates	18	3	15	
6-Nutritional deficiency	18	3	15	
7-Management of infants and children with diseases of respiratory system	18	3	15	
8-Management of infants and children with of communicable diseases	18	3	15	
9-Management of infants and children with diseases of the central nervous system problems	18	3	15	
10-Management of infants and children with skin diseases	18	3	15	
11-Management of infants and children with diseases of	18	3	15	

gastrointestinal system				
12-Management of infants and children with diseases of the urinary system	18	3	15	
13-Management of infants and children with diseases of circulatory system	18	3	15	

5- أساليب التعليم والتعلم	**5 – Teaching and Learning Methods** 1- Lectures. 2- Group discussions. 3- Demonstration in faculty lab and hospitals. 4- Individual and group conferences. 5- Simulations. 6- Audio visual presentations. 7- Mother class 8- Case study 9-Seminar 10- Self learning.
6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	**لا يوجد طلاب ذوى القدرات المحدودة**
7- تقويم الطلاب :	
أ- الاساليب المستخدمة	**- Student Assessment Methods** 1-Quizzes. 2- Written mid-term 3- Written final examinations 4- Oral examinations.

5- Assignments, Mother class, case study of nursery school observations report & conference presentation 6- Ongoing clinical evaluation 7- Final clinical evaluation	
-Assessment Schedule Assessment 1: Laboratory skills 1st and 2nd weeks all groups Assessment 2: Nursery School 3rd and 4th weeks all groups Assessment 3: Periodic practical exam at different clinical areas from 5-13 weeks Assessment 4: Written mid –term exam 7th week Assessment 5: Final practical and oral exam 14th week Assessment 6: Final written exam 16th weeks	**ب- التوقيت**
Weighting of Assessments Semester work 100 33.4% Mid-Term exam 20 6.6% Oral exam 30 10% Practical exam 30 10% Final written Exam 120 40% Total 300 100%	**ج- توزيع الدرجات**
6- List of References	**8- قائمة الكتب الدراسية والمراجع :**
6.1- Course Notes Pediatric Nursing staff. (2015): Pediatric Nursing Hours Publisher	**أ- مذكرات**

6.2- Essential Books (Text Books) Hockenberry, W. (2015). Wong's Nursing Care of Infants and Children. 10 th ed, Elsevier Company. Canada. ----------	**كتب ملزمة**
6.3- Recommended Books 1. Hockenberry, W. (2015). Wong's Nursing Care of Infants and	**كتب مقترحة**

Children. 10 th ed, Elsevier Company. Canada. 2. Kyle, T & Carman, S. (2014). Essentials of Pediatric Nursing. 2nd ed. Lippincott Williams and Wilkins. New York. 3. Sharma, R. (2013). Essentials of Pediatric Nursing.1ed. Mosby Company. London. 4. Kyle, T & Carman, S. (2013). Essentials of Pediatric Nursing. 2nd ed. Lippincott Williams and Wilkins. New York. 5. Kelsey, J & Mc Ewing, G. (2012). Clinical skills in child health practice. 1st ed. Saunders Company. London. 6. Mitchell, P. (2011). Defining Patient Safety and Quality Care. Retrieved from http:// www.ncbi. nlm.nih.gov /books /NBK 2681/#ch1.s3 7. Hockenberry.M.J, (2014). Wong's Nursing Care of Infants and Children, 8th edition, Mosby, New York	
6.4- Periodicals, Web Sites, etc 1-Pediatric Nursing Journal 2-Community Nursing Journal 3- Maternity & Neonatal journal 4-American Academy of Pediatrics	**د- دوريات علمية أو نشرات ... الخ**

أستاذ المادة: د/ امل عبد الرازق د . فاطمة عبدالحسيب احمد

رئيس مجلس القسم العلمى

ا.د/ نجوى زين الدين

Curriculum Map

No	Content	Time table	Intended Learning Outcomes				Teaching and Learning activities	Method of assessment	Evidence
			Knowledge and Understanding:	Intellectual Skills	Professional and Practical Skills	General and Transferable Skills			
1	Introduction to Pediatric Nursing (Growth and Development)	1-2	a.1			d.1, d.5	Lecture	Semester work Mid-Term exam 5% Oral exam 15% Practical exam	Score of Semester work 25% Score of Mid-Term exam 5% Score of Oral exam 15% Score of Practical exam 15% Score of Final written Exam 40% Total 100%
2	- Infant& Toddler stage. - Preschool, School & Adolescent stage	3	a.1, a.2,a.6	,b.2, b.4	c.1, c.4, c.8, c.9	d.1, d.4, d.5	Lecture		
3	Nursery School	4	a.1, a.4 ,a.5	b.2 ,b.3, b.4	c.1, c.4, c.8, c.9,	d.5	Lecture		
4	Health promotion of Infants	5	a.2	,b.4	c.1, c.4	d.1, d.2	Lecture		
5	Adaptation of children to hospitalization	6	a.2, a.4	b2, ,b.3	,c.1, c.4, c.5,	,c.1, c.4, c.5	Lecture		
6	Management of Neonates and high risk	7	a.1, a.2 ,a.4, a.6	b.2 ,b.3, b.4 ,	c.1, c.4, c.5.	d.1, d.2 ,d.4, d.5	Lecture		
7	Infant Nutritional deficiency	8	a.2, a.3, a.4 ,a.5	b.2 ,b.3, b.4	c.1, c.2	d.1,d.3, d.4, d.7	Discussion		

8	Management of infants and children with diseases of respiratory system	9	a.1, a.4 ,a.5	b.1, b.2 ,b.3	c.2, c.5	,d.1, d.2	Lecture	Final written Exam	
9	Management of Infants and children with of Communicable Diseases	10	a.1, a.3	b.2 ,b.3 ,b.4	C.1, c.4, c.5	d.1, d.2 d.3, d.4	Lecture		
10	Management of infants and children with diseases of the Central Nervous System	11	A1, a2, a3, a4 ,a5	b2 ,b.3 ,b.4	C1, c4, c5	d.1, d.2 d.3, d.4	Lecture	Total 300	
1	Management of Infants and Children with Skin diseases	12	a.1, a.2, a.3, a4 ,a.5	b2 ,b.3 ,b.4	C.1, c.4, c.5	d.1, d.2 d.3, d.4	Lecture		
12	Management of infants and children with diseases of Gastrointestinal system	13	a.1, a.2, a.3, a.4 ,a.5	b2 ,b.3 ,b.4	C1, c4, c5	d.1, d.2 d.3, d.4	Discussion		
13	Management of Infants and Children with diseases of the Urinary system	14	a.1, a.2,			,d.3 d.4	Lecture		
14	Management of Infants and Children with diseases of Circulatory system	15	a.1 d.1, d.5	a.1 d.1, d.5	a.1 d.1, d.5	a.1 d.1, d.5	Discussion		

Course title: Pediatric Nursing Course coordinator: **Code: 307 (N)**

أستاذ المادة [د امل عبد الرازق

د . فاطمة عبدالحسيب احمد

رئيس القسم

ا.د/ نجوى زين الدين

Critical care and emergency of pediatric nursing

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Code: 308 (N)

نموذج رقم (12)

جامعة :- المنوفية.
كلية :- التمريض.
قسم:- تمريض

توصيف مقرر دراسي

1- بيانات المقرر		
الرمز الكودي: **Code:** 308 (N)	**اسم المقرر:** **Title:** Critical Care and Emergency of Pediatric Nursing	**الفرقة / المستوى** **Academic year /** Third year
التخصص: Pediatric Nursing	**عدد الساعات الدراسية:** **نظري** 2hour/ week **عملي** **تطبيقى** 2 hours/week اكلينيكى 4 hours/week	

2 - **هدف المقرر:**	**2- Overall Aims of Course** This course will provide the students with basic knowledge and skills needed to provide nursing care to critically ill infants and children
3- المســـتهدف مـــن تدريس المقرر:	**3 – Intended Learning Outcomes of Course (ILOs)**
أ- المعلومات والمفاهيم:	**A - Knowledge and Understanding:** a.1- Define the concept of pediatric critical care a.2- Identify the role of nurse in different pediatric critical care situation including terminally ill, heart, renal failure, Electrolyte imbalance, shock and trauma based on evidence based nursing practice. a.3- Explain the importance and utilization of modern technology at

pediatric critical care settings. a.4- Identify ethical and legal considerations for emergency pediatric care	
B-Intellectual Skills b.1- Contrast the causes and clinical manifestations of the different critical pediatric health problems. b.2- Analyze the different nursing roles. b.3- Design plan of care for children with pediatric critical problems. b.4- Utilize problem solving technique while providing nursing care	ب- المهـــــارات الذهنية:
C-**Professional and Practical Skills** c.1- Demonstrate competency in skills needed in critical care unit Including oxygen therapy, resuscitation and suctioning. c.2- Demonstrate nursing care to infant and children patients with shock ,trauma, renal and heart failure and electrolyte imbalances based on evidence – based nursing practice . c.3- Apply primary and secondary level of prevention in caring for critically ill children. c.4- Utilize the concepts of pediatric nursing critical care in design strategies for management of critically ill neonates. c.5- design wise decision during difficult life threatening situations	ج- المهـــــارات المهنيـــــــة الخاصـــــــة بالمقرر:
D-General and Transferable Skills d.1- Establish interpersonal relationship with critically ill pediatric patients and their families. d.2- Cooperate with interdisciplinary staff members and coordinate nursing care of critically ill pediatric patients. d.3- Apply principles of advocacy, ethics & human rights with critically ill pediatric patients. d.4- Encourage the mother to participate in the child care during their critical condition . d.5- Accept parent feelings and questions about their child's diseases and	د- المهارات العامة

prognoses . d.6- Convince family to comply with follow up care.	

Topic	Total No. of hours	Lecture	Tutorial & practical	محتوى المقرر
1- Common concept of pediatric critical care	8	2	6	
2-Death and life	4	2	6	
3- Fluid and Electrolyte balance & Imbalance	4	2	6	
4-Congestive heart failure and its nursing management.	8	2	6	
5-Shock and its nursing management.	4	2	6	
6-Pediatric trauma and its nursing management	4	2	3	
7-Acute Renal failure and its nursing management	4	2	3	
8-Acute hepatic failure and its nursing management	4	2	3	
9-Acute respiratory distress syndrome and its Nursing Management	4	2	3	
10- Diabetic ketoacidosis and its nursing management.	4	2	3	

4 – Teaching and Learning Methods 4.1- Lectures 4-2- Demonstration and re demonstration at faculty pediatric nursing labs 4- 3- Case Studies 4.4- Supervised clinical training 4.5- Simulation	**5- أساليب التعليم و التعلم**
	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	7- تقويم الطلاب
5- Student Assessment Methods 5.1- Check list 5.2- Written mid – term exam 5.3- Written Final exam 54- practical examination 5.5- Oral Final exam	**أ- الأساليب المستخدمة**
-Assessment Schedule Assessment 1**:** Laboratory skills 4th week Assessment 2: On going clinical evaluation 5 th to13th week Assessment 3: Written mid-term exam 7th weeks. Assessment 4: Final practical examination 15 week. Assessment 5: Final Oral exam 15 weeks. Assessment 6: Final written exam 16 weeks	**ب- التوقيت**
Weighting of Assessments Mid-Term Exam 15 5 % Final-written Exam 40 40 % Final- Oral Exam. 10 10 % Final- Practical Exam 10 10 % Semester Work 35 25 % Total 100 100%	ج- توزيع الدرجات
6- List of References	**8- قائمة الكتب الدراسية والمراجع:**
6.1- Course Notes Pediatric Department Staff, (2015- 2016): Critical Care and Emergency of Pediatric Nursing , El Amana Publisher.	أ- مذكرات

ب- كتب ملزمة	6.2- Essential Books (Text Books) 1. Urdan, L., Stacy, K & Lough, M. (2012). Priorities in Critical Care Nursing. 6th ed. Jaypee Company. United State of America.-
ج- كتب مقترحة	**6.3- Recommended Books** 1-Hockenberry, W. (2015). Wong's Nursing Care of Infants and Children. 10 th ed, Elsevier Company. Canada. 2. Kyle, T & Carman, S. (2014). Essentials of Pediatric Nursing.2nd ed. Lippincott Williams and Wilkins. New York. 3. Sharma, R. (2013). Essentials of Pediatric Nursing.1ed. Mosby Company. London. 4. El Nagar, M. (2014). Pediatric Clinical Diagnosis, 6th Ed., Kalyoub, Cairo. 5. Hockenberry.M.J, (2015). Wong's Nursing Care of Infants and Children, 8th edition, Mosby, New York.
د- دوريات علمية أو نشرات ...	**6.4- Periodicals, Web Sites, etc** - American Academy of Pediatrics - Pediatric Nursing, Science Direct, Maternal and Neonatal Nursing Journal - Pediatric Emergency Nursing Journal **Web site** http//www.megupload.com/?d=btolrKRX Wiley-Blackwell Journal Backfile collection Http:/www3.interscience.wiley.com

أستاذ المادة: ا.م/ نجوى زين الدين

د. هناء ابراهيم محمد السيد

د. فاطمة عبد الحسيب احمد

رئيس مجلس القسم العلمي

ا.م/ نجوى زين الدين

Curriculum Map

Course title: Critical Care and Emergency of Pediatric Nursing
Course coordinator: Assit.Prof /Tagreed Kamal
Code: 308 (N)

No	Content	Time table	**Intended Learning Outcomes**				**Teaching and Learning activities**	**Method of assessment**	**Evidence**
			Knowledge and Understanding:	Intellectual Skills	Professional and Practical Skills	General and Transferable Skills			
1	Common concept of pediatric critical care	1-2	a.1,a.2, a.4	b.2	c.3,c.4,c.7, c.8	d.1,d.3, d.4,d.5	Lecture	Mid-Term Exam 15 Semester Work 15 Final- Oral Exam. 15 Final - Practical Exam 15 Final-written Exam 40 Total 100	Score of Mid term Exam (%15) Score of Semester Work (%15) Score of Oral & Practical Exam (%15) Score of Written exam (40 %)
2	Death and life	3-4	a.3	b.3,	c.3	d.1,d.2, d.4, d.5, d.7	Discussion		
3	Fluid and Electrolyte balance & Imbalance	5-6	a.3	b.2 ,b.4	c.4	. d.2, d.4, d.7	Problem solving		
4	Congestive heart failure and its nursing management	7-8	a.2,a.3	b1,b3 ,b6,b7,b 8,b9	c3,c4 ,c7, c8	d.1,d.2, d.3, d.,d.5,d .6,d.7	brain storming		
5	Shock and its nursing management	9-10	a.2,a.3,a. 6 ,a.7	b.1,b.2,b .3,b.4	c.1,c. 3,c.4	d.1,d.3, d.4	Lecture		
6	Pediatric trauma and its nursing management	11	a.2,a.3	b.1,b.3	c.1,c. 2,c.3, c.4 ,c.7, c.9	d.1,d.2, d.3,d.4 , d.7	Lecture		

7	Acute Renal failure and its nursing management	12	a.2,a.3	b.1,b.3 ,b.6,b7,b .8,b.9	c.1,c.3,c.4, c.7, c.8	d.1 ,d. 3,d .4 d.5 , d.6 ,d. 7	Lecture		Total 100 %
8	Acute hepatic failure and its nursing management	13	a.2,a.3,a. 6,a.7	b.1,b.3	c.1,c.3 ,c.4,c.9	d.1 ,d. 3, d.4 , d.7	Lecture		
9	Acute respiratory distress syndrome and its Nursing Management	14	a.2,a.3	b.1,b.3, b.4	c.1, c.2, c.3,c.4	d.3 ,d. 4,d .5, d.7	Lecture		
10	Diabetic ketoacidosis and its nursing management.	15	a.2,a.3	b.1,b.3	c3,c4, c5, c9	d.1 , d.5 ,d. 7	Lecture		

Faculty of Nursing
Quality Assurance Unit
Monufia University

أستاذ المادة : ا.م/ نجوى زين الدين

د. هناء ابراهيم محمد السيد

د. فاطمة عبد الحسيب احمد

رئيس مجلس القسم العلمي

ا.م/ نجوى زين الدين

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Pediatrics Medicine

Code: 309(M)

نموذج رقم (12)

جامعة: المنوفية
كلية: التمريض
قسم : تمريض الاطفال

توصيف مقرر دراسي

1- بيانات المقرر		
الرمز الكودى :	**اسم المقرر :طب اطفال**	**الفرقة / المستوى**
Code: 309(M)	**Title:** Pediatrics Medicine	**Academic year / Third year**
التخصص :اطفال	**عدد الساعات الدراسية: نظري** 2 hr / week	**عملي** -

2- هدف المقرر :	**2- Overall Aims of Course**
	This course will provide students with basic theoretical knowledge about pediatric health problems and its diagnosis, complications and management. Special emphasis will be based on growth and development, infant nutrition. As well as early detection and prevention

of the major health problems of infants and children.	
3 – Intended Learning Outcomes of Course (ILOs)	**3- المستهدف من تدريس المقرر :**
A - Knowledge and Understanding a.1- Identify the causes and manifestations of common pediatric health problems of different body systems. a.2- List predisposing factors and socio cultural impact for major pediatric health problems of different body systems . a.3- Enumerate the diagnostic measures for major pediatric health problems of different body systems. a.4- Explain therapeutic management of major pediatric health problems of different body systems . a.5- Identify the evidence base practice finding related to common health problems.	**أ- المعلومات والمفاهيم :**
B-Intellectual Skills b.1- Differentiate between normal and abnormal growth and development b.2- Analyze different causes and patho physiology of common pediatric health problems for different body systems. b.3- Design the therapeutic management of common pediatric health problems of different body systems.	**ب- المهارات الذهنية :**
C-Professional and Practical Skills c.1- assist in diagnostic and laboratory studies to reach for appropriate medical diagnosis	**ج- المهارات المهنية الخاصة بالمقرر :**

D-General and Transferable Skills d.1- Cooperate with health team members effectively. d.2- Apply principles of advocacy, ethics and human rights. d.5- Use skills of health education for health promotion and health maintenance of infants and children.	**د- المهارات العامة :**
	محتوى المقرر

Topics	*Total No. of hours*	*Lecture*	*Tutorial*		
1-Growth & Development	4	4	-		
2- Nutrition of infants and children. (Breast feeding and weaning)	4	4	-		
3- Malnutrition disorder	2	2	-		
4-Normal Neonate	2	2	-		
5- High Risk Neonates	4	4	-		
6- New concept in Acute diarrhea	2	2	-		
7-Respiratory system diseases	2	2	-		
8- Cardiovascular	2	2	-		

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

diseases				
9- Urology system disorder	2	2	-	
10-C.N.S disorders	2	2	-	
11- Infectious diseases and their prevention	2	2	-	
12– Blood diseases	2	2	-	

5- أساليب التعليم والتعلم	**5 – Teaching and Learning Methods** 1-Lecture 2- Discussion
6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة	
7- تقويم الطلاب :	
أ- الاساليب المستخدمة	**- Student Assessment Methods** 1- Written Mid- Term exam 2- Written final exam
ب- التوقيت	**-Assessment Schedule** Assessment 1: Written mid- Term exam 7th weeks Assessment 2: Written final exam 16 / weeks
ج- توزيع الدرجات	**Weighting of Assessments** Written Mid- Term exam 30 30% Written Final-term Exam 70 70% Total 100 100%
8- قائمة الكتب الدراسية والمراجع :	**6- List of References**

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

6.1- Course Notes	**أ- مذكرات**
6.2- Essential Books (Text Books) Julia A. and MaCcmilliam M. (2014) Principles and practice of Pediatrics Lippencott, William and Willkins Oski's P	**ت- كتب ملزمة**
6.3- Recommended Books • 1- Hockenberry, W. (2015). Wong's Nursing Care of Infants and Children. 10 th ed, Elsevier Company. Canada. Chapter X11. • Kyle, T & Carman, S. (2014). Essentials of Pediatric Nursing.2nd ed. Lippincott Williams and Wilkins. New York. Chapter 25. • Sharma, R. (2013). Essentials of Pediatric Nursing.1ed. Mosby Company. London. • Aspden, J. Corrigan, J. Wolcott, S. (2014). Erickson, Patient safety: achieving a new standard for care, Institute of Medicine, National Academies, Washington. • Behrman, R., Kliegman, R., & Jenson, H., (2012). Nelson Text Book Of Pediatrics, 16th Ed., W.B. Saunders Company, London, New York	**ث- كتب مقترحة**
6.4- Periodicals, Web Sites, etc • https://www.sciencedirect.com/ • https://www.clinicalkey.com/ • https://www.elsevier.com	**د- دوريات علمية أو نشرات ... الخ**

أستاذ المادة : ا.د أحمد ثابت
ا. د/احمد خطاب
د/ مها عاطف توفيق

رئيس مجلس القسم العلمى

ا.م / نجوى زين الدين

Curriculum Map

Course title: Pediatrics Medicine

Course coordinator: **Assit.Prof /Tagreed Kamal**

Code: 309 (M)

No	Content	Time table	**Intended Learning Outcomes**				**Teaching and Learning activities**	**Method of assessment**	**Evidence**
			Knowledge and Understanding:	Intellectual Skills	Professional and Practical Skills	General and Transferable Skills			
1	Growth &Development Nutrition of infants and children. (Breast feeding and weaning)	1-2	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	,d.1,d.2	Lecture	Mid term Exam	Score of Mid term Exam (%30)
2	Malnutrition disorder	3-4	a.1,a.2, a.3, a.4. a.5 ,	b.3	c.2,c.4	d.1,d.2	Lecture		
3	Normal Neonates	5	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	d.2	Lecture	Written exam	
4	High Risk Neonates	6	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	,d.1,d.2	Discussion		Score of Written exam (%70)
5	New concept in acute diarrhea	7-8	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Lecture		
6	Respiratory system diseases	9	a.1,a.2, a.3, a.4, a.5	b.2,b.3,	c.2,c.4	d.2	Brainstorming		
7	Cardiovascular diseases	10	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Discussion		

8	Urology system disorder	11	a.1,a.2, a.3, a.4, a.5	b.2,b.3,	c.2,c.4 d.2	d.2	Lecture		
9	C.N.S disorders	12	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	,d.1,d.2	Lecture		
10	Infectious diseases and their prevention	13	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Lecture		
11 11	Blood diseases	-15 14	a.1,a.2, a.3, a.4, a.5	b.2,b.3,	c.2,c.4	d.2			

أستاذ المادة : ا.د أحمد ثابت

د/احمد خطاب

د/ مها عاطف توفيق

رئيس مجلس القسم العلمي

ا.م / نجوى زين الدين

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

Pediatric Surgery

Code 310 (M)

Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج رقم (12)

جامعة: **المنوفية**.
كلية: **التمريض**
قسم : تمريض**الاطفال**

توصيف مقرر دراسي

1- بيانات المقرر		
الرمز الكودي : **Code**: 311M	اسم المقرر : جراحة اطفال **Title: Pediatric surgery**	الفرقة **Academic year / 3rd year**
التخصص : تمريض اطفال	**عدد الساعات الدراسية: نظري** - **2**hrs/ week	**عملي**

2- هدف المقرر	**2- Overall Aims of Course** This course will provide students with basic theoretical knowledge about pediatric surgical problems and their causes, diagnosis, complications and surgical management.
3- المستهدف من تدريس المقرر :	**3 – Intended Learning Outcomes of Course (ILOs)**
أ – المعلومات والمفاهيم	**A - Knowledge and Understanding:** a.1- Identify the routine care for surgical units admission. a.2-Explain the causes, path physiology, and treatment of different surgical problems. a.3- Identify congenital anomalies and different types.

B-Intellectual Skills b.l- Differentiate between the-common different surgical problems. b.2-Interpret Different causes and path physiology of the different pediatric surgical problems. b3-Analyse therapeutic management of the different pediatric surgical Problems.	ب- المهارات الذهنية :
C-Professional and Practical Skills ----------	جـ - المهارات المهنية الخاصة بالمقرر :
D-General and Transferable Skills d.l- Cooperate with mother during stressful event. d.2- Establish interpersonal relationship with patient and families.	د – المهارات العامة :
	4- محتوى المقرر

Topics	**Total No. of hours**	**Lecture**	**Practical / Hrs**	
1-Defects of gastrointestinal tract a-Cleft lip& cleft palate b- Esophageal atresia. c- Tracheoesophageal fistula	5	5	-	
2- Malformations of the central Nervous System.	2	2	-	
3- Cranial Deformities	2	2	-	
5- Skeletal Defects	2	2	-	
6- Hernias.	2	2	-	
7- Defects of Genitourinary tract.	2	2	-	

4 – Teaching and Learning Methods 3.1- Lecture. 3.2- Discussions.	5- أساليب التعليم والتعلم :

	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة :
7- تقويم الطلاب :	
5- Student Assessment Methods 5.1. Written Mid-term exam 5.2. Written final exam.	أ – الأساليب المستخدمة :
6-Assessment Schedule Assessment 1- Written Mid-term exam 7th weeks Assessment 2- written final exam 16th weeks	ب- التوقيت :
7- Weighting of Assessments Written Mid-term exam 30 30% Written final Exam 70 70% Total 100 100%	جـ - توزيع الدرجات :
6- List of References	قائمة الكتب الدراسية والمراجع :
6.1- Course Notes Prepared by the lecturer of pediatric surgery.	أ – مذكرات :
6.2- Essential Books (Text Books) ----------	- كتب ملزمة :

Faculty of Nursing
Quality Assurance Unit
Menoufia University

جـ - كتب مقترحة : **6.3- Recommended Books** Browne, M., Mc Comiskey, D & Flanigan, M . (2103) . Nursing Care of the Pediatric surgical patient.3th ed. Jones & Barteltt Learning. United State of America. Gaxiola A, Varon J, Valladolid G. (2009). "Congenital diaphragmatic hernia: an overview of the etiology and current management.Retrieved from http://en. wikipedia. org/wiki/ Congenital_ diaphragmatic_hernia Michael, H & Thompson, J. (2005). Clinical surgery. 2nd ed. Elsevier Saunders. London. Bergman, A. (2001). Common Problems of Pediatrics, McGraw-Hill International edition.	
د – دوريات علمية أو نشرات .... إلخ **6.4- Periodicals.** 1-American Academy of Pediatrics	

أستاذ المادة : ا.د/ احمد فرج القاصد
د/ احمد جابر التطاوى
د / عاصم فايد مصطفى

رئيس مجلس القسم العلمي
ا.م / نجوى زين الدين

Curriculum Map

Course title: Pediatric Surgery
Course Cordinator: Assist Prof /Tagreed Kamal

Code: 310 (M)

No	Content	Time table	**Intended Learning Outcomes**				**Teaching and Learning activities**	**Method of assessment**	**Evidence**
			Knowledge and Understanding:	Intellectual Skills	Professional and Practical Skills	General and Transferable Skills			
1	1-Defects of gastrointestinal tract a-Cleft lip& cleft palate b- Esophageal atresia. c- Tracheoesophageal fistula	1-2-3-4-5	a.1, a.1, a.3	,b.5 b1, b2 ,b.3	c.2, c.5	,d1, d.2 ,d.8	Lecture	Mid term Exam Written exam	Score of Mid term Exam (%30) Score of Written exam (%70) Total 100 %
2	Malformations of the central Nervous System.	6-7	a.1, a.2, a.3	b.1, b.2,b.3	c.2 \\\\\\\ ,	d.1, d.2	Lecture		
3	Cranial Deformities	8-9	a.1, a.2, a.3	b.1, b.2,b.3	C.2	d.1, d.2	Lecture		
4	Skeletal Defects	10-11	a.1 , a.2 , a.3	b.1, b.2,b.3	c.2	d.1, d.2	Lecture		

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5	Hernias	12-13	a.1 , a.2 , a.3	b1, b.2,b.3	c.2	d.2	Lecture		
6	Defects of Genitourinary tract	14-15	a.1 , a.2 , a.3	b.1, b.2,b.3	c.2 ,	,d.1, d.2	Lecture		

أستاذ المادة: : ا.د/ احمد فرج القاصد
د/ احمد جابر التطاوى
د / عاصم فايد مصطفى

رئيس مجلس القسم العلمي

ا.م / نجوى زين الدين

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Forensic Medicine & Toxicology

Code 311 (M)

Quality Assurance Unit
Menoufia University

نموذج رقم (12)

جامعة :- المنوفية.
كلية :- التمريض.
قسم:- تمريض الاطفال

توصيف مقرر دراسي

1- بيانات المقرر		
الرمز الكودي: **Code**: 312 (M)	**اسم المقرر:** **Title:** Forensic Medicine and Toxicology	**الفرقة :** **Academic year / 3rd year**
التخصص: Nursing science	**عدد الساعات الدراسية: نظري** 1 hr / week **عملي** -	

2- هدف المقرر:	**2- Overall Aims of Course** At the end of this course the students will be able to gain medical knowledge about the service of law and justice as well as identify *toxicological conditions and the nursing role.*
3- المستهدف من تدريس المقرر:	**3 – Intended Learning Outcomes of Course (ILOs)**
أ- المعلومات والمفاهيم:	**A - Knowledge and Understanding:** a.1- Explain medico legal aspects in nursing. a.2-Identify causes and diagnosis of death. a.3- Innumerate the complications of criminal abortion. a.4- Describe how dealing with wound management in different

Faculty of Nursing
Quality Assurance Unit
Menoufia University

criminal cases . a.5- List factors affecting severity of poisoning . a.6- Identify the evidence base of practice.	
B-Intellectual Skills b.1- Analyze medico legal importance of age in the Egyptian law. b.2- Discriminate between criminal and non criminal cases. b.3- Utilize problem solving technique while providing nursing care.	ب- المهارات الذهنية:
C-Professional and Practical Skills ----------	ج- المهارات المهنية الخاصة بالمقرر:
D-General and Transferable Skills d.1- Coordinate between health sectors in law and justice Sector in toxicological conditions. d.2- Apply principles of advocacy, ethics & human rights in criminal cases. d.3- Apply human rights in criminal cases and toxicology. d.4- Cooperate with the medical team in the management of the human with different criminal problems.	د- المهارات العامة:
	4- محتوى المقرر:

Topic	**Total No. of hours**	**Lecture**	**Tutorial / Practical**	
1-Legal aspects of medical practice	2	2	-	
2-Wounds and its classifications	2	2	-	
3- Forensic toxicology	2	2	-	

4- Asphyxia	1	1	-	
5- Sexual offences and criminal abortion	1	1	-	
6- Injury and death in infancy and childhood	1	1	-	
7- Elementary genetics and testing for parentage	2	2	-	
8- Head injuries and industrial injuries	2	2	-	
9- Fire, water, heat, cold and neglect	2	2	-	

4 – Teaching and Learning Methods 4.1- Lecture 4.2- Discussion	**5- أساليب التعليم و التعلم**
	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	7- تقويم الطلاب
5- Student Assessment Methods 5.1 - Written midterm exam 5.2- Written final exam	ت- الأساليب المستخدمة
6-Assessment Schedule Assessment 1: Written mid term exam 7th week Assessment 2: Written final exam 16th week	ث- التوقيت
Weighting of Assessments	ح- توزيع الدرجات

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Written mid-term exam	30	30%
Written final-term examination	70	70%
6- List of References		**8- قائمة الكتب الدراسية والمراجع:**
6.1- Course Notes Lecture notes on forensic medicine, D. J. Gee 4th		أ- مذكرات
6.2- Essential Books (Text Books) ----------		ب- كتب ملزمة
6.3- Recommended Books 1-Siegel, J. (2012). Forensic Science the Basics. 1ed. Taylor and Francis group. London. 2- Langford, A & Holmes, W. (2013). Practical Skills in Forensic Science. 3ed. Taylor and Francis group. london. 3-Stuart, H., James, S & Norddy,J . (2011). Forensic Science An Introduction to Scientific and Investigative Techniques.2nd ed. Taylor and Francis group. london.		ج- كتب مقترحة
6.4- Periodicals. 1-Pediatric Nursing Journal 2-American Academy of Pediatrics		د- دوريات علمية أو نشرات ...

أستاذ المادة: ا.د/ سامى عبدالهادى حماد

ا.د/ سامى مصطفى بدوى

د/ صفاء عبدالظاهر امين

رئيس مجلس القسم العلمي:

ا.م / نجوى زين الدين

Curriculum Map

Course title: Forensic Medicine and Toxicology
Course coordinator: Assit Prof /Tagreed Kamal
Code: 311 (M)

No	Content	Time table	**Intended Learning Outcomes**				**Teaching and Learning activities**	**Method of assessment**	**Evidence**
			Knowledge and Understanding:	Intellectual Skills	Professional and Practical Skills	General and Transferable Skills			
1	Legal aspects of medical practice	1-2			c.1,c.2,	d.1,d.5	Lecture	Mid term Exam	Score of Mid term Exam (%30)
2	Wounds and its classifications	3-4	a.1,a.3 ,a.4, a.6	b.3		d.5	Discussion		
3	Forensic toxicology	5-6	a.2,a.5 ,a.6	b.3,		d.2,d.3, d.4	Problem solving	Final Written exam	Score of Final Written exam 70
4	Asphyxia	7	a.2, a.6	,b.3,		,d.3, d.4	brain storming		
5	Sexual offences and criminal abortion	8	a.1,a.3 ,a.6	,b.3,		d.2,d.3, d.4	Lecture		
6	Injury and death in infancy and childhood	9	a.1,a.3 ,a.6	b.3,		d.2,d.3, d.4	Lecture		Total 100 %

7	Elementary genetics and testing for parentage	10-11	a.2,a.3 ,a.6,a. 7,	b.1,b.6, b.7,b.8, b.9	c.7, c.8,	,d.1,d.4	Lecture		
8	Head injuries and industrial injuries	12-13	a.1 ,a.6,	b.1, b.3	c.7, c.8	,d.2,d.3, d.4	Lecture		
9	Fire, water, heat, cold and neglect .	14-15	a.6,		c.2	,d.2,d.4	Lecture		

أستاذ المادة: ا.د/ سامى عبدالهادى حماد

ا.د/ سامى مصطفى بدوى

د/ صفاء عبدالظاهر امين

رئيس مجلس القسم العلمي

ا.م / نجوى زين الدين

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Care of handicapped children

Code 313 (N)

نموذج رقم (12)

جامعة / أكاديمية : المنوفية
كلية / معهد : التمريض
قسم : الاطفال

توصيف مقرر دراسى

1- بيانات المقرر		
الرمز الكودى : Code 313 (N)	اسم المقرر : {**Title:** Care of handicapped children	الفرقة / المستوى : **Academic year / Third year**
التخصص : **تمريض اطفال**	**عدد الساعات الدراسية: نظري** 1	**عملي** - hr / week

2- هدف المقرر :
2- **Overall Aims of Course** . This course will provide an introduction to curricula pertaining to students with severe disabilities including intellectual disabilities, physical impairments, and autism. Emphasis will be placed on family-centered planning, team approaches, access to the general education curriculum, activity-based instruction, and community-based instruction. Specific information on curriculum and instructional strategies related to communication, motor and self-care skills will be included.

3 – Intended Learning Outcomes of Course (ILOs)	3- المستهدف من تدريس المقرر
A - Knowledge and Understanding: a.1- Explain different impairment in child development leads to handicapped a.2- Identify the essential facts of children care, needs and problems a.3- Determine nurse's role in caring for different children impairment a.5- Identify parent role in adaptation of children with special needs a.6- Describe the role of coping for families of children with special needs a.7- Determine appropriate nursing care plan and intervention for children different impairment.	ت- المعلومات والمفاهيم :
B-Intellectual Skills b.1- Discriminate between different causes for every children impairment b.2- Design nursing care plan for infant and children with common pediatric health problems. b.3- Develop assessment scheme for early detection of children with common special needs. b.4- Prioterize nursing diagnoses, desired nursing outcome and nursing intervention.	ث- المهارات الذهنية:
C-Professional and Practical Skills c.1- Be willing to carry out rehabilitative skills for mothers who have children with different developmental diseases c.2- Choose appropriate teaching methods for every children to provide health education **and counseling** **c3-** Make appropriate referral for medical examination and treatment. C.4-Apply a wide range of basic client-centered counseling skills within a clinical context for child experience	ج- المهارات المهنية الخاصة بالمقرر
D-General and transferable Skills:-	

d.1- Participate in counseling and rehabilitative of handicapped families d.2- Reassure caregivers about condition of their children d.3- Cooperate with health team to provide coordinated care				
				4- محتوى المقرر :
Topics	**Total No of Hrs**	**Lecture/ hrs**	**Practical / Hrs**	
1-Introduction to impairment in normal growth and development	15	1	-	
2-Physically handicapped children; skeletal anatomy, a-Basic pathology involved in Physical handicapped and cerebral palsy; b-physical, psychological and sociological problems of physically handicapped	-			
3-Assessment and early detection of handicapped children a- Strategies for prevention among infants and toddler b- Supporting children with learning and behavioral problems		1		
4-Introduction and assessment for hearing impairment		1		
5- Introduction and assessment for visual impairment		1		
6- Introduction and assessment for intellectual impairment		1		
7-Behavioral and educational impairment		1		

8- -Family and interprofessional collaboration		1		
9-Integreting handicapped in community and educational classes		1		
10- Autism children		1		
11-Community services for handicapped children		1		
12- Adaptation of daily care activities to a child's special needs		1		
13- Methods, techniques and procedures in teaching handicapped children the fundamentals of self-care and other suitable activities;		1		
14-New trends in handicapped management				

5 – Teaching and Learning Methods 1 A wide range of learning methods are applied within this specialist course comprising: high-quality lectures from internationally renowned speakers, group discussions, self-directed learning, reflective writing, critical writing, and practical exercises through role play. These are complemented by the post-course learning opportunities that are summarized in the list below: • Students are encouraged to participate in discussion forum • Personalized feedback from the course tutor on assignments. • Students are given examples of the successful assignments in the previous courses.	**5- أساليب التعليم والتعلم**
	6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة

7- تقويم الطلاب :	
أ- الاساليب المستخدمة	**- Student Assessment Methods** 1-Quizzes. 2- Written mid-term 3- Written final examinations
ب- التوقيت	**-Assessment Schedule** Assessment 1: Written mid –term exam 7th week Assessment 2: Final written exam 16th weeks
ج- توزيع الدرجات	Weighting of Assessments Mid- Term exam 15 30% Final written Exam 35 70% Total 50 100%
8- قائمة الكتب الدراسية والمراجع :	**6- List of References**
أ- مذكرات	**6.1- Course Notes** A hard copy of the handouts will be provided on the first day of the course.

كتب ملزمة	**6.2- Essential Books (Text Books)** ----------
كتب مقترحة	**6.3- Recommended Books** • Access the WHO (2015)Disability Assessment Schedule 2.0 (WHODAS 2.0) A practical instrument designed to measure general levels of health and disability based on ICF. • Riga, L (2014) ICT in Teaching and Learning for Children with Hearing Difficulties" • Orelove, F. P. & Sobsey, D. (2011). Educating children with multiple disabilities: A transdisciplinary approach (2nd ed.). Baltimore: Paul H. Brookes Publishing Co

	• Porter, S., Haynie, M., Bierle, T., Caldwell, T. H., Palfrey, J. S. (2012). Children and youth assisted by medical technology in educational settings: Guidelines for care (2nd ed). Baltimore: Paul H. Brookes Publishing Co. • Rainforth, B. & York-Barr, J. Collaborative teams for students with severe disabilities: Integrating therapy and educational services (2nd ed.). Baltimore: Paul H. Brookes Publishing Co. • Smith, T. E. & Hilton A. (1994). Program design for students with mental retardation. Education and Training in Mental Retardation and Developmental Disabilities, 29(1), 3-8.
د- دوريات علمية أو نشرات ... الخ	**6.4- Periodicals, Web Sites, etc** • Pediatric Physical Therapy Journal, the official journal of the APTA and Dutch Association for Pediatric Physical Therapy • International Organization of Physical Therapists in Pediatrics (IOPTP) • American Physical Therapists Association Section on Pediatrics • Autism Society: http://www.autism-society.org/ • The Big Page of Special Education Links: www.mts.net/~jgreenco/special.org • http://curry.edschool.virginia.edu/go/cise/ose/resources/legal.html • Council for Exceptional Children: www.cec.sped.org • Federal Resource Center for Special Education: http://www.dssc.org/frc • Resource Directory for Special Education: http://www.brus-dso.odedodea.edu/special/home.html • IDEA: http://www.ideapractices.org • Internet Resources for Special Children (IRSC): http://www.irsc.org • Comprehensive List of Disability-Related Web Sites: http://www.icdi.wvu.edu/Others.htm • MOVE International: http://www.move-international.org

أستاذ المادة ا.م / نجوى احمد زين الدين

رئيس مجلس القسم العلمى

ا.م/ نجوى زين الدين

Curriculum Map

Course title: Care of handicapped children Course coordinator:
Assit.Prof:Tagreed Kamal **Code: 312 (N)**

No	Content	Time table	**Intended Learning Outcomes**				**Teaching and Learning activities**	**Method of assessment**	**Evidence**
			Knowledge and Understanding:	Intellectual Skills	Professional and Practical Skills	General and Transferable Skills			
1	Introduction to impairment in normal growth and development	1-2	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	,d.1,d.2	Lecture	Mid-Term exam 15 Final written Exam 35 Total	Score of Mid-Term exam 30% Final written Exam 70% Total 100%
2	Physically handicapped children; skeletal anatomy, a-Basic pathology involved in Physical handicapped and cerebral palsy; b-physical, psychological and sociological problems of physically handicapped	3	a.1,a.2, a.3, a.4. a.5 ,	b.3	c.2,c.4	d.1,d.2	Lecture		
3	3-Assessment and early detection of handicapped children - Strategies for prevention among infants and toddler - Supporting children with learning and behavioral problems	4	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	d.2	Lecture		
4	Introduction and assessment for hearing impairment	5	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	,d.1,d.2	Lecture		

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5	Introduction and assessment for visual impairment	6	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Lecture	50	
6	Introduction and assessment for intellectual impairment	7	a.1,a.2, a.3, a.4, a.5	b.2,b.3,	c.2,c.4	d.2	Lecture		
7	Behavioral and educational impairment	8	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Discussion		
8	Family and interprofessional collaboration	9	a.1,a.2, a.3, a.4, a.5	b.2,b.3,	c.2,c.4 d.2	d.2	Lecture		
9	Integrating handicapped in community and educational classes	10	a.1,a.2, a.3, a.4, a.5	b.2,b.3	c.2,c.4	,d.1,d.2	Lecture		
10	Autism children	11	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Lecture		
1	Community services for handicapped children	12	a.1,a.2, a.3, a.4, a.5	b.2,b.3,	c.2,c.4	d.2	Lecture		
12	Adaptation of daily care activities to a child's special needs	13	a.1, a.2, a.3, a.4 ,a.5	b2 ,b.3 ,b.4	C1, c4, c5	d.1, d.2 d.3, d.4	Discussion		
13	Methods, techniques and procedures in teaching handicapped children the fundamentals of self-care and other suitable activities;	14	a.1, a.2,			,d.3 d.4	Lecture		
14	New trends in handicapped management	15	a.1 d.1, d.5	a.1 d.1, d.5	a.1 d.1, d.5	a.1 d.1, d.5	Discussion		

أستاذ المادة ا.م / نجوى احمد زين الدين

رئيس مجلس القسم العلمى

ا.م/ نجوى زين الدين

National Academic Reference Standards Based on Competencies OF Maternal and Newborn Health Nursing Courses

2020 - 2021

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة : المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحديثي الولأدة
تاريخ اعتماد التوصيف : 2020-2021

11-بيانات المقرر :

الرمز الكودي :	اسم المقرر :	الفرق
(300) (N)	Maternal and Newborn Health Nursing	ar
التخصص : Maternal and Newborn Health Nursing	عدد الساعات المعتمدة: نظرى 3 عملى 12	تط
	عدد الساعات الكلية: نظرى (45ساعة) – عملى (180ساعة) – تطبيقي (90سا	

2- Aim of the course:

- Equip the student with necessary competencies ability to demonstrate critical thinking and problem solving approach in providing nursing care to the woman during pregnancy, labor, postpartum and newborn. It also includes care of women during menopause as well as common family planning methods.

3-Course specification based on competency: Domain No. 1. Professional and Ethical Practice

توصيف المقرر المبنى على الكفايات:

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
	1.1.1 - Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Preconception Nursing Care and Counseling**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions during preconception nursing care and counseling.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom	-
	1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Anatomy & Physiology of Female &Male Reproductive System**	- Follow moral principles while explaning anatomy and physiology of female and male reproductive system.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom	-
		- **Nursing Care of Normal Labor**	- Apply safety measures while caring of women during first, second, third and fourth stages of labor.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

		- **Family Planning Methods**	- Stratify nurses' code of ethics during counselling of family planning methods.	- Online Learning - Group discussion with a small group. - Case scenario Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient / client rights.	- **Antenatal care of the Pregnant Women** - **Postpartum Nursing Management** - **Family Planning Methods**	- Practise nursing care based on procedural guidelines considering antenatal care of pregnant women, postpartum care and woman's rights during insertion of IUDs.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario Practical skills (Demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	1.1.4.Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **Adaptation of Body Systems to Pregnancy**	- Demonstrate responsibility for care within the scope of physiological changes during pregnancy.	- Online Learning - Group discussion with a small group. - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

		- **Nursing Care of Normal Labor**	- Illustrate responsibility and accountability for care within the scope of professional and practical nursing care during first, second, third and fourth stages of labor.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 2. Holistic Patient-Centered Care

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	- **Preconception Nursing Care and Counseling**	- Conduct holistic and focused bio-psychosocial assessment of health during preconception care and counseling.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom	-
2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- **Anatomy & Physiology of Female &Male Reproductive System**	- Provide holistic nursing care that addresses the needs of female during menstruation.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom	-
2.1.3. Provide holistic patient-centered care respecting people diversity.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management**	- Equip holistic patient-centered care during pregnancy, labor, postpartum respecting people diversity.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom Stimulators of body organs	-
2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-

	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family plan-ning methods** - **Nursing Care of Woman durning Menopause**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for women during pregnancy, labor, postpartum, family planning and menopause.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	- **Anatomy & Physiology of Female &Male Reproductive System**	- Determine health related learning needs of female during menstruation within the context of culture, values and norms.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom	-

Q.A.U. Faculty of Nursing Quality Assurance Unit

2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	- **Antenatal care of the Pregnant Women** - **Family planning methods**	- Apply factors that influence the patient's and family's ability, including readiness to learn during pregnancy and counseling of family planning methods.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-
2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	- **Preconception Nursing Care and Counseling**	- Apply educational principles and counseling techniques appropriately and effectively during preconception care and counseling.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom	-
2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	- **Antenatal care of the Pregnant Women** - **Family planning methods**	- Communicate health information effectively according to women needs during pregnancy and counseling of family planning methods.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family plan-ning methods** - **Nursing Care of Woman durning Menopause**	- Utilize information from variety of reliable sources for planning health education activities during pregnancy, labor, postpartum , counseling of family planning methods and menopause.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Preconception Nursing Care &Counseling**	- Plan and implement change conducive to the improvement of health care provision during pregnancy, labor and postpartum through proper preconception care.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-
3.2.1. Apply leadership skills to recognize and	-	-	-	-	-

	manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family plan-ning methods**	- Act to protect women from unsafe care practices in different work settings during pregnancy, labor, postpartum and family planning methods through proper quality of care.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management**	- Act to protect women from unsafe care practices in different work settings during pregnancy, labor, postpartum and family planning methods through proper quality of care.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
Y n s	3.3.1. Apply leadership skills, and decision making in improving the	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	quality of nursing care by using the existing resources.				
	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family** - **planning methods**	- Implement standardized protocols when providing nursing care during pregnancy, labor, postpartum, family planning methods and menopause considering quality improvement and patient's safety.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	- - - -

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	

Y	4.1.1. Use different sources of data related to advanced standards of practice and patient care.	-	-	-	-	-
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Management** - **Preconception Nursing Care &Counseling** - **Family planning methods**	- Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes through Blended Learning and flipped classroom during pregnancy, labor, postpartum and counseling of family planning methods.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family planning methods**	- Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care through Microsoft Teem Learning Plat Form.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario Practical skills (demonstration & redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom Stimulators	-
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family planning methods**	- Use and evaluate information management technologies for providing the holistic patient care during pregnancy, labor, postpartum and counseling of family planning methods through Tele Clinic.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

Y	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care.	-	-	-	-	-
	4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family planning methods**	- Apply communication techno-logies that support clinical decision making, care coordination, and protection of womans' rights during pregnancy, labor, postpartum and counseling of family planning.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 5. Inter-Professional Communication

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used
5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Antenatal care of the Pregnant Women**	- Collaborate inter-professional relation during pregnancy to maximize health outcomes for the pregnant women.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs
5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-
5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	- **Antenatal care of the Pregnant Women** - **Nursing Care of Normal Labor** - **Postpartum Nursing Management** - **Family planning methods** - **Nursing Care of Woman durning Menopause**	- Apply the standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across pregnancy, labor, postpartum, counseling of family planning and menopuse.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Topic	No. of hours (theory)	No. of lecture (theory)	
		Blended learning. 40%	Flipped learning 60%
• **Introduction for Quality** - Orientation to the Course - Mission & Vision • **Review of Anatomy of Female & Male Reproductive System** - Female & male reproductive system - Bony pelvis	3 hrs	1 Lecture	
• **Review of Physiology of Female &Male Reproductive System** - Physiology of menstruation	3hrs	1 Lecture	
• **Preconception Nursing Care and Counseling**	3hrs	1 Lecture	
• **Conception and Fetal Development** • **Fetal Circulation**	3hrs	1 Lecture	
• **Adaptation of Body Systems to Pregnancy and Nursing Care** - Development of the placenta - Signs and symptoms of pregnancy - Physiological changes during pregnancy and nursing care	3hrs	1 Lecture	
• **Antenatal Care** - Definition and components of antenatal care - Instruction given to mother and counseling	3hrs	1 Lecture	
• **Normal labor** - Definition of normal labor - Theories of onset of labor - Premonitory signs of labor	3hrs	1 Lecture	
• **Mid-term Exam (Normal)**	3hrs	-------	

ي
Theo
Co
Cor

• **Fetal Skull and Maternal Pelvis** • **Mechanism of Normal Labor**	3hrs	1 Lecture
• **Nursing Care for Normal Labor** - Nursing management of first, second, third and fourth stages of labor	3hrs	1 Lecture
• **Physical & Psychological Changes during Post PartumPeriod and Nursing Care**	3hrs	1 Lecture
• **Minor discomfort during Post PartumPeriod** • **Components of Postpartum Visits (mother and newborn)**	3hrs	1 Lecture
• **Family planning methods (Part 1)** - Introduction of family planning methods - Natural family planning methods - Chemical family planning methods - Mechanical family planning methods	3hrs	1 Lecture
• **Family planning methods (Part 2)** - Hormonal family planning methods - Surgical family planning methods - Emergency family planning methods	3hrs	1 Lecture
• **Nursing Care of Woman durning Menopause**	3hrs	1 Lecture
Total	**45 hrs**	**15 Lectures**

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

Practical Course Content

Topic	No. of hours	Practical/ tutorial (Hours No.)	
		Practical	tutorial
natal CareArea			
Week **ical Procedure** tenatal assessment **ical Assignment** tenatal care nor discomforts	18 hrs	12hrs	6hrs

Week **ical Procedure** ominal examination cultation of fetal heart rate **ical Assignment** rcise During pregnancy	18hrs	12 hrs	6hrs
Week **ical Procedure** demonistration of Antenatal assessment **ical Assignment** giene during pregnancy	18hrs	12 hrs	6hrs
Week **ical Procedure** emonistration of Abdominal examination emonistration of Auscultation of fetal heart rate **ical Assignment** trition during pregnancy	18hrs	12 hrs	6hrs
Week **ical Procedure** edemonistration of Antenatal assessment edemonistration of Abdominal examination edemonistration of Auscultation of fetal heart rate **ical Assignment** reparation for Labour	18hrs	12 hrs	6hrs
r Area			
Week **ical Procedure** nediate baby care **ical Assignment** nagement of normal labor	18hrs	12 hrs	6hrs
Week **ical Procedure** rumental tray **ical Assignment** nagement of labor pain	18hrs	12 hrs	6hrs
Week **ical Procedure** rtograph **ical Assignment** olic drugs	18hrs	12 hrs	6hrs
Week **ical Procedure** siotomy **ical Assignment**	18hrs	12 hrs	6hrs

Faculty of Nursing
Quality Assurance Unit
Menoufia University

olytic drugs			
Week **ical Procedure** neal care rine massage centa examination **ical Assignment** vision of clinical assignment	18hrs	12 hrs	6hrs
y Planning Area			
Week **nical Procedure** sertion of IUD **nical Assignment** troduction of family planning atural family planning methods	18hrs	12 hrs	6hrs
Week **ical Procedure** moval of IUD **ical Assignment** emical methods chanical methods	18hrs	12 hrs	6hrs
Week **ical Procedure** ertion of Implanon **ical Assignment** rmonal methods	18hrs	12 hrs	6hrs
Week **ical Procedure** moval of Implanon **ical Assignment** ergency methods	18hrs -	12 hrs	6hrs
Week **nical Procedure** dministration of injectable hormonal methods **nical Assignment** rgical methods	18hrs	12 hrs	6hrs
l	270 hrs	180 hrs	90 hrs

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion 5.a.4. Case study 5.a.5. Demonstration and redemonstration	**5- أساليب التعليم واالتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7- تقويم الطلاب:**
7. a.1- Semester work and periodical practical exams to assess competencies skills. 7. a.2- Mid-term exam to to assess competencies skills. 7.a.3- Final oral exam to evaluate competencies skills. 7. a.4- Final Practical exam to evaluate competencies skills. 7. a.5- Final written exam to evaluate competencies skills.	**أ- الأساليب المستخدمة** **Used Methods**
Assessment Schedule Assessment 1 Periodic practical exam at the end of each rotation and quiz every 4th Week Assessment 2 Midterm exam 7th Week Assessment 3 Final practical and oral exam 14th Week Assessment 4 Final written exam End of semester	**ب- التوقيت** **Time :**

Weighting of Assessments (for each semester) Final term exam 40% (120 grade) Oral exam 10% (30 grade) Practical exam 10% (30 grade) Semester work &Midterm exam 40% (120 grade) Total 100 % (300 grade)	**ج - توزيع الدرجات : -** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
- Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**
- Maternal and gynecology nursing 3rd year. - Silbert- Flagg, J. and Pillitteri, A. (2018). Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family. (8th ed.,). New York., Lippincott. - Ricci, S., and Kyle, T., (2019). Maternity and Pediatric Nursing. (2nd Ed.,). New York., Lippincott. - Gary F. Cunningham, Kenneth J. Leveno, Steven L. Bloom, Catherine Y. Spong, Jodi S. Dashe, Barbara L. Hoffman, Brian M, Casey, Jeanne S. Sheffield. (2018), Williams Obstetrics,25th edition, New York M C Grew Hill Medical. - Kevin., P. (2018). Obstetrics illustrated. (7 th. Ed.) New York: Elsevier. - Michele C. Davidson, Marcia L. London (2017). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan (10th Edition) (Maternal-Newborn &	**ب - كتب ملزمة** **Required Books (Text Books)**

Women's Health Nursing	
- LadwingPatrica W, et al, (2018): Maternal and newborn nursing, 1t ed, Addison wesley Longman, Canada. - Kevin P Hanretty,(2019), Obestetrics llustrated,7th edition, Elsevier Science Limited, China. - Shirisn N Daftary,(2018), Shaw's Text Book of Gynecology, 14th edition, Elsevier India private Limited. - Mary Ann Towel,(2018), Maternal and Newborn Nursing Care, 5th edition, Pearsoneducation,USA. - Fraser Dian M, et al, (2019): Myles textbook for midwives, 14th ed, Elsevier science limited, china. - Slone et al., (2018) al-Child Nursing Textbook, and Simulation Learning System for Maternal-Child Nursing (User Guide and Access Code) Package , 4th Edition.	**ج- كتب مقترحة Recommended Books**

منسق المقرر

أ.د/ دلال محمد عشرة

أ.د/ إيناس قاسم **أ.د/عايدة عبد الرازق**

أ.م.د / امل جمال **أ.م.د / هويدا أبو الليف**

أ.م.د / جميلة جابر **أ.م.د / سماح عبد العليم**

أ.م.د / إيمان سيف **د/ أمل خليفة**

د/ دعاء القرش **د/ سهام مصطفى**

د/ صفاء عبد الله **د/ رشا جمال**

د/ حنان السيد

رئيس القسم

أ.د/عايدة عبد الرازق

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحديثي الولادة
تاريخ اعتماد التوصيف:2020-2021

12-بيانات المقرر :

الرمز الكودي : (301) (N)	اسم المقرر : Critical Maternal and Newborn Health Nursing	الفرق ar
التخصص : Maternal and Newborn Health Nursing	عدد الساعات المعتمدة: نظرى 2 عملى 6 تطبيقى بالمعام 6	
	عدد الساعات الكلية: نظرى(30ساعة) - عملى (90ساعة) - تطبيقي (90ساعة)	

2- Aim of the course:

- Equip the students with necessary competencies abilities to provide care to woman and newborn with diseases and critical health problems during pregnancy, labor, postpartum period and nursing management of common gynecological problems.

- **توصيف المقرر المبنى على الكفايات: 3-Course specification based on competency: Domain No. 1. Professional and Ethical Practice**

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used

Y	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Nursing Care for Bleeding in Early Pregnancy** - **Nursing Care for Bleeding in Late Pregnancy**	- Demonstrate utilizing of the legislative framework and the role of the nurse for patient with bleeding during early and late pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **Gestational Diabetes** - **PIH** - **Heart Diseses** - **Hyperemesis** - **Anemia**	- Explain the role of the nurse and utilizing of the legislative framework for high risk groups during pregnancy (Gestatinal diabetbs, PIH, Heart diseses, Hyperemesis graviarum and Anemia).	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		- **Nursing Care for Abnormal Labor**	- Accentuate the legislative framework and nursing care for abnormal labor.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	-

		- **Nursing Care for Postpartum Complications** - **P.P Hemorrage**	- Clarify nursing care plan for management of postpartum complications.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	-
		Nursing Care for - **STD** - **Genital Tract Infection** - **Genital Prolapse** - **Menstrual Disorders**	- Demonstrate the role of the nurse for the common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	-
	1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Nursing Care for Bleeding in Early Pregnancy** - **Nursing Care for Bleeding in Late Pregnancy**	- Maintain privacy while providing nursing care for patinent with bleeding during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom Stimulators of body organs	-
		Nursing Care for - **Abnormal Labor** - **Obstructed labor** - **PROM** - **Cord Prolapse& Presentation** - **P.P Hemorrhage**	- Apply safety measures while caring of women during abnormal labor and post partumhemorrage.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **STD** - **Genital Tract**	- Stratify nurses' code of ethics during care of common genecological problems.	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording	-

		Infection - **Genital Prolapse** - **Menstrual Disorders**		- Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	-
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	- **Nursing Care for Bleeding in Early Pregnancy** - **Nursing Care for Bleeding in Late Pregnancy**	- Practise nursing care based on procedural guidelines considering bleeding during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **Gestational Diabetes** - **PIH** - **Heart Diseses** - **Hyperemesis** - **Anemia**	- Performance of the clinical procedural guidelines that considering care of high risk groups during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **Abnormal Labor** - **Obstructed labor** - **PROM** - **Cord Prolapse& Presentation** - **Postpartum complications**	- Pursue nursing care based on clinical guidelines for women during abnormal labor and postpartum complications.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

		Nursing Care for - **STD** - **Genital Tract Infection** - **Genital Prolapse** - **Menstrual Disorders**	- Practise procedural guidelines considering nursing care of common genecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	-
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **Nursing Care for Bleeding in Early Pregnancy** - **Nursing Care for Bleeding in Late Pregnancy**	- Demonstrate responsibility for professional nursing care for women with bleeding during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **Gestational Diabetes** - **PIH** - **Heart Diseses** - **Hyperemesis** - **Anemia**	- Illustrate accountability for practical level of competence considering care ofhigh risk groups during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration**)**	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **Abnormal Labor** - **Obstructed labor** - **PROM** - **Cord Prolapse& Presentation** - **Postpartum complications**	- Clarify responsibility within the scope of professional nursing care during abnormal labor and the postpartum complications.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
		Nursing Care for - **STD**	- Explain accountability for care based on competence level for	- Online Learning - Group discussion	- Powerpoint presentation	-

		- **Genital Tract Infection**	women with genital tract infection and sexual transmitted diseases.	with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	- - -

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 2. Holistic Patient-Centered Care

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used
2.1.1. Conduct holistic and focused bio - psychosocial and environmental assessment of health and illness in diverse settings.	**Nursing Care for** - **Gestational Diabetes** - **PIH** - **Heart Diseses** - **Hyperemesis** - **Anemia**	- Conduct holistic and focused bio-psychosocial assessment of health for high risk group during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs
	Nursing Care for - **STD** - **Genital Tract Infection**	- Manage bio-psychosocial aspects for women genital tract infection and sexual transmitted diseases.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.
2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- **Nursing Care for Bleeding in Early Pregnancy** - **Nursing Care for Bleeding in Late Pregnancy**	- Provide holistic nursing care that addresses the needs of women complaining from bleeding during pregnancy.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs
	Nursing Care for - **Gestational Diabetes**	- Equip the high risk groups of pregnancy with holistic nursing care that addresses their needs	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording

		- **PIH** - **Heart Diseses** - **Hyperemesis** - **Anemia**	to cope with their problems.	- Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	- - -
		Nursing Care for - **STD** - **Genital Tract Infection** - **Genital Prolapse** - **Menstrual Disorders**	- Provide holistic nursing care for women with common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	- - - -
	2.1.3. Provide holistic patient-centered care respecting people diversity.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications**	- Provide holistic patient-centered care during abnormal pregnancy, abnormal labor and postpartum complications respecting people diversity.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	- - - -
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of	-	-	-	-	-

	care.					
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for women during abnormal pregnancy, abnormal labor, postpartum complications and common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	**Nursing Care for** - **STD** - **Genital Tract Infection** - **Genital Prolapse** - **Menstrual Disorders**	- Determine health related learning needs of women with gynecological problems within the context of culture, values and norms.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs.	-
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Assess factors that influence the patient's and family's ability including readiness to learn during period of high risk pregnancy, postpartum complicatins and gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-
	2.2.4. Apply educational principles and counseling	- **Nursing Care for Postpartum Complications**	- Apply educational principles and counseling techniques appropriately and effectively	- Online Learning - Group discussion with a small group.	- Powerpoint presentation - Video and recording	-

techniques appropriately and effectively with diverse populations.	- **Gynecological problems**	during care of postpartum complications and common gynecological problems.	- Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	- **Nursing Care for Abnormal Pregnancy and Postpartum Complications** - **Gynecological problems**	- Communicate the health information effectively according to women needs during care of abnormality during pregnancy, postpartum complications and common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Utilize information from variety of reliable sources for planning health education activities during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Plan and implement change conducive to the improvement of health care provision during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-
3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets	-	-	-	-	-

	the needs and interests of individuals, families and communities.					
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Act to protect women from unsafe care practices in different work settings during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Apply research methods related to high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems that use the best evidences of care to maintain safe work environment.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
Y	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-

	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Implement standardized protocols when providing nursing care during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problemsconsidering quality improvement and patient's safety.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	4.1.1. Use different sources of data related to advanced standards of practice and	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications**	- Use different sources of data related to advanced standards of practice and careof high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams,	-

	patient care.	- **Gynecological problems**	problems.	- Practical skills (demonstration and redemonstration)	Moodle and Google Classroom - Stimulators of body organs	-
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes through Blended Learning and flipped classroomduring high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care through Microsoft Teem Learning Plat Form.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Use and evaluate information management technologies for providing the holistic patient care during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems through Tele Clinic.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
Y n	4.2.1. Recall, and manage data to make decisions	-	-	-	-	-

	using information management system for providing holistic patient care.					
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Apply communication technologies that support clinical decision making, care coordination, and protection of womans' rights during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-
	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications** - **Gynecological problems**	- Apply technologies and information systems to support provision of safe nursing care practice during high risk pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs	-

Domain No. 5. Inter-Professional Communication

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used
5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Nursing Care for Abnormal Pregnancy.**	- Collaborate interprofessional relation during high risk pregnancy to maximize health outcomes for the pregnant women.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs
	- **Obstructed labor** - **Postpartum Hemorrhage**	- Participate in effective interprofessional relation to maximize health outcomes for women with obstructed labor and postpartum hemorrhage.	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs
5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-
5.1.3- Apply standardized communication approach to transfer care responsibilities to other	- **Nursing Care for Abnormal Pregnancy, Labor and Postpartum Complications**	- Apply the standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across high risk	- Online Learning - Group discussion with a small group. - Brain storming session - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams,

	professionals to facilitate experience transitions across different healthcare settings.	- **Gynecological problems**	pregnancy, abnormal labor, postpartum complications and care of common gynecological problems.	- Practical skills (demonstration and redemonstration)	Moodle and Google Classroom - Stimulators of body organs	-
	5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Topic	No. of hours (theory)	No. of lecture (theory)	
		Blended learning 40%	Flipped learning 60%
ursing Care for Bleeding in Early Pregnancy Abortion Vesicular mole Ectopic pregnancy	2 hrs	1 Lecture	
ursing Care for Bleeding in Late Pregnancy Abruptio placenta Placenta praevia	2hrs	1 Lecture	
ursing Care for Gestational Diabetes Mellitus	2hrs	1 Lecture	
ursing care for Cardiac Disease during Pregnancy	2hrs	1 Lecture	
ursing Care for Pregnancy Induced Hypertension (PIH) Pre-eclampsia HLLEP syndrome Eclampsia	2hrs	1 Lecture	
yperemesis Graviderium **nemia during Pregnancy**	2hrs	1 Lecture	
id-term Exam (Critical)	2hrs	---------	
ursing Care for Abnormal Labor Occipito-posterior	2hrs	1 Lecture	

Th
C

Face presentation Braw presentation Breech presentation		

remature Rupture of Membrane	2hrs	1 Lecture
bstructed labor **ord prolapse &Cord Presentation**	2hrs	1 Lecture
ursing Care for Postpartum Complications **uerperal Sepsis and Pyrexia**	2hrs	1 Lecture
ostpartum Hemorrhage	2hrs	1 Lecture
xual Transmitted Diseases **enital Tract Infection (Vaginitis, Vulvitis)**	2hrs	1 Lecture
enital Prolapse	2hrs	1 Lecture
enstrual Disorders	2hrs	1 Lecture
tal	**30 hrs**	15 Lectures

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours	Practical/ tutorial (Hours No.)	
		Practical	tutorial
enatal CareArea			
Week **nical Procedure** itting edema assessment **nical Assignment** xoplasmosis	12 hrs	6 hrs	6 hrs
Week **nical Procedure** ep tendon reflex **nical Assignment** yperemesis Gravidarium	12hrs	6 hrs	6 hrs
Week **nical Procedure** aring eclamptic patient **nical Assignment** Iultiple Pregnancy	12hrs	6 hrs	6 hrs
Week **nical Procedure** ministration of Magnesium Sulphate **nical Assignment** I Incomputability	12hrs	6 hrs	6 hrs
Week **nical Procedure** demostration of clinical procedures **nical Assignment** -Revision of clinical assignment	12hrs	6 hrs	6 hrs
or Area			
Week **nical Procedure** onatal resuscitation **nical Assignment** anagement of prematurity	12hrs	6 hrs	6 hrs

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

Week **nical Procedure** normalities of placenta **nical Assignment** anagement of postmaturity	12hrs	6 hrs	6 hrs
Week **nical Procedure** are of cesarean section **nical Assignment** emature rupture of membrane	12hrs	6 hrs	6 hrs
Week **nical Procedure** trapartum electronic fetal monitoring **nical Assignment** tal monitoring	12hrs	6 hrs	6 hrs
Week **nical Procedure** anagement of abnormal uterine action and abnormal labor **nical Assignment** vision of clinical assignment	12hrs	6 hrs	6 hrs

ly Planning Area			
eek **ical Procedure** east self -examination **ical Assignment** nital prolapse	12hrs	6 hrs	6 hrs
Week **ical Procedure** necological assessment **ical Assignment** roid	12hrs	6 hrs	6 hrs
Week **ical Procedure** operative care for gynecological patient **ical Assignment** sterectomy	12hrs	6 hrs	6 hrs
Week **ical Procedure** stoperative care for gynecological patient **ical Assignment** vic inflammatory disease	12hrs	6 hrs	6 hrs

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Week **ical Procedure** rsing responsibilities in gynecological clinic **ical Assignment** vision of clinical assignment	12hrs	6 hrs	6 hrs
al	180 hrs	90 hrs	90 hrs

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion 5.a.4. Case study 5.a.5. Demonstration and redemonstration	**5- أساليب التعليم واالتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة**

	Teaching and Learning Methods of Disables
Students Assessment	**7- تقويم الطلاب:**
7. a.1- Semester work and periodical practical exams to assess competencies skills. 7. a. 2- Mid-term exam to to assess competencies skills. 7.a.3- Final oral exam to evaluate competencies skills. 7. a.4- Final practical exam to evaluate competencies skills. 7. a.5- Final written exam to evaluate competencies skills.	**ت- الأساليب المستخدمة** **Used Methods**
Assessment Schedule Assessment 1 Periodic practical exam at the end of each rotation and quiz every 4th Week Assessment 2 Midterm exam 7th Week Assessment 3 Final practical and oral exam 14th Week Assessment 4 Final written exam End of semester	**ث- التوقيت** **Time :**
Weighting of Assessments (for each semester) Final term exam 40% (80 grade) Oral exam 10% (20 grade) Practical exam 10% (20 grade) Semester work & Midterm exam 40% (80 grade) **Total** **100 %** (200 grade)	**ج - توزيع الدرجات : -** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
- Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**

Faculty of Nursing Quality Assurance Unit Helwan University

- Critical Maternal and Newborn Nursing, 3rd year. - Maternal and gynecology nursing 3rd year. - Silbert- Flagg, J. and Pillitteri, A. (2018). Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family. (8th ed.,). New York., Lippincott. - Ricci, S., and Kyle, T., (2019). Maternity and Pediatric Nursing. (2nd Ed.,). New York., Lippincott. - Gary F. Cunningham, Kenneth J. Leveno, Steven L. Bloom, Catherine Y. Spong, Jodi S. Dashe, Barbara L. Hoffman, Brian M, Casey, Jeanne S. Sheffield. (2018), Williams Obstetrics,25th edition, New York M C Grew Hill Medical. - Kevin., P. (2018). Obstetrics illustrated. (7 th. Ed.) New York: Elsevier. - Michele C. Davidson, Marcia L. London (2017). Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan (10th Edition) (Maternal-Newborn & Women's Health Nursing.	**ب ـ كتب ملزمة** **Required Books** **(Text Books)**
- Fraser Dian M, et al, (2018): Myles textbook for midwives, 14th ed, Elsevier science Limited, china. - Slone et al., (2017) al-Child Nursing Textbook, and Simulation Learning System for Maternal-Child Nursing (User Guide and Access Code) Package , 4th Edition - Shirisn N Daftary,(2018), Shaw's Text Book of Gynecology, 14th edition, Elsevier India private Limited. - Mary Ann Towel,(2018), Maternal and Newborn Nursing Care, 5th edition,Pearson education,USA.	**ج- كتب مقترحة** **Recommended Books**

رئيس القسم

أ.د/عايدة عبد الرازق

منسق المقرر

أ.د/ دلال محمد عشرة

أ.د/ إيناس قاسم **أ.د/عايدة عبد الرازق**

أ.م.د / امل جمال **أ.م.د / هويدا أبو الليف**

أ.م.د / جميلة جابر **أ.م.د / سماح عبد العليم**

أ.م.د / إيمان سيف **د/ أمل خليفة**

د/ دعاء القرش **د/ سهام مصطفى**

د/ صفاء عبد الله **د/ رشا جمال**

د/ حنان السيد

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحيثي الولادة
تاريخ اعتماد التوصيف:2020-2021

13-بيانات المقرر :

الرمز الكودي :	اسم المقرر :	الفرق
(302) (M)	Obstetrics and Gynecological Medicine	ar
التخصص : Maternal and Newborn Health Nursing	عدد الساعات المعتمدة: نظرى: 2 عملى: -	تطبيقى: -
عدد الساعات الكلية: نظرى(30 ساعة) – عملى (- ساعة) – تطبيقي (- ساعة)		

2- Aim of the course:

- Equip the student with basic concepts in obstatric and gynecology as: physiological changes that commonly occur during puberty, pregnancy, labor, puerperium, menopause, high risk pregnancy, abnormal labour, postpartum complications, menopausal and gynecological problems.

3-Course specification based on competency: **توصيف المقرر المبنى على الكفايات:** **Domain No. 1. Professional and Ethical Practice**

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used

Y	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Adaptation of body systems during pregnancy**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions during pregnancy.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Reproductive system**	- Maintain privacy while explaning anatomy and physiology of female and male reproductive system.	- Online Learning - Online group discussion with small groups.	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Definition of normal labor & management of first stage of labor.** **Management of 2nd , 3rd and 4th stages of labor**	- Follow moral principles and apply safety measures while caring of women during first, second, third and fourth stages of labor.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	-	-	-	-	-
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **Adaptation of body systems during pregnancy**	- Demonstrate responsibility for care within the scope of physiological changes during pregnancy.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-

		- **Abnormal pregnancy**	- Demonstrate responsibility for care of women with abnormality during pregnancy such as bleeding in early pregnancy or with pregnancy induced hypertension.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Definition of normal labor & management of first stage of labor.** - **Management of 2nd , 3rd & 4th stages of labor**	- Demonstrate responsibility and accountability for care within the scope of professional and practical nursing care during first, second, third and fourth stages of labor.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation Video and recording using,Telegram, Microsoft Teams, Moodle & Google class.	-

Domain No. 2. Holistic Patient-Centered Care

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y e	2.1.1. Conduct holistic and focused bio -psychosocial and environmental assessment of health and illness in diverse settings.	- **Puerperal sepsis**	- Conduct holistic and focused bio-psychosocial assessment of women with puerperal sepsis.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- **Reproductive system**	- Provide holistic nursing care that addresses the needs of female during menstruation.	- Online Learning - Online group discussion with small groups.	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -

	2.1.3. Provide holistic patient-centered care respecting people diversity.	- **Physiological changes during postpartum period**	- Provide holistic patient-centered care during postpartum respecting people diversity.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Puerperal pyrexia**	- Examine evidence that underlie clinical nursing practice to offer new insights to care for women with puerperal pyrexia.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Common Gynecological problems**	- Examine evidence that underlie clinical nursing practice to offer new insights to care for women with gynecological problems.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-

Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	- **Reproductive system**	- Determine health related learning needs of female during menstruation within the context of culture, values and norms.	- Online Learning - Online group discussion with small groups.	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	- **Diagnosis of pregnancy**	- Apply factors that influence the patient's and family's ability, including readiness to learn during pregnancy.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-
	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	- **Physiological changes during postpartum period**	- Apply educational principles and counseling techniques appropriately and effectively during postpartum period.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	- **Obstructed labor**	- Communicate the health information effectively according to women needs with obstructed labor.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	- **Management of normal labor** - **Minor discomfort during postpartum**	- Utilize information from variety of reliable sources for planning health education activities during labor and postpartum.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Obstructed labor** - **Bleeding in early pregnancy** - **Bleeding in late pregnancy**	- Plan and implement change conducive to the improvement of health care provision for women with malpresentation, placenta previa and ectopic pregnancy.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-
3.2.1. Apply leadership skills to recognize and	-	-	-	-	-

	manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- **Obstructed labor**	- Act to protect women from unsafe care practices in different work settings during obstructed labor.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom. -	-
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **Bleeding in early pregnancy** - **Bleeding in late pregnancy** - **Pregnany induced hypertension** - **Puerperal sepsis**	- Apply research methods related to women with abrutio placenta, placenta previa, ectopic pregnancy, abortion, pregnancy induced hypert-ension, and puerperal sepsis that use the best evidences of care to maintain safe work environment.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-

	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	- **Common menopausal problems** - **Common Gynecological problems**	- Implement standardized protocols when providing nursing care to women with dysmenorrhra, menorrhagia, fibroid and endometriosis considering quality improvement and patient's safety.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	4.1.1. Use different sources of data related to advanced standards of practice and patient care.	-	-	-	-	-

	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Bleeding in early pregnancy** - **Bleeding in late pregnancy** - **Pregnany induced hypertension** - **Puerperal sepsis** - **Common menopausal problems** - **Common Gynecological problems** **Puerperal pyrexia**	- Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes through Blended Learning and flipped classroom during managing women with hydatiform mole, ectopic pregnancy, abrutio placenta, dysmenorrhea, fibroid ,puerperal pyrexia and pregnancy induced hypertension.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	- **Management of normal labor** - **Physiological changes during postpartum**	- Evaluate the impact of computerized information manage-ment on the role of the nurse in providing holistic patient-centered care through Microsoft Teem Learning Plat Form.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Bleeding in early pregnancy** - **Bleeding in late pregnancy** - **Pregnany induced hypertension** - **Puerperal sepsis** - **Common menopausal problems** - **Common Gynecological problems** **Puerperal pyrexia**	- Use and evaluate information management technologies for providing the holistic patient care for women with pregnancy induced hypertension, abortion, ectopic pregnancy, abruption placenta, placenta previa, puerperal sepsis, puerperal pyrexia, fibroid, obstructed labor through Tele Clinic.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
Y n	4.2.1. Recall, and manage data to make decisions using information management system for providing	-	-	-	-	-

	holistic patient care.					
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	- **Bleeding in early pregnancy** - **Bleeding in late pregnancy** - **Pregnany induced hypertension** - **Puerperal sepsis** - **Common menopausal problems** - **Common Gynecological problems** - **Puerperal pyrexia**	- Apply the communication technologies that support clinical decision making, care coordination, and protection of women with hydatiform mole, ectopic pregnancy, placenta previa, fibroid, dysmenorrhea, puerperal pyrexia and pregnancy induced hypertension.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Domain No. 5. Inter-Professional Communication

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Minor discomfort during postpartum period**	- Collaborate interprofessional relation during postpartum to maximize health outcomes for the pregnant women.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-	-
	5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	- **Definition of normal labor & management of first stage of labor.** - **Management of 2nd , 3rd and 4th stages of labor** - **Obstructed labor**	- Apply the standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across normal and obstructed labor.	- Online Learning - Online group discussion with small groups. - Case scenario	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Topic	No. of hours (Theory)	No. of Lecture (Theory)		Practical/ tutorial (Hours No.)	
		Blended learning. 50%	Flipped learning 50%	Practical	Tutorial
Reproductive System	2hrs	1 Lecture		---	---
Adaptation of body systems during pregnancy	2hrs	1 Lecture		---	---
Diagnosis of Pregnancy	2hrs	1 Lecture		---	---
Abnormal Pregnancy - Bleeding in early pregnancy	2hrs	1 Lecture		---	---
Abnormal Pregnancy -Bleeding in late pregnancy	2hrs	1 Lecture		---	---
Abnormal Pregnancy -Pregnancy induced hypertension	2hrs	1 Lecture		---	---
Mid-term Exam	2hrs	-----		-----	-----
Definition of normal labor and management of first stage of labor	2hrs	1 Lecture		---	---
Management of 2nd ,3rd ,4th stage of labor	2hrs	1 Lecture		---	---
Abnormal labour	2hrs	1 Lecture		---	---
Physiological Changes during Postpartum Period	2hrs	1 Lecture		---	---
Minor Discomfort during Postpartum Period	2hrs	1 Lecture		---	---
Puerperal Sepsis&Pyrexia	2hrs	1 Lecture		---	---
Common gynecological problems	2hrs	1 Lecture		---	---
Common menopausal problems	2hrs	1 Lecture		---	---
otal	**30 hrs**	**15 Lectures**		-----	----

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.a.1. Lectures 5.a.2. Group discussion 5.a.3. Case study	**5- أساليب التعليم والتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7- تقويم الطلاب:**
7. a.1-Midterm exam to assess competencies skills 7.a.2- Final written exam to evaluate competencies skills.	**ج- الأساليب المستخدمة** **Used Methods**
Assessment Schedule 7.b.1 Assessment 1 Midterm exam 7th Week 7.b.2 Assessment 2 Final written exam End of semester End of semester	**ح- التوقيت** **Time :**
Weighting of Assessments (for each semester) - Midterm exam 20% (20 grade) - Final term exam 80% (80 grade) **Total 100% (100 grade)**	**ج - توزيع الدرجات :-** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
- Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**
- Haseeb F., (2007): Basic obstetric and gynecology , 4th ed., 8 st Soliman El- Halaby. Cairo, Egypt	**ب - كتب ملزمة** **Required Books**

- El-Mowafi, D.(2019): Obstetrics Simplifies, 3rd ed., Burg Abu-Samra - El-Happy land square. Egypt.El-Mansour	**(Text Books)**
- El-Mowafi, D.(2018): Obstetrics Simplifies, 3rd ed., Burg Abu-Samra, . - El-Happy land square. Egypt.El-Mansoura - Kevin P Hanretty,(2017), Obestetrics llustrated,7th edition, Elsevier Science Limited, China. - Shirisn N Daftary,(2018), Shaw's Text Book of Gynecology, 14th edition, Elsevier India private Limited. - Mary Ann Towel,(2018), obstetric medicine Care, 5th edition, Pearson education,USA. - Fraser Dian M, et al, (2017): Myles textbook for midwives, 14th ed, Elsevier science limited, china. - Slone et al., (2018) al-Child Nursing Textbook, and Simulation Learning System for Maternal-Child Nursing (User Guide and Access Code) Package , 4th Edition.	**ج- كتب مقترحة Recommended Books**

منسق المقرر

رئيس القسم

د / أميرة فتحى

أ.د/ محمد قنديل

د/ عبد البر شرف

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم :تمريض صحة الأم وحديثي الولادة

تاريخ اعتماد التوصيف :2020-2021

14-بيانات المقرر :

الفرق ar	اسم المقرر : Population Studies and Family Planning	الرمز الكودي : (303) (N)
	عددالساعات الدراسية : نظري 1 ساعة عملي - ساعة عدد الساعات الكلية للفرقة الثالثة : نظرى (15 ساعة) – عملي (-)	التخصص : Maternal and Newborn Health Nursing

2- Aim of the course:

- This course will provide students with the basic knowledge about vital statistics, death statistics, population census, methods of population census, maternal mortality and morbidity rate, maternal mortality ratio, causes of maternal mortality, issues of family planning, male infertility and female infertility. The student will be able to recognize type of statistical methods used and determine hazards of population growth on individual, family and community, as well as it emphasizes the concept of infertility problems and it's management.

3-Course specification based on competency: **توصيف المقرر المبنى على الكفايات:**

Domain No. 1. Professional and Ethical Practice

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	

Y	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Biovital statistics**	- Demonstrate utilizing of the legislative framework of vital statistics.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Census of population**	- Demonstrate utilizing of the legislative framework to calculate census of population.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Maternal mortality**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions to manage infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Issues of Family Planning**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions to manage any issues related to family planning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google	-

				Classroom.	
1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Infertility**	- Apply nurses cod of ethics during counseling about infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	- **Maternal mortality**	- Practise nursing care based on procedural guidelines considering prevention of maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Practise nursing care based on procedural guidelines considering management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Issues of Family Planning**	- Practise nursing care based on procedural guidelines considering management of issues related to family planning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **Biovital statistics**	- Demonstrate responsibility and accountability for biovital statistics within the scope of professional and practical level of competence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Census of population**	- Demonstrate responsibility and accountability for population census calculation within the scope of professional and practical level of competence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Maternal mortality**	- Demonstrate responsibility and accountability for prevention of maternal mortality within the scope of professional and practical level of competence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Demonstrate responsibility and accountability for management of infertility within the scope of professional and practical level of competence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Issues of Family Planning**	- Demonstrate responsibility and accountability for management of issues related to family planning	- Online Learning - Online group discussion with small groups.	- Powerpoint presentation - Video and recording	-

			within the scope of professional and practical level of competence.	- Online brain storming session	using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 2. Holistic Patient-Centered Care

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
2.1.1. Conduct holistic and focused bio - psychosocial and environmental assessment of health and illness in diverse settings.	- **Maternal mortality**	- Conduct holistic and focused bio-psychosocial assessment of health during health care and counseling to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Conduct holistic and focused bio-psychosocial assessment of health during counseling about infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- **Maternal mortality**	- Provide holistic nursing care that addresses the needs of females to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

		- **Infertility**	- Provide holistic nursing care that addresses the needs of male/female during management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Issues of Family Planning**	- Provide holistic nursing care that addresses the needs of females during management of issues related to family planning .	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.1.3. Provide holistic patient-centered care respecting people diversity.	- **Infertility**	- Provide holistic patient-centered care during management of infertility respecting people diversity .	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	- **Maternal mortality**	- Advocate the women needs/problems within the Egyptian health care system and the personal context to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

		- **Infertility**	- Advocate the women needs/problems within the Egyptian health care system and the personal context to manage infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Issues of Family Planning**	- Advocate the women needs/problems within the Egyptian health care system and the personal context to manage issues related to family planning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Maternal mortality**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for women to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

		- **Infertility**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for male/female to manage infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	-	-	-	-	-
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	-	-	-	-	-
	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-
	2.2.4. Apply educational principles and	- **Biovital statistics**	- Apply educational principles and counseling techniques	- Online Learning - Online group discussion with	- Powerpoint presentation - Video and	-

counseling techniques appropriately and effectively with diverse populations.		appropriately and effectively during using of biovital statistics.	small groups. - Online brain storming session	recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	
	- **Census of population**	- Apply educational principles and counseling techniques appropriately and effectively during calculation of population census.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Maternal mortality**	- Apply educational principles and counseling techniques appropriately and effectively to reduce maternal mortality .	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Apply educational principles and counseling techniques appropriately and effectively to to manage infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Issues of Family Planning**	- Apply educational principles and counseling techniques appropriately and effectively to to manage issues of family planning	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and	-

					Google Classroom.	
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	- **Maternal mortality**	- Communicate the health information effectively according to women needs to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Communicate the health information effectively according to male/female needs to effectively to manage infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	- **Biovital statistics**	- Utilize information from variety of reliable sources for planning health education activities during using of during using of biovital statistics.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Census of population**	- Utilize information from variety of reliable sources for planning health education activities during calculation of population census.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google	-

					Classroom.	
		- **Maternal mortality**	- Utilize information from variety of reliable sources for planning health education activities effectively to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Utilize information from variety of reliable sources for planning health education activities effectively to manage infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

Quality Assurance Unit
Menoufia University

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Census of population**	- Plan and implement change conducive to the improvement of calculation of population census.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	- **Maternal mortality**	- Plan and implement change conducive to the improvement of health care provision to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session -	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Plan and implement change conducive to the improvement of health care provision for male/female to manange infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
3.1.3. Organize own workload and apply time-management	-	-	-	-	-

	principles for meeting responsibilities.					
	3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-
Y	3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	- **Maternal mortality**	- Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of women to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- **Maternal mortality**	- Act to protect women from unsafe care practices in different work settings during health care through safety measures to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Act to protect male/female from unsafe care practices in different work settings during health care for management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **Biovital statistics**	- Apply research methods related to biovital statistics that use the best evidences to maintain safe work environment.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Census of population**	- Apply research methods related to population census calculation that use the best evidences to maintain safe work environment.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Apply research methods related to infertility mangement that use the best evidences to maintain safe work environment.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Issues of Family Planning**	- Apply research methods related to mangement of issues related to family planning that use the best evidences to maintain safe work environment.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
Y	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the	-	-	-	-	-

existing resources.					
3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	- **Maternal mortality**	- Implement standardized protocols when providing nursing care considering quality improvement and patient's safety to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Implement standardized protocols when providing nursing care considering quality improvement and patient's safety for management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Issues of Family Planning**	- Implement standardized protocols when providing nursing care considering quality improvement and patient's safety for management of issues related to family planning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and	-

					Google Classroom.	

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
	4.1.1. Use different sources of data related to advanced standards of practice and patient care.	- **Census of population**	- Use different sources of data related to contemporary standards of practice of population census calculation in the community.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Biovital statistics**	- Apply technology and information management tools to support using biovital satistics through Blended Learning and flipped classroom.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	
		- **Maternal mortality**	- Apply technology and information management tools to support safe care and evaluate their impact on women outcomes to reduce maternal mortality through Blended Learning and flipped classroom	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	
		- **Infertility**	- Apply technology and information management tools to support safe care during management of infertility and evaluate their impact on male/female outcomes.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	

	- **Issues of Family Planning**	- Apply technology and information management tools to support safe care during management of issues related to family planning and evaluate their impact on female outcomes.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	- **Maternal mortality**	- Evaluate the impact of computerized information manage-ment on the role of the nurse in providing holistic patient-centered care to reduce maternal mortality through Microsoft Teem Learning Plat Form.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care during management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Maternal mortality**	- Use and evaluate information management technologies for providing the holistic women care in different health care settings to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	- **Infertility**	- Use and evaluate information management technologies for providing the holistic patient care in different health care	- Online Learning - Online group discussion with small groups.	- Powerpoint presentation - Video and recording	-

			settings for management of infertility.	- Online brain storming session	using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	
	4.2.1. Recall, and manage data to make decisions using information management system for providing holistic patient care.	-	-	-	-	-
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	-	-	-	-	-
	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	- **Maternal mortality**	- Apply technologies and information systems to support provision of safe nursing care practice to all women to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Apply technologies and information systems to support provision of safe nursing care practice to male/female for management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-

Domain No. 5. Inter-Professional Communication

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	

Y	5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Biovital statistics**	- Collaborate inter-professional relation during using of biovital statistics to maximize health outcomes in the community.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Maternal mortality**	- Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for all women to reduce maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for male/female for management of infertility.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Issues of Family Planning**	- Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for female for management of issues related to family planning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	- **Census of population**	- Function within behavioral norms related to the interdisciplinary communica-tion and the health care organizations fortion census for calculating of population	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams,	-

			census.		Moodle and Google Classroom.	
		- **Maternal mortality**	- Function within behavioral norms related to the interdisciplinary communication and the health care organizations for reducing maternal mortality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Infertility**	- Function within behavioral norms related to the interdisciplinary communica-tion and the health care organizations for management of infertility	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	-	-	-	-	-
	5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Topic	No. of hours (theory)	No. of hours (Lecture)		Practical/ tutorial (Hours No.)	
		Blended learning 50%	Flipped learning 50%	Practical	tutorial
iovital statistics				---	--
Definition and uses of vital statistics	1hrs	1 Lecture			
Birth rates and death rates	1hrs	1 Lecture			
Maternal morbidity statistics and measurement of maternal morbidity	1hrs	1 Lecture			
ensus of population				---	---
Introduction to population census	1hrs	1 Lecture			
Common methods for doing a census	1hrs	1 Lecture			
Population pyramid and life expectation	1hrs	1 Lecture			
Fertility	1hrs	1 Lecture			
Over population	1hrs	1 Lecture			
Iaternal mortality				---	---
Introduction to maternal mortality	1hrs	1 Lecture			
Main available factors contributing to maternal death	1hrs	1 Lecture			
How to lower maternal mortality	1hrs	1 Lecture			
Preventive measures to reduce high-riskpregnancy & maternal mortality.	1hrs	1 Lecture			
Management of high-risk patients.	1hrs	1 Lecture			
nfertility and nursing management	1hrs	1 Lecture		------	------
ssues of family planning	1hrs	1 Lecture			
TOTAL	15 hrs	15 Lectures		------	------

حتوى
:
C
Co

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion	**5- أساليب التعليم والتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7- تقويم الطلاب:**
7. a.1-Semester work to assess competencies skills. 7.a.2- Final written exam to evaluate competencies skills.	**خ- الأساليب المستخدمة** **Used Methods**
Assessment Schedule 7.b.1 Assessment 1 Semester work 7th Week 7.b.2 Assessment 2 Final written exam End of semester	**د- التوقيت** **Time :**
Weighting of Assessments (for each semester) - Semester work 20% (10 grade) - Final term exam 80% (40 grade) **Total 100% (50 grade)**	**ج - توزيع الدرجات : -** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
-Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**
- Hasseb, F. (2007): Basic Obstetric. 17th ed., Cairo: University Book Center. - Medical School, reproductive Health Curriculum Family	**ب - كتب ملزمة** **Required Books (Text Books)**

Planning Methods module, October (2018). - Ladewing., P., Marcia L. Londer. & Sally B. (2018). Maternal & Newnorn Nursing Care. The nurse, the family & the community. 4th edition. - Straight A's in Maternal – Neonatal Nursing A review (2019). Lippincott Williams & Wilkins. - Bock . W ,(2018) : Obestetrics and Gynecology, Family planning , 4th edition , London, Mass company,pp:359-363 - Wold .G .H, (2017) : Contemporary Maternity Nursing , New York, Mosby , pp 68 –85 - www.yahoo.com.EngenderHealth'spuplication.improving women's health world wide.(2019).family planning	
- **Hasseb, F. (2007):** Basic Obstetric. 17th ed., Cairo: University Book Center. - **Ladewing, P., Marcia, L., & Sally, B. (2018):** Maternal &Newnorn Nursing Care. The nurse, the family & the community. 4th edition. - **Williams & Wilkins (2019):** Straight A's in Maternal – Neonatal Nursing A review, Lippincott. - **Wold, G.H. (2017):** Contemporary Maternity Nursing , New york ,Mosby, pp 68 –85 - **Rebecca, G. (2017):** Basic statistics for nurse, 2nd, Mosbey, London company. - **Adbel-Rasoul, G. (2019):** Short notes on Medical & Vital Statistics for Medical Students.	**ج- كتب مقترحة Recommended Books**

منسق المقرر

رئيس القسم

د / دعاء لطفى القرش

ا.د. عايده عبدالرازق

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحيثي الولأدة
تاريخ اعتماد التوصيف: 2020-2021

15-بيانات المقرر :

الرمز الكودي :	اسم المقرر :	الفرقة
(304) (N)	Methods of Teaching in Nursing	ar
التخصص : Maternal and Newborn Health Nursing	عدد الساعات المعتمدة: نظرى 2 عملى -	
	عدد الساعات الكلية: نظرى (30ساعة)– عملى (- ساعة) - تطبيقي (- ساعة)	

2- Aim of the course:

- Equip the student with necessary competencies abilites for competent class room and clinical teaching, information and principles about the most advanced teaching and evaluation used in nursing field. It provides the student with an introduction to evidence practice and principles of educational accreditation.

3-Course specification based on competency: Domain No. 1.Professional and Ethical Practice

توصيف المقرر المبنى على الكفايات:

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used
1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Selection of teaching method**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions while selecting of teaching methods.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.
1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Importance of educational objectives**	- Maintain disciplinary action in exercising the authority to provide an atmosphere conducive to learning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.
	- **Evaluation of teaching method**	- Apply safety measures while evaluating teaching methods	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.
1.1.3 - Practise nursing based on policies and procedural guidelines considering	-	-	-	-

patient/ client rights.					
1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	-	-	-	-	-

Domain No. 2. Holistic Patient-Centered Care

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
2.1.1. Conduct holistic and focused bio - psychosocial and environmental assessment of health and illness in diverse settings.	- **Criteria of traditional and non traditional methods**	- Conduct holistic and focused bio-psychosocial assessment of health during the selection of the teaching method.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	-	-	-	-	-
2.1.3. Provide holistic patient-centered care respecting people diversity.	-	-	-	-	-

	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	-	-	-	-	-
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	- **Evaluation of teaching method**	- Determine health related learning needs of patient during the evaluation of method of teaching.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle & Google class	-
		- **Types of evaluation**	- Determine health related learning needs of patient when selecting type of evaluation.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-

2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	- **Advantages and disadvantages of traditional methods**	- Assess factors that influence the patient's and family's abilitythat affect the selection of traditional method.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Advantages and disadvantages of non traditional methods**	- Assess factors that influence the patient's and family's ability that affect the selection of non traditional method.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	- **Examples on each type of educational objectives and intended learning outcomes**	- Apply factors that influence the student's ability and readiness to learn.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	- **Types of educational methods**	- Apply educational principles and counseling techniques appropriately and effectively when assigning educational session.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Criteria of**	- Apply educational principles	- Online Learning - Online group	- Powerpoint presentation	-

		traditional and non traditional method	and counseling techniques appropriately and effectively when selecting any traditional or non traditional method.	discussion with small groups. - Online brain storming session	- Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Evaluation of teaching method**	- Apply educational principles and counseling techniques appropria-tely and effectively when evaluating teaching method.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
2.2.5. Communicate health information and coordinate health education/promot ion activities effectively according to patient/client needs.		- **Selection of teacging method**	- Communicate effectively with the students to seslect the most appropriate method of teaching for the assigned wducational session.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.		- **Types of evaluation**	- Utilize information from variety of reliable sources for evaluating the teaching method.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
		- **Selection of teacging method**	- Utilize information from variety of reliable sources for selecting the most suitable teaching method.	- Online Learning - Online group discussion with small groups. - Online brain	- Powerpoint presentation - Video and recording using,Telegram	- -

				storming session	,Microsoft Teams, Moodle and Google Classroom.	

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Selection of teacging method**	- Plan and implement change conducive to overcome the limitations of each teaching method	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-

Y	3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	-	-	-	-	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	-	-	-	-	-
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **Technologies of teaching**	- Apply E-learning according to the different educational situation.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
Y	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-

	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	-	-	-	-	-

Menoufia University

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	4.1.1. Use different sources of data related to advanced standards of practice and patient care.	-	-	-	-	-

	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Technologies of teaching**	- Apply different technologies of teaching and select the suitable one according to the educational situation.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	- **Types of teaching method** -	- Evaluate the method of teaching for clinical and class teaching.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Advantages and disadva-ntages of non traditional methods**	- Use and evaluate information management technologies for applying nontraditional methods.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
Y	4.2.1. Recall, and manage data to make decisions using information management system for providing holistic patient care.	-	-	-	-	-
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	- **Technologies of teaching**	- Apply basic guidelines when modifying the traditional instruction for virtual teaching.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle & Google Class	-
	4.2.3. Apply technologies and information systems	-	-	-	-	-

	to support provision of safe nursing care practice to individuals, families, and communities.					

Domain No. 5. Inter-Professional Communication

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
	5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	-	-	-	-	-
	5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	- **Importance of educationnal objectives** - **Definition of teaching,** - **learning methods and education** - **Importance of educationnal objectives**	- Function within behavioral norms related to the interdisciplinary communica-tion to match verbs used in stating educational objectives.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate	- **Technologies of teaching**	- Apply the standardized communication approach to provide comprehensive and dtailed information about e-learning.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google	-

	experience transitions across different healthcare settings.				Classroom.	
	5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-	-

Topic	No. of hours (theory)	No. of lecture (theory)		Practical/ tutorial (Hours No.)	
		Blended learning. 50%	Flipped learning 50%	Practical	Tutorial
efinition of Education, Teaching and Iearning.	2hrs	1 lecture		---	---
nportance of educational objectives	2hrs	1 lecture		---	---
xamples of each type of educational objectives and tended learning outcomes	4hrs	2 lecture		---	---
ualities of intended learning outcomes	4hrs	2 lecture		---	---
ypes of teaching methods	2hrs	1 lecture		---	---
riteria of traditional and non traditional methods	2hrs	1 lecture		---	---
dvantages and disadvantages of traditional methods	2hrs	1 lecture			---
dvantages and disadvantages of nontraditional methods	2hrs	1 lecture		---	---
election of teaching method	2hrs	1 lecture		---	---
echnologies of teaching method	4hrs	2 lecture		---	---
valuation measurement	2hrs	1 lecture		---	---

ypes of evaluation	2hrs	1 lecture	---	---
otal	**30 hrs**	**15 Lectures**	---	---

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion	**5- أساليب التعليم واالتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7- تقويم الطلاب:**
7. a.1- Semester work to assess competencies skills. 7.a.2- Final written exam to evaluate competencies skills.	**ذ- الأساليب المستخدمة** **Used Methods**
Assessment Schedule 7.b.1 Assessment 1 Semester work 7th Week 7.b.2 Assessment 2 Final written exam End of semester	**ر- التوقيت** **Time :**

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Weighting of Assessments (for each semester) - Semester work 20% (20 grade) - Final term exam 80% (80 grade) **Total 100% (100 grade)**	**ج - توزيع الدرجات : -** **Marks distribution**

8- قائمة الكتب الدراسية والمراجع — List of References

-Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**
1- Bloom, Robert S., (2018). Stating Educational Objectives in Behavioral Terms, Nursing Forum 14(1), 31-42. 2- Anderson, L. & Krathwohl, D. (2018). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman. 3- Krathwohl, D. R., Bloom, B. S., Masia, B. B.; (2019). "Taxononmy of Educational Objectives. Handbook II: The affective domain. 4- Entwistle, N. Thompson, S. and Tait, H (2017) Guidelines for Promoting Effective Learning in Higher Education, University of Edinburgh, Centre for Research on Learning and Instruction, 106pp. 5- Ramsden, P (2018) Learning to Teach in Higher Education, London, Routledge, 290pp. 6- Entwistle, N and Ramsden, P (2019) Understanding Student Learning, London, Croom Helm, 248pp.	**ب - كتب ملزمة** **Required Books (Text Books)**

ج- كتب مقترحة Recommended Books	1- Honey man, M; Miller, G (2018). "Agriculture distance education: A valid alternative for higher education?". Proceedings of the 20th Annual National Agricultural Education Research Meeting: 67–73. 2- Tabor, Sharon W (Spring 2019). "Narrowing the Distance: Implementing a Hybrid Learning Model". Quarterly Review of Distance Education (IAP) 8 (1): 48–49. Retrieved 23 January 2019. 3- Vaughan, Dr Norman D. (2018). "Blended Learning". In Cleveland-Innes, MF; Garrison, DR. An Introduction to Distance Education: Understanding Teaching and Learning in a New Era. Taylor & Francis. p. 165. Retrieved 23 January 2018. 4- Holmberg, Börje (2018) (in German). The evolution, principles and practices of distance education. Studien und Berichte der Arbeitsstelle Fernstudienforschung der Carl von Ossietzky Universität Oldenburg [ASF]. 11. Bibliotheks-und Informations system der Universitat Oldenburg. p. 13. Retrieved 23 January 2018.

منسق المقرر

رئيس القسم

د / رشا جمال

أ.د/ عايدة عبد الرازق

د / صفاء عبدالله

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات ابريل 2017

جامعة المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحديثي الولادة
تاريخ اعتماد التوصيف : 2020-2021

16-بيانات المقرر :

الفرقة ar	اسم المقرر : Reproductive Health	الرمز الكودي : (305) (N)
عملي - ساعة	عدد الساعات الدراسية : نظري 1 ساعة عدد الساعات الكلية للفرقة الثالثة : نظرى (15 ساعة) – عملي (-)	التخصص : Maternal and Newborn Health Nursing

2- Aim of the course:

- Equip the student with competencies abilities to demonstrate critical thinking and problem solving approach in providing comprehensive and detailed information about safe motherhood initiative, priorities for safe motherhood, key components of safe motherhood, WHO pillars of safe motherhood, effective strategies and interventions to achieve safe motherhood, infection control stages, factors affecting the risk of infection, methods of sterilization, summary of universal precautions, infection control during labor, types of violence against women, risk factors, factors specifically associated with intimate husband violence, health consequences and prevention and response.

3-Course specification based on competency: **توصيف المقرر المبنى على الكفايات:** **Domain No. 1. Professional and Ethical Practice**

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used

Y	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Safe Motherhood**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions during safe motherhood and counseling.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Infection control in maternity nursing**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions to prevent infection in obstetric units.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Violence against pregnant women**	- Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions to prevent violence against women .	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Infection control in maternity nursing**	- Apply safety measures while using of infection control in maternity nursing units.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Violence against pregnant women**	- Apply nurses' code of ethics during counseling about violence against women.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google	-

				Classroom.	
1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	- **Safe Motherhood**	- Practise nursing care based on procedural guidelines considering safe motherhood.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Infection control in maternity nursing**	- Practise nursing care based on procedural guidelines considering infection control in maternity nursing.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Violence against pregnant women**	- Practise nursing care based on procedural guidelines considering violence against women.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **Safe Motherhood**	- Demonstrate responsibility and accountability for caring all women during safe motherhood peroid within the scope of safe motherhood period.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

Domain No. 2. Holistic Patient-Centered Care

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
2.1.1. Conduct holistic and focused bio -psychosocial and environmental assessment of health and illness in diverse settings.	- **Safe Motherhood**	- Conduct holistic and focused bio-psychosocial assessment of health during safe motherhood and counseling.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- **Safe Motherhood**	- Provide holistic nursing care that addresses the needs of females during safe motherhood.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	- **Violence against pregnant women**	- Provide holistic nursing care that addresses the needs of pregnant females to prevent violence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
2.1.3. Provide holistic patient-centered care respecting people diversity.	-	-	-	-	-
2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-

	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Safe Motherhood**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for women during safe motherhood.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Violence against pregnant women**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for pregnant women to prevent violence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	-	-	-	-	-
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn,	-	-	-	-	-

preferences for learning style, and levels of health literacy.					
2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	-	-	-	-	-
2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	- **Infection control in maternity nursing**	- Apply educational principles and counseling techniques appropriately and effectively during using of infection control measures in obstetric units.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Violence against pregnant women**	- Apply educational principles and counseling techniques appropriately and effectively to prevent violence against pregnant women.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	-	-	-	-	-

2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	- **Infection control in maternity nursing**	- Utilize information from variety of reliable sources for planning health education activities for using infection control measures during labor.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	- **Violence against pregnant women**	- Utilize information from variety of reliable sources for planning health education activities to prevent violence against pregnant women.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Safe Motherhood**	- Plan and implement change conducive to the improvement of health care provision for all women during safe motherhood.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	- **Infection control in maternity**	- Plan and implement change conducive to the improvement of provision of infection control	- Online Learning - Online group discussion with	- Powerpoint presentation - Video and	-

		nursing	measures in obstetric units.	small groups. - Online brain storming session	recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	
		- **Violence against pregnant women**	- Plan and implement change conducive to the improvement of health care provision for pregnant women to prevent violence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
	3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-
Y	3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and	- **Safe Motherhood**	- Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of women during safe motherhood.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -

	communities.	- **Violence against pregnant women**	- Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of pregnant women to prevent violence.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- **Infection control in maternity nursing**	- Act to protect women from unsafe care practices in different work settings during health care through using of infection control measures during labor.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	-	-	-	-	-
Y n s f	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-

	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	-	-	-	-	-

Menoufia University

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y n	4.1.1. Use different sources of data related to advanced standards of practice and patient care.	- **Infection control in maternity nursing**	- Use different sources of data related to contemporary standards of practice of infection control measures in maternity nursing.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- - Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle	- -

t					and Google Classroom.	
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Safe Motherhood**	- Apply technology and information management tools to support safe mothehood and evaluate their impact on women outcomes through Blended Learning and flipped classroom.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Violence against pregnant women**	- Apply technology and information management tools to support safe care during violence and evaluate their impact on pregnant outcomes through Blended Learning and flipped classroom.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	- **Safe Motherhood**	- Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care through Microsoft Teem Learning Plat Form.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Advantages and disadva-ntages of non traditional methods**	- Use and evaluate information management technologies for applying nontraditional methods.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
Y	4.2.1. Recall, and manage data to make decisions	-	-	-	-	-

	using information management system for providing holistic patient care.					
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	-	-	-	-	-
	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Quality Assurance Unit
Menoufia University

Domain No. 5. Inter-Professional Communication

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Safe Motherhood**	- Collaborate interprofessional relation during safe motherhood to maximize health outcomes for the all women.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
	5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	- **Infection control in maternity nursing**	- Function within behavioral norms related to the interdisciplinary communication and the health care organizations for infection control in maternity nursing.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
		- **Violence against pregnant women**	- Function within behavioral norms related to the interdisciplinary communication and the health care organizations for preventing violence against pregnant women.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
	5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	-	-	-	-	-
	5.1.4. Utilize communication styles that diminish	-	-	-	-	-

	the risks associated with authority gradients among healthcare team members.					

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours (theory)	No. of lecture (theory)		Practical/ tutorial (Hours No.)	
		Blended learning 50%	Flipped classroom 50%	Practical	Tutorial
Safe motherhood					
afe motherhood initiative	1hrs	1 Lecture		---	---
riorities for safe motherhood	1hrs	1 Lecture			
ey components of safe motherhood	1hrs	1 Lecture			
HO pillars of safe motherhood	1hrs	1 Lecture			
ffective strategies and interventions to achieve safe motherhood	1hrs	1 Lecture			
Infection control in maternity nursing					
fection control stages	1hrs	1 Lecture		---	---
actors affecting the risk of infection	1hrs	1 Lecture			
Methods of sterilisation	1hrs	1 Lecture			
ummary of universal precautions	1hrs	1 Lecture			
fection control during labor	1hrs	1 Lecture			
Violence against pregnant women					
ypes of violence against women	1hrs	1 Lecture		---	---
isk factors	1hrs	1 Lecture			
actors specifically associated with intimate husband violence	1hrs	1 Lecture			
Health consequences	1hrs	1 Lecture			
Prevention and response	1hrs	1 Lecture			
TOTAL	15 hrs	15 Lectures		---	---

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion	**5- أساليب التعليم واالتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and**

	Learning Methods of Disables
Students Assessment	**7- تقويم الطلاب:**
7. a.1-Semester work to assess competencies skills 7.a.2- Final written exam to evaluate competencies skills.	**ز- الأساليب المستخدمة Used Methods**
Assessment Schedule 7.b.1 Assessment 1 Semester work 7th Week 7.b.2 Assessment 2 Final written exam End of semester	**س-التوقيت Time :**
Weighting of Assessments (for each semester) - Semester work 20% (10 grade) - Final term exam 80% (40 grade) **Total 100% (50 grade)**	**ج - توزيع الدرجات : - Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
-Nursing notes prepared by all staff members of the course	**أ- مذكرات Course note**
1. AbouZahr, C., and Warlaw, T., (2017); Maternal mortality at the end of the decade: what signs of progress? Bulletin of the World Health Organization 2011. Geneva: World Health Organization. 79(6). **2. Moss, William J., and Halsey, Neal A., (2018);** The Effects of Maternal Malaria and HIV-1 Infection on the Effort to Eliminate Neonatal Tetanus. Editorial Commentary. Journal of Infectious Diseases 2018; 196: 502-504 **3. United Nations. (2018);** The Millennium Development Goals Report 2018. New York: United Nations **4. United Nations Children's Fund, (2018);** United	**ب - كتب ملزمة Required Books (Text Books)**

Nations Population Fund (UNFPA) and World Health Organization. Maternal Mortality in 2018: Estimates developed by WHO, UNICEF, UNFPA. Geneva: World Health Organization, 2018. **5. United Nations Population Fund (UNFPA). (2017);** Maternal Mortality Update 2016. A Focus on Emergency Obstetric Care. New York: United Nations Population Fund, 2017. **6. World Health Organization. (2018);** Making pregnancy safer: the critical role of the skilled attendant. A joint statement by WHO, ICM and FIGO. Geneva: World Health Organization, Department of Reproductive Health and Research, 2018. **7. World Health Organization. (2017);** Neonatal and Perinatal Mortality. Country, Regional and Global Estimates. Geneva: World Health Organization, 2017.	
1. **Cook, Rebecca J., Dickens, Bernard M., and Fathalla, Mahmoud F. (2018);** Reproductive Health and Human Rights. Oxford University Press, 2018. 2. **Markle, William H., Fisher, Melanie A., and Semego, Raymond A. (eds.) (2018);** Understanding Global Health. McGraw Hill, Lange Medical Books, 2018. **3. Alden, and Bol, K., (2017);** Maternitv and gynecolgic care chapter 20 maternal infection, 5th edition, London Mospy company London, 833- 878. **4. Henderson, CC., (2018);** MAYES midwifery, infection thirteen edition, printed in china, mosby company, 705, 706. **5. Jemhifer, E., (2018);** Maternal and new born care infection, 3rd edition, London Mosby company.	**ج- كتب مقترحة** **Recommended Books**

6. Jone, E., (2018); Basre nursing, infection control 4 edition, London, mosby, company 480, 483.	

منسق المقرر **رئيس القسم**

د. سهام شحاته

أ.د/عايدة عبد الرازق

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحيثي الولأدة
تاريخ اعتماد التوصيف: 2020-2021

17-بيانات المقرر :

الرمز الكودي : (306) (L)	اسم المقرر : English language (level 4)	الفرقة ar
التخصص : Maternal and Newborn Health Nursing	عدد الساعات المعتمدة: نظرى 2 ساعه أسبوعيا عملى - ساعه اسبوعيا عدد الساعات الكلية: نظرى (30ساعة)– عملى (-)	

2- Aim of the course:

-This course is designed to help students to utilize grammatical rules in written and spoken English and utilize the language skills of English to comprehend materials of other courses about basics of paragraph, transitional phases used in paragraph, structure of paragraph , how to write paragraph and English for nursing.

3-Course specification based on competency: **توصيف المقرر المبنى على الكفايات:** **Domain No. 1. Professional and Ethical Practice**

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	

Y	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **The role of nursing and nurses in the Community**	- Demonstrate utilizing of the legislative framework and the role of nursing and nurses in the community.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-
	1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Medical specialties.**	- Maintain privacy while explaning medical specialties.	- Traditional Learning - Group discussion with small groups. - Brain storming session.	- Powerpoint presentation - Audiovisual material (data show)	-
		- **Stress Related Illnesses**	- Apply safety measures while caring for women with stress-related illnesses.	- Traditional Learning - Group discussion with small groups. - Brain storming session.	- Powerpoint presentation - Audiovisual material (data show)	-
		- **Smoking and disease**	- Apply nurses' code of ethics during counselling health problems associated with smoking.	- Traditional Learning - Group discussion with small groups. - Brain storming session.	- Powerpoint presentation - Audiovisual material (data show)	-
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client	- **Smoking and disease**	- Practise nursing care based on procedural guidelines considering smoking and disease.	- Traditional Learning - Group discussion with small groups. - Brain storming session.	- Powerpoint presentation - Audiovisual material (data show)	-

rights.	- **The role of nursing and nurses in the Community**	- Practise nursing care based on procedural guidelines considering the role of nursing and nurses in the community.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-
1.1.4 -Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **The role of nursing and nurses in the Community**	- Demonstrate professional and practical role of nursing and nurses in the community.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-

Domain No. 2. Holistic Patient-Centered Care

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
2.1.1. Conduct holistic and focused bio - psychosocial and environmental assessment of health and illness in diverse settings.	- **Medical specialties.**	- Conduct holistic and focused bio-psychosocial assessment of health for medical specialties.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-
2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	-	-	-	-	-
2.1.3. Provide holistic patient-centered care respecting people diversity.	- **Training a nurse.**	- Provide holistic patient-centered care while training a nurse.	- Traditional Learning - Group discussion with small groups.	- Powerpoint presentation - Audiovisual material (data show)	-

				- Brain storming session		
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Training a nurse.**	- Examine evidence that underlie clinical nursing practice to offer new insights while training a nurse.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	- -
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	-	-	-	-	-
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	-	-	-	-	-
	2.2.3. Participate in	-	-	-	-	-

informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.					
2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	-	-	-	-	-
2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	-	-	-	-	-
2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	-	-	-	-	-

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	- **Structure and grammar**	- Apply leadership skills to manage personnel to maximize health, through communication effectively using correct terms and vocabulary with health team members.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Structure of paragraph.**	Plan and implement change conducive to the improvement of health through communication effectively using correct terms and vocabulary with health team members.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-
3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-

Y	3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	-	-	-	-	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	-	-	-	-	-
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **How to write a paragraph.**	- Apply research methods related to the technique of writing paragraph. To reach the best evidences of care.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	- -
Y	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-
	3.3.2. Participate in quality improvement	-	-	-	-	-

	process to enhance nursing care rendered and patient/client outcomes.					
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	-	-	-	-	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y n	4.1.1. Use different sources of data related to	-	-	-	- -	-

	advanced standards of practice and patient care.					
t	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **How to write a paragraph.**	- Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes through Blended Learning and flipped classroom. Through counseling for most common health problems among smokers.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- - Powerpoint presentation - Audiovisual material (data show)	-
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	-	-	-	-	-
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	-	-	-	-	-
Y n	4.2.1. Recall, and manage data to make decisions using information management system for providing holistic patient care.	- **How to write a paragraph.**	- Manage data to make decisions using information management system and technique of writing paragraph.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show)	-
	4.2.2. Apply communication technologies that support clinical decision making, care coordination,	-	-	-	- - -	-

and protection of patients' rights.					
4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Domain No. 5. Inter-Professional Communication

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Basics of paragraph.**	- Maintain inter-professional collaboration in avariety of settings by using basics of paragraph.	- Traditional Learning - Group discussion with small groups. - Brain storming session	- Powerpoint presentation - Audiovisual material (data show	-
5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-	-
5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	-	-	-	-	-
5.1.4. Utilize communication styles that diminish the risks associated with authority	-	-	-	-	-

	gradients among healthcare team members.					

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours	No. of lecture (Lecture =2hr)	Tutorial/ Practical
asics of Paragraph	2hrs	1 Lecture	.....
ransitional phases used in paragraph	2hrs	1 Lecture	.....
tructure of paragraph	2hrs	1 Lecture	.....
ow to write a paragraph	2hrs	1 Lecture	.....
ish for Nursing Vhat nursing is?	2hrs	1 Lecture	.....
inds of nursing	2hrs	1 Lecture	.....
Training a nurse	2hrs	1 Lecture	.....
The role of nursing and nurses in the Community	2hrs	1 Lecture	.....
Stress- Related Illnesses	2hrs	1 Lecture	.....
moking and disease	2hrs	1 Lecture	.....
Medical specialties	2hrs	1 Lecture	.....
eading Comprehension passages	2hrs	1 Lecture	.....
tructure and grammar	2hrs	1 Lecture	.....
anguage Exercise	2hrs	1 Lecture	.....
rabic passage for translation	2hrs	1 Lecture	.....
Total	30hrs	15 lectures	.....

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion	**5- أساليب التعليم والتعليم** **Teaching and Learning Methods**
None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7- تقويم الطلاب:**
7. a.1-Semester work to assess competencies skills 7.a.2- Final written exam to evaluate competencies skills.	**ش-الأساليب المستخدمة** **Used Methods**
Assessment Schedule 5.b.1 Assessment 1- Translation every week. 5.b.2 Assessment 2 Structure every week. 5 .b.3Assessment 3- Comprehension every week. 5.b.4 Assessment 4- Affixation every week. 5.b.5 Assessment 5 - Semester work at 7th week 5.b.6 Assessment 6- Final exam after 15th week	**ص- التوقيت** **Time :**
Weighting of Assessments (for each semester) - Semester work 20% (20 grade) - Final term exam 80% (800 grade) **Total 100% (100 grade)**	**ج - توزيع الدرجات :-** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
-Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**

Faculty of Nursing
Quality Assurance Unit

ب ـ كتب ملزمة **Required Books** **(Text Books)**	- Book of grammar - Book of English language for nursing - Periodicals, Web Sites … etc - Any website under the general title (English language for nursing learning and teaching) - www.English language.com
ج- كتب مقترحة **Recommended Books**	- Essential Books (Text Books) - Book of grammar - Book of English language for nursing … - Periodicals, Web Sites … etc - Any website under the general title (English language for nursing learning and teaching) - www.English language.com - English grammar in use - An English course for students of science - Medical and nursing dictionaries

Quality Assurance Unit
Faculty of Nursing
Menoufia University

أستاذ المـــــــاده: **Tagreed Gamal Mabrouk**

رئيس القسم العلمي: **Prof . Radwan El-Sobky**

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم : تمريض صحة الأم وحيثي الولأدة
تاريخ اعتماد التوصيف: 2020-2021

1- بيانات المقرر :

الرمز الكودي :	اسم المقرر :	الفرقة
(307) (N)	**Adolescent health**	ar

التخصص : **Maternal and Newborn Health Nursing**	**عدد الساعات المعتمدة:** **نظرى** 1 ساعه اسبوعيا **عملى** - ساعه اسبوعيا **عدد الساعات الكلية: نظرى (15ساعة)– عملى (-)**

2- Aim of the course:

- This course is designed for third year nursing students as an introduction to basic concepts related to adolescent health. It identifies important biological , psychological and social problems related to adolescence, normal puberty, abnormal puberty, normal menstrual cycle, menstruation disorders, eating disorders in adolescents, substance abuse and adolescent pregnancy.

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

3-Course specification based on competency: Domain No. 1. Professional and Ethical Practice

توصيف المقرر المبنى على الكفايات:

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	- **Adolescent growth and development**	- Demonstrate utilizing of the legislative framework and the role of nurse regarding most common health problems among adolescents.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
	1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.	- **Normal puberty** - **Abnormal puberty**	- Maintain privacy while explaning normal and abnormal puberty among adolescents.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Substance abuse in adolescents**	- Apply safety measures while caring for adolescents with substance abuse.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
		- **Adolescent pregnancy**	- Apply nurses' code of ethics during counselling of health problems associated with adolescent pregnancy.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	- **Eating disorders in adolescents**	- Practise nursing care based on procedural guidelines considering eating disorders in adolescents.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
		- **Substance abuse in adolescents**	- Practise nursing care based on procedural guidelines considering adolescent's with substance abuse.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
	1.1.4 -Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- **Abnormal puberty**	- Demonstrate responsibility and accountability for care within the scope of professional and practical nursing care for adolescents with abnormal puperty.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-

Domain No. 2. Holistic Patient-Centered Care

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y e	2.1.1. Conduct holistic and focused bio -psychosocial and environmental assessment of health and illness in diverse settings.	- **Eating disorders in adolescents**	- Conduct holistic and focused bio-psychosocial assessment of health for adolescents with eating disorders.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- **Menstruation disorders in adolescents**	- Addresses the needs of female during menstruation disorders.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
	2.1.3. Provide holistic patient-centered care respecting people diversity.	- **Eating disorders in adolescents**	- Provide holistic patient-centered care for adolescent with eating disorders.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	- -
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	-	-	-	-	-

	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-	-	-	-	-
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	- **Menstruation disorders in adolescents**	- Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for adolescents with menstrual disorders.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
Y	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	-	-	-	-	-
	2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	-	-	-	-	-
	2.2.3. Participate in informal and formal methods of teaching that	-	-	-	-	-

	correspond to the health of patient/client needs and abilities in different healthcare settings.					
	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	-	-	-	-	-
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	-	-	-	-	-
	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	-	-	-	-	-

Domain No. 3. Manage People, Work Environment and Quality

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
3.1.2. Plan and implement change conducive to the improvement of health care provision.	- **Substance abuse in adolescents**	- Plan and implement change conducive to the improvement of health for adolescents with substance abuse.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	-	-	-	-	-
3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-

Y	3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	-	-	-	-	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- **Menstruation disorders in adolescents**	- Act to protect adolescents with menstruation disorders from unsafe care practices in different work settings.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
	3.2.3. Create a research environment that help in maintaining safe environment.	-	-	-	-	-
	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	- **Normal puberty** - **Abnormal puberty**	- Apply research methods related to normal and abnormal puberty that use the best evidences of care.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -
Y n s f	3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	-	-	-	-	-

	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	-	-	-	-	-
	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-	-	-	-	-
	3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	- **Menstruation disorders in adolescents**	- Implement standardized protocols when providing nursing care for female with menstruation disorders considering quality improvement and patient's safety.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	- -

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
Y	4.1.1. Use different sources of data related to advanced standards of practice and patient	-	-	-	-	-

care.					
4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	- **Adolescent growth and development**	Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes through Blended Learning and flipped classroom. Through counseling for most common health problems among adolescents.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram ,Microsoft Teams, Moodle and Google Classroom.	-
4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	-	-	-	-	-
4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	- **Menstruation disorders in adolescents**	- Use and evaluate information management technologies for providing the holistic care for adolescents with menstrual abnormality.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle &Google Class .	-
4.2.1. Recall, and manage data to make decisions using information management system for providing holistic patient care.	-	-	-	-	-
4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	-	-	-	-	-

4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

Domain No. 5. Inter-Professional Communication

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
5.1.1. Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.	- **Adolescent pregnancy**	- Collaborate inter-professional relation during pregnancy to maximize health outcomes for adolescent pregnant with health problems.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
5.1.2.Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	-	-	-	-	-
5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	- **Adolescent growth and development**	- Apply standardized communic-ation with adolescents to transfer care responsibilities to other professionals to facilitate experience transitions.	- Online Learning - Online group discussion with small groups. - Online brain storming session	- - Powerpoint presentation - Video and recording using,Telegram, Microsoft Teams, Moodle and Google Classroom.	-
5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among	-	-	-	-	-

	healthcare team members.					

Topic	No. of hours (theory)	No. of lecture (theory)		Practical/ tutorial (Hours No.)	
		Blended learning 50%	Flipped classroom 50%	Practical	tutorial
dolescent growth and development	1hrs	1 Lecture		---	---
ormal puberty	1hrs	1 Lecture		---	---
elayed puberty	1hrs	1 Lecture		---	---
recocious puberty	1hrs	1 Lecture		---	---
ormal menstrual cycle in adolescents	1hrs	1 Lecture		---	---
Ienstruation disorders in adolescents (dysmenorrhea)	1hrs	1 Lecture		---	---
remenstrual syndrome	1hrs	1 Lecture		---	---
ating Disorders (Anorexia Nervosa)	2hrs	2 Lecture		---	---
ating Disorders (Bulimia Nervosa)	2hrs	2 Lecture		---	---
ubstance Abuse (Drug Abuse)	2hrs	2 Lecture		---	---
dolescents Pregnancy	2hrs	2 Lecture		---	---
TOTAL	15 hrs	15 Lectures		---	---

5.a.1. Lectures 5.a.2 . Brain storming session 5.a.3. Group discussion	**5- أساليب التعليم والتعليم** **Teaching and Learning Methods**

None	**6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
Students Assessment	**7- تقويم الطلاب:**
7. a.1- Semester work to assess competencies skills 7.a.2- Final written exam to evaluate competencies skills.	**ض- الأساليب المستخدمة** **Used Methods**
Assessment Schedule 7.b.1 Assessment 1 Semester work 7th Week 7.b.2 Assessment 2 Final written exam End of semester	**ط- التوقيت** **Time :**
Weighting of Assessments (for each semester) - Semester work 20% (10 grade) - Final term exam 80% (40 grade) **Total 100% (50 grade)**	**ج - توزيع الدرجات : -** **Marks distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
- Nursing notes prepared by all staff members of the course	**أ- مذكرات** **Course note**
- **Barbara R . Strigh (2018)** , Maternal – Newborn Nursing , 3 rd ED. - **Neinstein LS (2018).** Adolescent Health: A Practical Guide, 4 th Edition, Lippicott Williams and Wilkins, Philadelphia.	**ب - كتب ملزمة** **Required Books (Text Books)**

ج- كتب مقترحة Recommended Books	- Essential Books (Text Books) - Barbara R . Strigh (2018) , Maternal – Newborn Nursing , 3 rd ED. - Neinstein LS (2018). Adolescent Health: A Practical Guide, 4 th Edition, Lippicott Williams and Wilkins, Philadelphia. - American Psychiatric Association (APA) (2019).

أستاذ المـــــــــادة

رئيس مجلس القسم العلمي

د/حنان السيد ندا

أ.د/ عايدة عبد الرازق

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Menoufia University

Faculty of Nursing

Family and Community Health

Nursin

Course specification based competence
Undergraduate

2019-2020

Family and Community Health Nursing Department

content

Course	Code
Community Health Nursing	400N
Medical and Vital statistics	403M
Community medicine &Epidemiology	404M
Health Education	110N

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University

كلية: التمريض Faculty of Nursing

قسم : Family &Community Health Nursing

تاريخ اعتماد التوصيف:

1- بيانات المقرر :

الرمـز الكـودي 400N:	**اسم المقرر : Family & Community Health Nursing**	**الفرقة / المستوى : Fourth year**
التخصص	**معتمدة:** 12 clinical hrs/week 3hours/week **عملى بالمعامل** **تطبيقى**	-
	عدد الساعات الكلية: نظرى (45 ساعة)– عملى (180 ساعة)	

2- Aim of the course:

Blending of concepts and skills of community health nursing, applying evidence based practice, critical thinking, and scientific foundations to make comprehensive conclusion when providing sound and holistic community health nursing care. Applying nursing process and levels of prevention in planning and implementing nursing intervention to individuals, families, groups and communities, considering environmental factors that contributing to common health needs and problems

3- المعايير الاكاديمية المبنية على الكفايات:
Competencies

Domain No.1	Professional and Ethical Practice					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	**1.1.1** Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions	• Introduction to Community health nursing	• Define terms related to family and community health nursing	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Quizzes -Periodic clinical exam
		• Community health nursing role in achieving sustainable development	• Blend ethical, legal, sociocultural and professional standard when providing care to individuals aggregates and the community.			
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making					
	1.1.3 - Practice nursing based on policies and procedural guidelines considering	• Occupational health	• Determine principles of occupational health and safety.	- online learning Discussion with small groups of	-50% using Webex, MS Team and google class room. -PowerPoint	• Quizzes • Final practical exam • Final oral

	patient/ client rights.	• Home visit & home health care •	• Demonstrate principles of infection control during performance of nursing procedures .	students -Role play - Field visits that may be permitted	presentation -Educational Videos	exam • Final written exam
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	• Occupational health	• Recognize the roles and responsibilities of occupational health team members .	- online learning Discussion with small groups of students -Role play - Field visits that may be permitted - Clinical practice	-50% using Webex, MS Team and google class room. -PowerPoint presentation -Educational Videos	• Quizzes • Final practical exam • Final oral exam • Final written exam
		• Care of clients in school setting	• Assume nurse responsibility in levels of prevention in school setting			
		• Care of clients in rural setting	• Apply the role of CHN on provided case study on real community			
		• Home visit & home health care	• Explain the major nursing tasks and responsibilities in each phase of the home visit .			
Domain No.2	**2.Holistic Patient-Centered Care**					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**

2-1- Provide holistic and evidence-based nursing care in different practice	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. .	•Nursing process and family nursing	• Explain the essential components of nursing process.	- Blended learning -Critical thinking - Demons-tration and redemons-tration	-Power point presentation ` using Webex, MS Team and google class room. - Case study -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	•Community as a client.	• Apply competency in skill needed to provide care to individuals.	- online learning - field visit	-Power point presentation ` using Webex, MS Team and google class room. -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam
		•Family as a client	• Apply competency in skill needed to provide care to families and community.	- online learning - Field visit	-Power point presentation ` using Webex, MS Team and google class room. -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2.1.3. Provide holistic patient-centered care respecting people diversity.					
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	•Occupational health	• Distinguish between needs, problems and hazards of workers in selected work setting using workplace assessment tool .	- online learning -Group discussion - Field visit	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam
		•Care of clients in school setting	• Distinguish between needs and problems of school children after the assessment of a given school.	- online learning -Group discussion - Field visit	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam

Quality Assurance Unit
Menoufia University

		•Care of clients in rural setting	• Apply the role of CHN on provided case study on real community.	- online learning -Group discussion	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group	• Periodical exam • Final practical exam • Final oral exam Final written exam
	2.1.5.Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	•Epidemiology and community health nursing	•Utilize community resources effectively when developing nursing care for individuals, families, groups and communities	- online learning -Group discussion	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group -	• Periodical exam • Final practical exam • Final oral exam Final written exam
		•Home visit & home health care	•Identify the role of community health nurse in the management of community health services	- online learning -Group discussion - Field visit	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam

Faculty of Nursing
Quality Assurance Unit

		•Care of clients in school setting	• Evaluate evidence – based knowledge to promote high quality individualized care	- online learning -Group discussion - Field visit	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group -Visit to field areas	• Periodical exam • Final practical exam • Final oral exam Final written exam
	2.1.6..Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.					
2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms			-online learning - Critical thinking -Field visits that may be permitted	-Power point Presentation -Using Webex, MS and google class Team room. -Case studies - Visit to the	- Quizzes - Periodical exam

					clinical areas	
	. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.					
	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	Health promotion	•Integrate principles and methods of health promotion and health education in nursing care of individuals, groups and communities. •	- online learning Discussion with small groups of students -Role play - Field visits that may be permitted - Clinical practice	-50% using Webex, MS Team and google class room. -PowerPoint presentation -Educational Videos	• Quizzes • Final practical exam • Final oral exam • Final written exam
	2.2.4.Use educational principles and counseling techniques appropriately and effectively with diverse populations.	-Care of clients in rural setting -Care of clients in school setting -Occupational health -Home visit & home health care	•Demonstrate skills that are applied during health education and counseling when providing promotive, preventive and curative services	- online learning Discussion with small groups of students -Role play - Field visits that may be permitted - Clinical practice	-50% using Webex, MS Team and google class room. -PowerPoint presentation -Educational Videos	• Quizzes • Final practical exam • Final oral exam • Final written exam

	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.					
	2.2.6.Utilize information from variety of reliable sources for planning and improving health promotion and health education activities	Environmental health nursing	Apply competency in skill needed to provide care to individuals.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	• Quizzes • Final practical exam • Final oral exam • Final written exam
		-Disaster Management	• Analyze the role of public health nurse in personal and professional preparedness based on information •	-Role play	Discussion with small groups of students	
Domain No.3	**Manage People- work environment and quality**					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
3.1- Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

.	3.1.2. Plan and implement change conducive to the improvement of health care provision.	Health promotion	Integrate principles and methods of health promotion and health education in nursing care of individuals, groups and communities.	-Face to face discussion	-Discussion with small group in the class	• Quizes • Periodic exam
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.					
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.					
3-2-Provide a safe working environment that prevents harm for patients and workers	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					
	3.2.2.Act to protect patients and their families from unsafe,	•Family as a client	• Integrate strategies for intervention to	-Critical thinking	-Case studies	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	illegal, or unethical care practices in different work settings.		reduce risk to individuals, families and groups			-Quizzes -Periodic exam
	3-2-3. Create a research environment that help in maintaining safe environment					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.					
3-3-Review health care outcomes in the light of quality indicators and benchmarks tachieve the ultimate goals of improving the quality of nursing care.	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. 3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care. 3-3-4. Implement standardized					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	protocols when providing nursing care considering quality improvement and patient's safety.					
Domain No.4	**Informatics and Technology**					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
4-1-Utilize information and technology to underpin health care delivery, communicate,manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to advanced standards of practice and patient care..					
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes					
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	• . Family risk assessment	-Evaluate evidence based knowledge to promote high quality family care	-Critical thinking	-self learning and internet search	-Quizzes -Periodic exam

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

		• Community based rehabilitation	-Evaluate evidence based knowledge to promote high quality community care	-Critical thinking	-self learning and internet search	Quizzes Periodic exam
		• Role of nurse in achieving sustainable development	-Evaluate evidence based knowledge to promote high quality in achieving sustainable development	-Critical thinking	-self learning and internet search	-Quizzes -Periodic exam
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	•				
4-2-Utilize information and communication technologies in the delivery of patient/client care.	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	information systems to support provision of safe nursing care practice to individuals, families, and communities.					
Domain No.5	**Inter-professional Communication**					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
5-1- Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities .	• Occupational health	-Summarize the principles of communication that is required to deal with people of different age and culture.	-Face to face discussion	-Discussion with small group in the class	• Quizes • Periodic exam
		• Care of clients in school setting	-Use communication and counseling skills to deliver complete and effective care for individuals, families and groups by using role play.	-Face to face discussion -Field visit	Discussion with small group in the class - Visit the students to the school	• Quizes • Final practical exam • Final oral exam Final written exam
		• Care of clients in rural setting	- Create critical thinking abilities in identifying and managing individual , groups ,families and communities health problems.	-Face to face discussion	Discussion with small group in the class	• Quizes • Final practical exam • Final oral exam Final written exam

		• Home visit & home health care	-Use principles of communication skills appropriately during contact with families.	-Face to face discussion	Discussion with small group in the class	• Quizes • Final practical exam • Final oral exam Final written exam
		• Health promotion	-Integrate strategies for intervention to individuals, families and groups including primary, secondary and tertiary levels of prevention.	-Face to face discussion -Brain storming session	-Discussion with small group in the class -Case studies	• Quizes • Final practical exam • Final oral exam Final written exam
	5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations					
	5.1.3.. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	5.1.4Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Practical/ tutorial (Hours No.)	No. of lecture (theory)	No. of hours (theory)	*Topic*
-	1	3hrs	*1- Introduction to Community health nursing*
12	1	3hrs	*2-Nursing process and family nursing*
24	1	3hrs	*3- Community as a client.*
18	1	3hrs	*4- Family as a client and*
6	1	3hrs	*5-family risk assessment (self-learning)*
12	1	3hrs	*6-Epidemiology in community health nursing*
6	1	3hrs	*7- Occupational Health Nursing*
6	1	3hrs	*8- Community based rehabilitation (self-learning)*
24	1	3hrs	*9- Care of clients in school setting*
18	1	3hrs	*10- Care of clients in rural setting*
6	1	3hrs	*11-Disaster Management*
24	1	3hrs	*12- Home visit & home health care*
6	1	3hrs	*13-Environmental health*
6	1	3hrs	*14-community health nursing role in achieving sustainable development goals (self-learning)*
12	1	3hrs	*15- Health promotion*
180	15 Lectures	45 hrs	*Total*

5.1- Lecture. 5.2- Discussion. 5.3- Clinical practice. 5.4- Case studies. 5.5- Field visit. 5.6- Brain storming 5.7- Demonstration 5.8 – Internet search	**5- أساليب التعليم والتعلم:** **Teaching and learning**
No application	**6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة:** **Teaching and Learning Methods of Disables**
	7- تقويم الطلاب: **Students assessment**

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

5. a.1-Periodical practical exams to assess practical and intellectual skills. 5. a. 2- Mid-term exam to assess the knowledge and understanding. 5.a.3- Semester work 5.a.4- Final oral exam to evaluate knowledge and understanding and communication skills. 5. a.5- Final clinical exam to assess professional and practical skills. 5. a.6- Final written exam to assess the knowledge and intellectual skills.	**أ-الأساليب المستخدمة:** **Used Methods**
Assessment Schedule Assessment 1 periodic practical exam at the end of each rotation and quiz 4th Week Assessment 2 Mid-term exam 7th Week Assessment 3 Final practical and oral exam 14th Week Assessment 4 Final written exam end of semester	**ب- التوقيت :** **Time**

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Weighting of Assessments (for each semester) Final term exam 120 40 % Oral exam 30 10 % Clinical exam, 30 10 % Semester work &Midterm exam 120 40 % **Total** **300 100 %**	**ج- توزيع الدرجات :** **Marks Distribution**

List of References	**8- قائمة الكتب الدراسية والمراجع**
- Course Notes: (Notes in community health nursing.).	**أ- مذكرات Course note**
- Roberta , R., (2016): Introduction to community based nursing, 2nd edition. Lippincott, Philadeliphia, Pp. 1-65 **McMurray.A. (2015). Community Health and Wellness: Primary Health Care in Practice, 4th edition. Lippincott Williams & Wilkins.** **- Winsome St. John.(2014): Community Nursing Practice: Theory, Skills and Issues.**	**ب- كتب مقترحة** **Recommended Books**

2nd edition, Crows Nest, N.S.W- - Allender J. and Sprandely B. (2013). Community Health Nursing Concepts and practice. 5th edition, Philadelphia: Lippincott Williams & Wilkins. -Saucier.K. (2013). Community Health Nursing (Caring for the Public's Health). 2nd edition, University of Southern Mississippi, Mississippi - Stanhope.M. (2012). Comprehensive community health nursing: Family, aggregate, implementing, and managing a community-based nursing center, promoting health in communities. 3rd edition, Philadelphia: W.B Saundes - Bernard, J., Turnock. (2011): Essentials of public health, 2nd edition .Jones and Bartlett publisher, London Pp: 153-66 - - Smith G. M. and Maurer F. A (2012). Community Health Nursing Theory and Practice. 2nd edition. Philadelphia: W.B Saundes.	

منسق المقرر

رئيس القسم

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University

كلية: التمريض Faculty of Nursing

قسم : Family &Community Health Nursing

تاريخ اعتماد التوصيف:

2- بيانات المقرر :

الرمز الكودي :	اسم المقرر :	الفرقة / المستوى :
404(M)	Community medicine and Epidemiology	Fourth year /BNSc
التخصص :	عدد [illegible] تطبيقى بالمعامل 2 hour /week نظرى [ ] عملى [ ]	
	عدد الساعات الكلية: نظرى (30ساعة)– عملى (- ساعة) - تطبيقي (- ساعة)	

2- Aim of the course:

To produce competent community health nursese who are prepared to focused on clinical, communication skills, practical skills, and professionalism to provide accurate, reliable, and timely assessments of community health status. Identifying basic concepts and objectives related to epidemiology, Identifing common infectious diseases and utilize prevention and control measures to protect community from common infectious diseases.

3- المعايير الأكاديمية المبنية على الكفايات: Competencies

main No.1	Professional and Ethical Practice

mpetency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
emonstrate edge, standing, nsibility and ntability of gal ations for l nursing ce.	**1.1.1** Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions	• General e`pidemiology	Define terms related to community medicine and general epidemiology	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Quizzes
		Natural history of disease	- Respect ethical, legal, sociocultural and professional standard when providing care to the individuals in the commumity.			
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making					
	1.1.3 - Practice nursing based on policies and procedural guidelines considering patient/ client rights.	• Natura l history of disease	• Practice urgent and routine care considering client rights.	- online learning - Face to face discussion	-50% using Webex, MS Team and google class room. -PowerPoint presentation - Discussion with small groups of students	• Quizzes • Final written exam
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.					

n No.2	**2.Holistic Patient-Centered Care**					
mpetency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
Provide ic and nce-based g care in ent practice	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. .	•Infectious diseases (Emerging infectious diseases- -Re - emerging infectious diseases)	• Identify common epidemic diseases affect community health. •	- Blended learning -Brain storming	-Power point presentation ` using Webex, MS Team and google class room. - Case study	• Midterm exam • Final written exam
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	•Viral diseases. •Bacterial diseases •Parasitic diseases	• Determine the roles of community health nurse in providing nursing care to Individuals, families, and communities during spread of infectious diseases	- online learning - Seminar	-Power point presentation ` using Webex, MS Team and google class room. -self- learning	• Quizzes • Midterm exam • Final written exam
	2.1.3. Provide holistic patient-centered care respecting people diversity.					

	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.					
	2.1.5.Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	•Sexual transmitted diseases •Rickettsial diseases	• Define available measure and health resources in the community during spread of infectious diseases	- online learning	-Power point presentation ` using Webex, MS Team and google class room	• Quizzes • Midterm exam • Final written exam
	2.1.6..Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.					
Provide education on the /problems the t/client a nursing work	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms					
	. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.					

	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.					
	2.2.4.Use educational principles and counseling techniques appropriately and effectively with diverse populations.				-	
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.					
	2.2.6.Utilize information from variety of reliable sources for planning and improving health promotion and health education activities					
n No.3	**Manage People- work environment and quality**					
mpetency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
emonstrate ive gerial and rship skills provision ality nursing	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families,					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	and communities.					
	3.1.2. Plan and implement change conducive to the improvement of health care provision.	• General epidemiology	•Apply steps of infection control and measures needed to improve health services individuals, groups and communities.	- online learning -Group discussion	-50% using Webex, MS Team and google class room. -PowerPoint presentation - Discussion with small groups of students	• Midterm exam • Final written exam
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.					
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

ovide a safe ng onment that nts harm for ts and rs	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					
	3.2.2.Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	•Hospital acquired infection	• Integrate strategies for control of infectious and non-infectious diseases	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	• Midterm exam • Final written exam
	3-2-3. Create a research environment that help in maintaining safe environment					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.					
eview health outcomes in ght of y indicators enchmarks ve the te goals of ving the y of nursing	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. 3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	delivery of nursing care. 3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.					
n No.4	**Informatics and Technology**					
mpetency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
ilize nation and ology to pin health delivery, unicate, ge edge and ort decision g for t care.	4.1.1. Use different sources of data related to advanced standards of practice and patient care..	-General epidemiology	• Identify accurate sources for data collection while conducting health programs to solve community health problem to get competent solutions	-online learning	PowerPoint presentation Webex, MS Team and google class room.	• Midterm exam • Final written exam
		- Natural history of disease	• State the basic knowledge about Natural history of disease			
		-Infectious diseases	• Prioritize knowledge about infectious diseases transmission, causes and their prevention			
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes					

	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.					
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.					
ilize nation and unication ologies in delivery of t/client	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.					
n No.5	**Inter-professional Communication**					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

mpetency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used		Asses Evalu
ollaborate olleagues embers of ealth care to facilitate oordinate rovided for duals, es and unities	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities						
	5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations						
	5.1.3.. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	• General epidemiology	• Utilize the basic concepts of epidemiology when participate in public health program that dealing with infectious diseases	• Online learning	• PowerPoint presentation • • Webex, MS Team and google class room.	• Midterm exam • Final written exam
		• Infectious diseases	• Apply principles of communication that required to deal with peers and other health care team in controlling infectious and noninfectious diseases	• -Online learning	• PowerPoint presentation • • Webex, MS Team and google class room.	• Midterm exam • Final written exam

	5.1.4Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					

4- محتوى المقرر :

Course Content

No. of hours (theory)	Topic
2hrs	1-General epidemiology
2hrs	2-Natural history of disease
4hrs	3-infectious diseases
4hrs	4- Emerging infectious diseases
4hrs	5- Re - emerging infectious diseases
4hrs	6-Viral diseases.
2hrs	7. Bacterial diseases
2hrs	8-. Parasitic diseases
2hrs	9-Sexual transmitted diseases
2hrs	10-Rickettsial diseases
2hrs	11- Hospital acquired infection

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5.1- Lecture. 5.2- Discussion. 5.3 Brain storming 5.4 – Seminars	**5 أساليب التعليم والتعلم:** **Teaching and learning**
No application	**6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة:** **Teaching and Learning Methods of Disables**
Students	**7- تقويم الطلاب: assessment**
5. a. 1- Mid-term exam to assess the knowledge and understanding. 5. a.2- Final written exam to assess the knowledge and intellectual skills.	**أ- لأســـاليب المســتخدمة:** **used Methods**
Assessment Schedule -Assessment Written midterm exam after 7Week. - Assessment Final Written exam after 15 weeks	**ب-التوقيت:** **Time**
Weighting of Assessments (for each semester) Final term exam (80) 80 % Midterm exam (20) 20 % **Total** **100 %**	**ج- توزيع الدرجات :** **Mark Distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
Notes in community medicine	**أ- مذكرات Course note**

Faculty of Nursing
Quality Assurance Unit
Menoufia University

ب- كتب مقترحة **Recommended Books**	-Ray M. Merrill (2016). Introduction to Epidemiology. Jones & Bartlett Learning. p. 24. ISBN 0-7637-6622-3- Badasch, S.A., Chesebro, D. (2016). Health science fundamentals, 1st ed., PEARSONS Educations, London, Chapter: 17, Pp: 488-526. -Aral, Sevgi O (2015). Behavioral Interventions for Prevention and Control of Sexually Transmitted Diseases. : Springer Singapore Pte. Limited. ISBN 978-0-387-85768-8 - Walsh, M., Crumbie, A., (2015). Clinical Nursing and Related Sciences, 7th ed, ELSEVIER, London, Ch., 9, Pp - Ioannidis, J. P. A.; Tarone, R.; McLaughlin, J. K. (2014). "The False-positive to False-negative Ratio in Epidemiologic Studies". Epidemiology 22 (4): - Schitling, G.A., Holmes, H.N., Robinson, J.M. (2013). Evidence Based Nursing Guide To Disease Management, Lippincott Williams and Wilkins, New York, Ch. 12, Pp. 425-93

منسق المقرر

رئيس القسم

أ.د/ نهله عاشور سعفان

Quality Assurance Unit
Menoufia University

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University

كلية: التمريض Faculty of Nursing

قسم : Family &Community Health Nursing

تاريخ اعتماد التوصيف:

بيانات المقرر

الفرقة / المستوى : **Fourth year**	**Medic**

المعتمدة: نظرى 2hours/week **عملى** ☐ **ت طبيقى بالمعامل** ☐

لكلية: نظرى (30ساعة)– عملى (- ساعة) - تطبيقي (- ساعة)

2- Aim of the course:

Blending of medical statistics science in nursing practice and nursing studies and utilize different research design to enhance scientific research related to nursing and apply effective methods of presentation of data. Utilize critical thinking to calculate central tendencies or location or averages dispersion or scatter or deviation, truly negative test and truly positive test and Chi-Squared(X2). Recommend the relevant research findings in Identifying functions of statistics and uses of vital statistics. Apply critical thinking in assessing sources of disease statistics and sources of demographic data.

3- المعايير الاكاديمية المبنية على الكفايات:

Competencies

	Professional and Ethical Practice				
	Key elements	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**

ge,	**1.1.1** Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions	Introduction, Definitions Data, Epidemiology Methods of data collection	• Define terms related to statistics	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Quiz -Perio exam
		Research methods, sampling techniques	• Define terms related to research methods and sampling Identify types of sampling -Discuss sources of disease statistics and sources of demographic data.			
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making					
	1.1.3 - Practice nursing based on policies and procedural guidelines considering patient/ client rights.				-	
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	Epidemiology,	• Explain estimation of population and characteristics of population	- online learning Discussion with small groups of students -Role p -	-50% using Webex, MS Team and google class room. -PowerPoint presentation - Educational Videos	• Q • Fi w ex
	2.Holistic Patient-Centered Care					

Quality Assurance Unit
Menoufia University

	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Asse Ev
and are	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. .	Data ,Epidemiology	Synthesize critical thinking abilities in identifying the effective methods of data presentation	- Blended learning -Critical thinking - Demons-tration and redemons-tration	-Power point presentation ` using Webex, MS Team and google class room. -	Perio Final
		Introduction to vital statistics. -Birth statistics -Morbidity statistics -Mortality rates	• Apply competency in skill needed for estimation of population and characteristics of population			
		Population pyramid	Synthesize critical thinking abilities in identifying characteristics of population pyramid			
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span		• .	-	- -	

Quality Assurance Unit
Menoufia University

	2.1.3. Provide holistic patient-centered care respecting people diversity.					
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	Demography,	• Distinguish between needs, problems and hazards that cause health problems	- online learning -Group discussion	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group	• P e Final
		Vital statistics	Distinguish between different typs of vital events and how to calculat	- online learning -Group discussion	Power point presentation ` using Webex, MS Team and google class room. -Discussion with small group	Perio Final
	2.1.5.Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	• Epidemiology	• Utilize community resources effectively when developing health care for individuals, families, groups and communities	- online learning -Group discussion	-Power point presentation ` using Webex, MS Team and google class room. -Discussion with small	• P e Final

Faculty of Nursing
Quality Assurance Unit
Menoufia University

					group	
	2.1.6..Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities					
alth the the a	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms					
	. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.					
	2.2.4.Use educational principles and counseling techniques appropriately and effectively with diverse populations.					
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	2.2.6.Utilize information from variety of reliable sources for planning and improving health promotion and health education activities	Data, Epidemiology	• Apply competency in skill needed to provide care to individuals • Demonstrate skills that are applied during health education and counseling when providing promotive, preventive and curative services	- online learning -Role play	-50% using Webex, MS Team and google class room. -PowerPoint presentation Discussion with small groups of students	• Q • Fi w ex
	Manage People- work environment and quality					
	Key elements	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**
	3.1.1. Apply leadership skills, and decision making in collection and presentation of data for birth statistics, morbidity, Fertility statistics and mortality rate .	• Methods of data collection.	Apply critical thinking to identify effective methods of collection of data	online learning -Group discussion	50% using Webex, MS Team and google class room. -PowerPoint presentation Discussion with small groups of students	• C Final
		• Vital statistics	- Appraise the importance of vital statistic..			
	3.1.2. Plan and implement change conducive to the improvement of health care provision.					

	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.					
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.					
g s	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					
	3.2.2.Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	3-2-3. Create a research environment that help in maintaining safe environment					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	Research methods, sampling techniques	Apply critical thinking to identify effective methods of research	online learning -Group discussion	-Power point Presentation -Using Webex, MS and google class Team room	Perio Quiz
ng e.	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.					
	3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes					
	3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care					
	3-3-4. Implement standardized protocols when					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	providing nursing care considering quality improvement and patient's safety					
	Informatics and Technology					
	Key elements	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**
and pin ery, port ent	4.1.1. Use different sources of data related to advanced standards of practice and patient care..	Data	• Select valiable sources of data	Online learning -Group discussion	-Power point Presentation -Using Webex, MS and google class Team room.	Quiz -Perio
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes					
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-	. -Method of presentation of data, Measures of central tendencies -	- Utilize effective methods of presentation of data for any research studies.	-Critical thinking	-	-Quiz -Perio

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	centered care.	Measures of dispersion, Normal distribution curve validity, Accuracy and quality control.	- Utilize information technology to interpret statistical studies	Blended learning -Group discussion Critical thinking	Using Webex, MS and google class Team room Power point Presentation	Quizz Perio
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.					
and ery are.	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care.					
	4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.					
	4.2.3. Apply technologies and information systems					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	to support provision of safe nursing care practice to individuals, families, and communities.					
	Inter-professional Communication					
	Key elements	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media us**	
of	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities .	Vital statistics	• Integrate knowledge and communication of related disciplines in calculate morbidity and mortality statistics	-Face to face discussion	-Discussion with small group in the class	• Q • P ex
		• Demography • Population dynamics	Create critical thinking abilities in identifying collecting and Announcing health data			

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations					
	5.1.3.. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings					
	5.1.4Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	No. of lecture (theory)	No. of hours (theory)	Topic
	1	**2**	1-Introduction, Definitions related to medical statistics
	1	2	2-Data, Epidemiology
	1	2	**3**-Methods of data collection.
	1	2	4-Research methods, sampling techniques
	1	2	**5**- Method of presentation of data, Measures of central tendencies
	1	2	6-Measures of dispersion, Normal distribution curve validity, Accuracy and quality control.
	1	2	7-Tests of significance, correlation and linear regression
	1 1 1 1	2 2 2 2	8-Introduction to vital statistics. -Birth statistics. -Morbidity statistics -Mortality rates , Demography, Population pyramid -Life expectation Population dynamics

5.1- Lecture. 5.2- Discussion. 5.3-. Brain storming 5.4- Internet search	**5- أساليب التعليم والتعلم:** **Teaching and learning**
No application	**6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة:** **Teaching and Learning Methods of Disables**
Students	**7- تقويم الطلاب:** **assessment**
5. a.1-**1- Mid-term exam to assess the knowledge and understanding.** **5.a. 2- Final written exam to assess the knowledge and intellectual skills** 5. a. 2- Mid-term	**أ-الأساليب المستخدمة:** **Used Methods**
Assessment Schedule Assessment Mid-term exam 7th Week Assessment 2 Final written exam end of semester	**ب- التوقيت : Time**

Quality Assurance Unit
Menoufia University
Faculty of Nursing

Weighting of Assessments (for each semester) ***Weighting of Assessments (for each semester)*** Mid-term examination 20 (20%) Final-term written exam 80 (80%) **Total 100 (100 %)**	**ج- توزيع الدرجات :** **Marks Distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
- Course Notes: (Notes in vital statistics).	**أ- مذكرات Course note**
Mann P.S. (2016). Introductory statistics. 5th ed. John Willey & Sons, Inc. 72- 113. Grove S. (2015). Statistics for health care research a practical work book. Copyright C Saunders, an imprint of Elsevir Inc. 9-89. - Miquel Porta (2011). Epidemiology and medical statistics. Oxford University *Press*. pp. 10–11. ISBN 978-0-19-531450-2. Retrieved 11 July 2011	**ب- كتب مقترحة** **Recommended Books**

منسق المقرر

رئيس القسم

أ.د/ نهله عاشور سعفان

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University

كلية: التمريض Faculty of Nursing

قسم : Family &Community Health Nursing

تاريخ اعتماد التوصيف:

4- بيانات المقرر :

الرمز الكودي : **110 N**	**اسم المقرر : Health Education**	**الفرقة / المستوى : ear**
التخصص :	**عدد الساعات المعتمدة: نظرى** 2 hour /week **عملى** - **تطبيقى**	
	عدد الساعات الكلية: نظرى (30ساعة)– عملى (- ساعة) - تطبيقي (- ساعة)	

2- Aim of the course:

Intended to provide the students with knowledge, skills, principles, concepts and process that help them to assume the role of the nurse as health educator in designing and implementing health education for clients and their caregivers in all community settings for the purpose of promoting and restoring health and preventing disease.

1- **المعايير الاكاديميه المبنيه على الكفايات:**
Competencies

n No.1	**Professional and Ethical Practice**					
tency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**
strate **ng,** **ty and** **ty of the** **tions for** **ing**	**1.1.1** Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions	• Introduction to health education	• Define terms related to heath education	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Quiz -Perio exam
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making	• Ethical issue in health education	• Apply communication skills and ethical consideration when providing care to individuals,	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Quiz -Perio exam
	1.1.3 - Practice nursing based on policies and procedural guidelines considering patient/ client rights.	• Health education and health promotion	• Determine principles of health education and health promotion	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam

	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	• Human and health behavior	• Recognize the roles and responsibilities of nurse in providing health education	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
2	**2.Holistic Patient-Centered Care**					
tency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**
le holistic ence-based care in ctice	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings		.		-	
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	• Health education process.	• Explain the essential components of health education process.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	2.1.3. Provide holistic patient-centered care respecting people diversity.					
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.		•			
	2.1.5.Utilize different community resources for referral					

	to assist the patient/client and family through transitions across the continuum of care.					
	2.1.6..Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.					
de health based on roblems of tient/client nursing	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms	• Teaching and learning	• Evaluate characteristics of effective health learning materials.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	• Health education and health promotion	• Integrate principles and methods of health promotion and health education in nursing care of individuals, groups and communities.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam

	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	• Health education process.	• Integrate the essential components of health education process.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	2.2.4.Use educational principles and counseling techniques appropriately and effectively with.	• Counseling	• Demonstrate skills that are applied during health education and counseling with diverse populations	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	• Communication	• Apply appropriate interpersonal communication skills.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	2.2.6.Utilize information from variety of reliable sources for planning and improving health promotion and health education activities					
3	**Manage People- work environment and quality**					
tency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**

strate nagerial hip skills sion of ing care.	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.					
	3.1.2. Plan and implement change conducive to the improvement of health care provision					
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.					
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

a safe ironment s harm for l workers	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					
	3.2.2.Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings					
	3-2-3. Create a research environment that help in maintaining safe environment					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

health care the light dicators arks ultimate roving the ursing	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. 3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care..					
	3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	• Health education and health promotion	• Integrate strategies for control heath education process.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
4	**Informatics and Technology**					
tency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**
nformation ology to ealth care e,manage and decision r patient	4.1.1. Use different sources of data related to advanced standards of practice and patient care..					

Quality Assurance Unit
Menoufia University

	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes	• Health educational material and methods	Applied advanced methods of health education to promote high quality nursing practic	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	• Health education and health promotion	-Evaluate evidence based knowledge to promote high quality family care	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

nformation munication s in the of t care.	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' right s.					
	. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities	• Health education and health promotion • Teaching and learning	• Evaluate the impact of computerized information management on the role of the nurse in providing health education and counseling.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
5	**Inter-professional Communication**					
tency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Asse Ev**
ate with and the health facilitate ate care families nities	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities	• Counseling	• -Works effectively with a team to provide health education and counseling.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations	• Communication	• Summarize the principles of communication that is required to deal with people of different age and culture	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte -Final exam
	5.1.3.. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings					
	5.1.4Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

محتوى **4-Course contents**

Practical/ tutorial (Hours No.)		No. of lecture (theory)	No. of hours (theory)	Topic
-	-	2	4hrs	1- Introduction to health education.
-	-	1	2hrs	2- Human and health behavior.
-	-	2	4hrs	3- Communication.
-	-	1	2hrs	4- Health educational material and methods
-	-	1	2hrs	5- Teaching and learning
-	-	2	4hrs	6- Ethical issue in health education
-	-	2	4hrs	7. - Counseling
-	-	2	4hrs	8- Health education and health promotion
-	-	2	4hrs	9- Health education process
-	**-**	15 lecture	30 hour	Total

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5- أساليب التعليم والتعلم: **Teaching and Learning Methods:**	Webex, MS Team and google class cussion with small groups of students
6- أساليب التعليم والتعلم **المحدودة القدراتذوى Teaching and Learning Methods of Disables**	
7-تقويم الطالب	
ا-الاساليب المستخدمةUsed Methods	- the knowledge and understanding. ssess the knowledge and intellectual skills.

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

ب-التوقيت : **Time**	am 7th Week exam 14th Week
ج-توزيع الدرجات : **Mark Distribution**	**r each semester)** (80) 80 % (20) 20 % **100 %**

8- قائمة الكتب الدراسية والمراجع **List of References**

أ- مذكرات Course note

n education.).

ب- كتب مقترحة

Recommended Books

cal guidance on sexuality education: (2018): an evidence-
Paris: *UNESCO*. p. 82. ISBN 978-92-3-100259-5.
ting Schools". Taiwan Health Promoting Schools. Archived
11-25.
University *(26 November 2019).* "Caring for family is what
pple worldwide - International study including 27 countries shows
ize loved ones over everything else". EurekAlert!. Retrieved 30
19. *Ko, Ahra. (14 July 2019).* "Family Matters: Rethinking the
Human Social Motivation". *PsyArxiv.com*. Retrieved 30
19.
alth Promotion Glossary". *WHO*. Retrieved (2020)-08-11.
09). Enhancing Personal, Social, and Health Education: enging
3rd edition, Lippincott company, USA.

r-Flemingand Elizabeth Parker; (2011).Health Promotion:
he Australian Context, 3rd edition, schuster company.
Louise (2000). "Health promotion development in Australia and
motion International. 15 (3): 237–248.
ordan; Signal, Louise; Thomson, George (2010). "Identifying

thy nutrition in New Zealand primary schools". Health Education
10.1177/0017896910363152. ISSN 0017-8969
9). "Family Matters: Rethinking the Psychology of Human Social
. Retrieved 30 November 2019.
alth Promotion Glossary". *WHO*. Retrieved (2020)-08-11.
09). Enhancing Personal, Social, and Health Education:
ging Worlds 3rd edition, Lippincott company, USA.

r-Flemingand Elizabeth Parker; (2011).Health Promotion:
he Australian Context, 3rd edition, schuster company.
Louise (2000). "Health promotion development in Australia and
motion International. 15 (3): 237–248.
gnal, Louise; Thomson, George (2010). " barriers to ng

منسق المقرر

رئيس القسم

أ.د/ نهله عاشور سعفان

Course specification based on competency Undergraduate

2019 -2020

2020-2021

Geriatric Nursing Department Specification

Content

N	Course	Code
1-	Geriatric Nursing	401N
2-	Geriatric Medicine	402M
3-	English (Fifth level)	406L
4-	English (Sixth level)	411L

Faculty of Nursing
Quality Assurance Unit
Menoufia University

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة : Menoufia University
كليـة: Faculty of Nursing
قسم :تمريض المسنين
تاريخ اعتماد التوصيف:
1- بيانات المقرر :

الرمز الكودي : 401N	**اسم المقرر :** تمريض المسنين	**الفرقة / المستوى : الرابعه**
التخصص : التمريض	**عدد الساعات المعتمدة: نظرى** 2 **عملى** 6 **تطبيقى بالمعامل** -	
	عدد الساعات الكلية: 30 (ساعة) نظرى – (90 ساعة) عملى - (- ساعة) تطبيقي	

2 - Aim of the course:

By the end of this course the student will be able to demonstrate theoretical and practical care for the elderly people and their families during wellness and illness.

……...

3-Course specification based on competency:

Domain No.1: PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1-Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions. 1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making. 1.1.3 - Practice nursing based on policies and procedural guidelines considering patient/ client rights. 1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	-Introduction to geriatrics.	-Discuss the factors that influence aging process. -Explain the role of geriatric nurse. -.Differentiate between geriatric nursing and adult nursing. -Demonstrate ethical consecrations when dealing with elderly.	-Active Lectures -Case studies	-Power point presentation -Learning Video	-Oral exam -Written exam

DOMAIN NO.2: **HOLISTIC PATIENT-CENTERED CARE**

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2. 1-Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	-Theories of aging.	-Apply general theoretical framework of the aging theories in making clinical decisions in gerontology. -Discuss the importance of studying aging theories for nursing.	Active Lectures -Clinical practice -Case studies -Group discussion	-Power point presentation -Learning Video	-Oral exam -Clinical exam -Semester work -Written exam
	2.1.3. Provide holistic patient-centered care respecting people diversity 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	- Needs of elderly	-Provide comprehensive care for the elderly and their caregivers. -Employ effective nursing strategies to meet elderly needs and problems based on provided case studies.			
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. 2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	-Geriatric health services in Egypt	-Utilize community resources available to promote elderly health probably. - Provide comprehensive care for the elderly and their caregivers	-Self-learning	-Power point presentation -Social media via the internet to share information and resources	--Oral exam -Written exam

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.2- Provide health education based on the needs/ problems of the patient/client within a nursing framework.	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. --- 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. 2.2.4. Apply educational	-Normal Changes of Aging process. --- - Common health problems in elderly and rehabilitation.	-Distinguish between normal aging and pathologic changes. -Analyze the effect of the physiological, psychological, and social changes on health of older adult. -Develop a nursing care plan to manage health problem associated with different changes in older adult. -Use nursing process to promote a healthy aging. --- - Discuss risk factors for common health problem associated with old age. -Identify importance of rehabilitation. - Apply nursing	-lecture 100% on line -Case studies -Group discussion -Self-learning Role play	-E-Learning -Power point presentation -Learning Video -Social media via the internet to share information and resources.	-Oral exam -Clinical exam -Semester work -Written exam

	principles and counseling techniques appropriately and effectively with diverse populations.		assessment and interventions for common health problem associated with old age based on the provided case studies.			
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. 2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	- Poly–pharmacy and drug adherence	- Identify causes and signs of poly-pharmacy in geriatric -Apply strategies for elderly drug compliance.	--Self-learning	--Power point presentation -Social media via the internet to share information and resources	--Oral exam -Written exam

DOMAIN NO.3: MANAGING PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1-Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.1.Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	-	-	-	-	-
	3.1.2. Plan and implement change conducive to the improvement of health care provision	-	-	-	-	-
	3.1.3. Organize own workload and apply time management principles for meeting responsibilities.	-	-	-	-	-
	3.1.4.Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	-	-	-	-	-
3.2. Provide a safe working environment that prevents harm for patients and workers.	3.2.1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of of individuals, families and communities.	-	-	-	-	-
	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	-	-	-	-	-

	3.2.3. Promote a research environmer that supports and facilitates researc mindedness and utilization that help i maintaining safe environment. 3.2.4.Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment --- 3.3.1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. 3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3.3.3 Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care. 3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	- - --- -Quality of life for elderly people.	- - --- - Discuss active aging. - Discriminate between health determinants that affect aging. - Analyze behavioral health determinants that affect quality of life of elderly people. - Employ effective nursing strategies to promote quality of life for elderly people	- - --- -100% on line Lectures -Clinical practice -Case studies -Group discussion -Role play	- - --- -E-Learning -Moodle -Power point presentatio n -Learning Video -Social media via the internet to share informatio	- - --- -Oral exam -Clinical exam -Semester work -Written exam

			using the provided case studies.		n and resources.	

DOMAIN NO.4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	-	-	-	-	-
	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	-	-	-	-	-
	4.1.3 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	-	-	-	-	-
	4.1.4Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	-	-	-	-	-
4.2.Utilize information and communication technologies in the delivery of	4.2.1. Retrieve, and manage data to make decisions using information management system for providing holistic patient care.	-	-	-	-	-
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients'	-	-	-	-	-

patient/client care.	rights. 4.2.3 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	-	-	-	-	-

DOMAIN NO.5: INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods

5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2. Function within behavioral norms related to the interdisciplinary communication and the health care organizations. ---------- 5.1.3. Use standardized communicatio approach to transfer care responsibilities to other professionals t facilitate experience transitions across different health care settings. 5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among health care team members.	- Common health problems in elderly (elder abuse) and rehabilitation. ---------- -Home health care for elderly clients.	-Collaborate with other health professional to provide care to geriatric people and their family. -Provide comprehensive care for the elderly and their caregivers. -Employ effective nursing strategies and referral skills to meet elderly needs to geriatric health services. ---------- -Recognize the importance of caregiver and caregiving. - Apply the role of the nurse to promote quality of life for caregiver and their relatives based on provided case studies. -Assume effective skills in managing elderly and their caregivers needs and problems. -Utilize community resources available to promote elderly health probably.	-100% on line Lectures -Clinical practice -Case studies -Group discussion -Role play	-E-Learning -Power point presentation -Learning Video -Social media via the internet to share information and resources.	-Oral exam -Clinical exam -Semester work -Written exam

• **Topic**	**4 : محتوي المقرر** **Course Content**
• ***Introduction to geriatrics***.	
• ***Theories of aging.***	
• ***Normal Changes of Aging process.***	
• ***Needs of elderly***	
• ***Common health problems in elderly and rehabilitation.***	
• ***Home health care for elderly clients.***	
• ***Health promotion and improving quality of life for elderly people.***	
• ***Self-learning (Poly–pharmacy and drug adherence.)***	
• ***Self-learning (Geriatric health services***.)	
لا ينطبق	**6-أساليب التعليم والتعلم للطالب ذوى القدرات المحدودة** **Teaching and Learning Methods of Disables**

Students Assessment	7-تقويم الطالب :
7. a.1-Periodical practical exams to assess practical and intellectual skills. 7. a. 2- Mid-term exam to assess the knowledge and understanding. 7.a.3- Semester work 7.a.4- Final oral exam to evaluate knowledge and understanding and communication skills. 7. a.5- Final clinical exam to assess professional and practical skills. 7. a.6- Final written exam to assess the knowledge and intellectual skills.	أ- الأساليب المستخدمة **Used Methods**
Assessment Schedule Assessment 1 periodic practical exam at the end of each rotation and quiz 4th Week Assessment 2 Mid-term exam 7th Week Assessment 3 Final practical and oral exam 14th Week Assessment 4 Final written exam end of semester	ب-التوقيت : time

Weighting of Assessments (for each semester)	
Final term exam	40 %
Oral exam	10 %
Clinical exam	10 %
Semester work	35 %
Midterm exam	5 %
Total	**100 %**

List of References **الدراسية والمراجع**

Students hand out

Eliopoulos,C., (2019), Gerontological nursing 10th edition ,Wolters Kluwer.

-Williams.p.A,(2016) Basic Geriatric Nursing 6th edition,Elsevier.

-Hess.P , (2015). Gerontological Nursing and Healthy Aging, 2nd edition, Philadelphia.

- charlottle, A. (2013). Gerontological Nursing,8th edition, Wolters Kluwer Health/Lippincott Williams & Wil

-kristenl.M,(2014). Gerontological Nursing,3rd edition,second learning company.USA.

-Ebersole. H,(2014). Gerontological Nursing and Healthy Aging, 4th edition,Mosby company,USA.

رئيس القسم
منسق المقرر

أ.م.د/

توحيدة خليفه الصعيدى

نموذج

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة : Menoufia University

كليــة: Faculty of Nursing

قسم: تمريض المسنين

تاريخ اعتماد التوصيف:

1- بيانات المقرر:

اسم المقرر : طب مسنين	**الفرقة / المستوى :** الرابعة

عدد الساعات المعتمدة: نظرى 2 **عملى** - **تطبيقى بالمعامل** -

عدد الساعات الكلية: 30 (ساعة) نظرى – (- ساعة) عملى - (- ساعة) تطبيقي

2 - Aim of the course:

- At the end of this course the students will be able to offer restorative and maintenance care for the elderly people to promote independence and improve their quality of life in the different settings.

3-Course specification based on competency:

توصيف المقرر المبنى على الكفايات

DOMAIN 1- PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Medi
1-1 ***Demonstrate knowledge, understanding,***	1.1.1 - Demonstrate utilizing of the legislative framework and the role	1- Introduction to geriatric medicine	-Define terms relevant to geriatric medicine. - List objectives of geriatric medicine.	• Lecture	• P p • Ec v

responsibility and accountability of the legal obligations for ethical nursing practice.	of the nurse and its regulatory functions. 1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making. 1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights. 1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.				

Domain No. 2: HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media u
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1-Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1-Introduction to geriatric medicine	-Define terms relevant to geriatric medicine. - List objectives of geriatric medicine.	Lecture	Power poi presentati Educatio videos
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.2- Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	2-Geriatric assessment	-Identify Common physiological signs and symptoms of old age. -Integrate strategies to control factors affecting health of the elderly -Discuss factors affecting longevity and health of the elderly people	1- lecture 2- case study 3- clinical scenario	- pre - Edu al
2.1 Provide holistic and evidence-based nursing care in	2.1.3. Provide holistic patient-centered care respecting	3- Geriatric giants and syndromes	-Synthesize issues related to geriatric syndromes	1- lecture 2-case study 3- clinical	- Pow poin pres

different practice settings	people diversity			scenario	on -Educati videos

DOMAIN NO.: 2 HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.3. Provide holistic patient-centered care respecting people diversity. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. 2.1.5. Utilize different community resources for referral to assist the patient/client and family through	4- Geriatric problems	-Recognize common diseases which present differently in elderly. -Analyze the common health problems among older adults -Apply health education to promote health of elderly by providing complete knowledge about management of disease.	1- lecture 2- case study 3-clinical scenario	-Powe presen -Educa videos

	transitions across the continuum of care. .				

DOMAIN No.: 2 HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Mec

2.2-Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. 2.2.4. Apply educational principles	4- Geriatric problems	-Recognize common diseases which present differently in elderly. -Analyze the common health problems among older adults -Apply health education to promote health of elderly by providing complete knowledge about management of disease.	1- lecture 2- case study 3-clinical scenario	-Pov pres -Edu vide

	and counseling techniques appropriately and effectively with diverse populations. 2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. 2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.				

DOMAIN No. 2: HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Med
2.2-Provide health education based on the	2.2.1. Determine health related	5- Discharge plan for elderly	--Utilize steps of discharge plan to	1- lecture 2- case study	-Pow prese

needs/problems of the patient/client within a nursing framework.	learning needs of patient/client within the context of culture, values and norms. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. 2.2.4. Apply educational principles and	persons	elderly patient -Synthesize critical thinking to ensure elder safety after discharge.	3-clinical scenario	-Edu vide

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	counseling techniques appropriately and effectively with diverse populations. 2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. .				

Q.A.U. Faculty of Nursing Quality Assurance Unit

DOMAIN 3- MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media

3-2- ***Provide a safe working environment that prevents harm for patients and workers.***	**3-2-**1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. **3-2-**2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings. **3-2-**3. Create a research environment that help in maintaining safe environment. **3-2-**4. Apply research methods related to area of practice that enable and use the best	4- Geriatric problems	-Recognize common diseases which present differently in elderly. -Analyze the common health problems among older adults -Apply health education to promote health of elderly by providing complete knowledge about management of disease.	1- lecture 2- case study 3-clinical scenario	-Powe preser -Educa videos

	evidences to maintain safe work environment..				

DOMAIN 4- INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media
4-1- ***Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.***	4.1.1. Use different sources of data related to advanced standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of	4- Geriatric problems	-Recognize common diseases which present differently in elderly. -Analyze the common health problems among older adults -Apply health	1- lecture 2- case study 3-clinical scenario	-Powe prese -Educ video

	computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings. 4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and		education to promote health of elderly by providing complete knowledge about management of disease.		
4-2- ***Utilize information and communicati***					

on technologies in the delivery of patient/client care.	communities.				

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods
4-2- ***Utilize information and communication technologies in the delivery of patient/client care.***	4.2.1-. Recall, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	5- Discharge plan for elderly persons	--Utilize steps of discharge plan to elderly patient -Synthesize critical thinking to ensure elder safety after discharge.	1- lecture 2- case study 3-clinical scenario

DOMAIN 5- INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Medi

5-1- ***Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.***	5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations. 5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	4- Geriatric problems	-Recognize common diseases which present differently in elderly. -Analyze the common health problems among older adults -Apply health education to promote health of elderly by providing complete knowledge about management of disease.	1- lecture 2- case study 3-clinical scenario	-Powe prese -Educ video

Competency	**Key elements**	**Course Subjects**	**Subjects objectives**	**Teaching Methods**	**Medi**

Faculty of Nursing
Menoufia University

5-1- ***Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.***	5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations. 5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	5- Discharge plan for elderly persons	--Utilize steps of discharge plan to elderly patient -Synthesize critical thinking to ensure elder safety after discharge.	1- lecture 2- case study 3-clinical scenario	-Powe prese -Educ video

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	No. of hours (theory)	No. of lecture (theory)	Prac tuto (Hour
1-Introduction to geriatric medicine	2	1	
2-Geriatric assessment	6	3	
3- Geriatric giants and syndromes	8	4	
4- Geriatric problems	10	5	
5- Discharge plan for elderly persons	4	2	

1- lecture

2- case study

3-clinical scenario

Not applicable

Students Assessment

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

1- Mid-term exam to assess the knowledge and understanding. 2- Final written exam to assess the knowledge and intellectual skills.

Assessment 1	Mid-term exam	7th Week
Assessment 2	Final written exam	end of semester

Final term exam	80	%
Midterm exam	20	%
Total	**100 %**	

8- قائمة الكتب الدراسية والمراجع

List of References

- Notes in Geriatric medicine

1. Jean-Pierre Michel, B. Lynn Beattie, Finbarr C. Martin, and Jeremy D. Walston,(2017) Oxford Textbook of Geriatric,The 3rd Edition Oxford University press.
2. Hogan TM, Olade TO, Carpenter CR. A profile of acute care in an aging America: snov sample identification and characterization of United States geriatric emerg departments in 2013. Acad Emerg Med. 2015(in press).
3. Samaras N, Chevalley T, Samaras D, et al. Older patients in the emergency departme review. Ann Emerg Med. 2014; 56: 261-269.
4. Schumacher JG, Deimling GT, Meldon S, et al. Older adults in the Emergency Departm predicting physicians' burden levels. J Emerg Med. 2013;30: 455-460.
5. Ryan D, Liu B, Awad M, et al. Improving older patients' experience in the emergency ro the senior-friendly emergency room. Aging Health. 2013;7: 901-909.
6. Banerjee B, Conroy S, Cooke MW. Quality care for older people with urgent and emerg care needs in UK emergency departments. Emerg Med J. 2013;30: 699-700.
7. Banarjee J, Conroy S, O'Leary V, et al. Quality care for older people with urgent emergency care needs. in., British Geriatrics Society; 2011:102.

1 McCusker J, Verdon J, Vadeboncoeur A, et al. The elder-friendly emergency departr assessment tool: development of a quality assessment tool for emergency departm based geriatric care. J Am Geriatr Soc. 2012; 60: 1534-1539.
2 Foo CL, Siu VWY, Tan TL, et al. Geriatric assessment and intervention in an emerg department observation unit reduced re-attendance and hospitalization rates. Austra Ageing. 2012; 31: 40-46.
3 Yuen TM, Lee LL, , et al. Geriatric consultation service in emergency department: how itwork? Emerg Med J. 2013;30: 180-185.
4 Geriatric Videos American College of Emergency Physicians web site. Available http://www.acep.org/Clinical---Practice- Management/Geriatric-Videos/. Acce September 3, 2013.
5 Hustey FM, Palmer RM. Portal of Geriatric Online Education (POGOe): Geriatric Emerg Medicine Modules. Available at: http://www.pogoe.org/productid /20457. Acce September 24, 2013.

منسق المقرر
رئيس القسم

أ.د.م. توحيدة

محمد خليفه

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم :
تاريخ اعتماد التوصيف:

5- بيانات المقرر :

الرمز الكودى : **406 L**	**اسم المقرر :** **English (Fifth level)**	**الفرقة / المستوى :** 4th year/ First semester
التخصص :	**عدد الساعات المعتمدة: نظرى** 2 **عملى** - **تط بالد**	
	عدد الساعات الكلية: نظرى (ساعة)– عملى (ساعة) - تطبيقي (س	

2- Aim of the course:

This course aims to provide the necessary knowledge regarding: grammatical terms and notes, verb phrase vocabulary, preposition, practice test, style in written English, writing skill, pronunciation hints, convention ,adjectives and adverbials active and passive , that help their communication with doctor related to patient condition.

-3 -Course specification based on competency:

توصيف المقرر المبنى على الكفايات

Domain No. 1 : inter-professional communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessmer methods

1- OMPETENCY ollaborate with lleagues and embers of the ealth care team facilitate and ordinate care ovided for dividuals, milies and ommunities.	1.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 1.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations. 1.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 1.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	• Grammar points • Adjectives, verbs, • Active& passive, • Vocabulary, problem • Writing skill, style in written English • Types of writing skill pronunciation hints • Revision	• Use translation skills. • Use appropriate interpersonal communication skills (written and oral communication). • Synthesis principles of appropriate grammar, spelling and punctuation in written assignment. • Define vocabulary study • List types of writing skill. • Use the grammar structures listed effectively. • Compare between various types writing skill • Apply principles of grammatical structures in	• Lectures • Group discussion • Exercises • Problem solving (situation)	Powerpoint presentation	Objective test

			speaking, reading and writing in correct English sentences.			

Quality Assurance Unit
Faculty of Nursing
Menoufia University

محتوي
ر:
Co
Con

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
ammar points	8 hrs	4	-	8 hrs
jectives, verbs	4 hrs	2	-	4hrs

tive& passive	4hrs	2	-	4 hrs
cabulary, problem	4 hrs	2	-	4hrs
iting skill, style in written English	4hrs	2	-	4 hrs
pes of writing skill pronunciation hints	4hrs	2	-	4hrs
vision	2 hrs	1	-	2hrs
al	**30**	15	**-**	**30**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

5-أساليب التعليم والتعلم **Teaching and Learning Methods**	scussion s solving (situation)
6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة **Teaching and Learning Methods of Disables**	e لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية
7- تقويم الطلاب:	**sessment**

Quality Assurance Unit
Faculty of Nursing
Menoufia University

exam to assess the knowledge and understanding. r work tten exam to assess the knowledge and intellectual skills.	أ- الأســـــــاليب المستخدمة: **Methods used**
edule Mid-term exam 7th Week inal written exam end of semester	ب- التوقيت : **Time**
ssessments (for each semester) (80) 80 % (20) 20 % (100) **100 %**	ج- توزيع الدرجات : **Mark Distribution**

8- قائمة الكتب الدراسية والمراجع **List of References**

	أ- مذكرات Course note
Modern language association) style sheet. An English course for graduate ries, common and specialized in nursing al English course in grammar by Dr.Dina srag eldien rabeia. avesta.com	ب- كتب مقترحة **Recommended Books**

Quality Assurance Unit
Menoufia University
Faculty of Nursing

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم :
تاريخ اعتماد التوصيف:

6- بيانات المقرر :

الرمز الكودى :	اسم المقرر :	الفرقة / المستوى :
411 L	English (Sixth level)	4th year/ Second semester
التخصص :	عدد الساعات المعتمدة: نظرى 2 عملى - تطبيقي بالد	
	عدد الساعات الكلية: نظرى (ساعة)– عملى (ساعة) - تطبيقي (س	

2- Aim of the course:

This course aims to provide the necessary knowledge regarding: grammatical terms and notes, verb phrase vocabulary, preposition, practice test, style in written English, writing skill, pronunciation hints, convention ,adjectives and adverbials active and passive , that help their communication with doctor related to patient condition.

-Course specification based on competency: -3

توصيف المقرر المبنى على الكفايات

Domain No. 1 : inter-professional communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessmer methods
1- OMPETENCY ollaborate with lleagues and embers of the ealth care team facilitate and oordinate care rovided for dividuals, milies and ommunities.	1.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 1.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations. 1.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate	• uses of grammar • adverbs, preposition • direct &indirect • problem vocabulary, and prepositions • Writing skill, style in written English • Types of writing skill pronunciation hints	• Use translation skills. • Use appropriate interpersonal communication skills (written and oral communication). • Synthesis principles of appropriate grammar, spelling and punctuation in written assignment. • Define vocabulary study • List types of writing skill.	• Lectures • Group discussion • Exercises • Problem solving (situation)	Powerpoint presentation	Objective test

	experience transitions across different healthcare settings. 1.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	• Revision	• Use the grammar structures listed effectively. • Compare between various types writing skill • Apply principles of grammatical structures in speaking, reading and writing in correct English sentences.			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

محتوي
:

Co
Con

Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	
s of grammar	8 hrs	4		
			-	8 hrs
verbs, prepositions	4 hrs	2	-	4hrs

ect &indirect	4hrs	2	-	4 hrs
cabulary, and prepositions	4 hrs	2	-	4hrs
riting skill, style in written English	4hrs	2	-	4 hrs
pes of writing skill pronunciation hints	4hrs	2	-	4hrs
vision	2 hrs	1	-	2hrs
al	**30**	15	**-**	**30**

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

scussion s solving (situation)	**5-أساليب التعليم والتعلم** **Teaching and Learning Methods**
e لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية	**6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة** **Teaching and Learning Methods of Disables**
sessment	**7- تقويم الطلاب:**
exam to assess the knowledge and understanding. r work tten exam to assess the knowledge and intellectual skills.	**د.الأساليب المستخدمة:** **Methods used**
edule Mid-term exam 7th Week inal written exam end of semester	**د- التوقيت : Time**
ssessments (for each semester) (80) 80 % (20) 20 % (100) **100 %**	**ه- توزيع الدرجات :** **Mark Distribution**
List of References	**8- قائمة الكتب الدراسية والمراجع**
	أ- مذكرات Course note

ب- كتب مقترحة **Recommended Books**	Modern language association) style sheet. An English course for graduate ries, common and specialized in nursing al English course in grammar by Dr.Dina srag eldien rabeia. avesta.com

منسق المقرر
رئيس القسم

أ.د/ توحيدة محمد خلي

كلية التمريض

قسم التمريض النفسى والصحة النفسية

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

Faculty of Nursing
Quality Assurance Unit
Menoufia University

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة المنوفية
كليــة:التمريض
قسم :التمريض النفسى والصحة النفسية
تاريخ اعتماد التوصيف:

7- بيانات المقرر :

الرمز الكودي : 408(ت)	اسم المقرر : المعالجة التمريضية للأمراض النفسية	الفرقة / المستوى : الرابعة

التخصص :	2 تطبيقى بالمعامل	عملى - نظرى عملى 2
عدد الساعات الكلية: نظرى (30ساعة)–		

2 - Aim of the course:

This course provides a foundation in the major types of therapy for individual and groups used in advanced psychiatric mental health nursing and other disciplines engaged in mental health p practice. The focus will be on therapeutic modalities that relate to advanced nursing practice in mental health

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (1) PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
1-1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1 .1** Takes responsibility for safe patient care.	- ECT	1.1.1.1.Apply psychiatric nursing principles in types of therapy 1.1.1.2. Demonstrate clinical competency in skills needed for the delivery of safe and effective nursing care in type of therapy	-Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	• Powerpoint presentation • Vedios. • Handouts.	• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam • Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	1.1.2.Make clinical decisions with respect for ethical and legal principles	-ECT -Antipsychotic drugs -anti-depressants Anti-manic drugs Anti-anxiety drugs	1.1.2.1. Explain ethical consideration in treatment modalities in psychiatric nursing. 1.1.12.2. Synthiesize critical thinking to relate ethical end legal issues in the administration of psychopharmacology	Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	- Powerpoint presentation - Vedios. - Handouts.	• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam • Final written exam

Domain No. (2) HOLISTIC PATIENT-CENTERED CARE:

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
2-1- Provide holistic and evidence-based nursing care in	2.1.1. Conduct holistic and focused bio-psychosocial and environmental	- Introduction to psychotherapy	2.1.1.1 Define selected terms related to psychotherapy 2.1.1.2. Apply	Brain storming question Presentation of	• Powerpoint presentation	• Periodical practical exam • Periodical

different practice settings.	assessment of health and illness in diverse settings. …… 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span. …….. 2.1.3. Provide holistic patient-centered care respecting people diversity. …….. 2.1.4. Advocate the patient/client needs/problems within	- cognitive behavioral therapy …… - cognitive therapy -group therapy -interpersonal therapy - …… -ECT -Family therapy	therapeutic manners of therapy effectively in meeting the health needs and caring of clients with psychiatric problems in nursing practice. …… 2.1.2.1.Discuss the different techniques used in different types of the psychotherapy that relate to advanced nursing practice in mental health …… …… 2.1.4.1.Act as an advocate for client, families and group in	theoretical knowledge followed by discussion and student participation in class. …… -.Assignment .Case study -.group discussion -. role play …… Brain storming question Presentation	• Vedios. • Handouts • …… Powerpoint presentation • Vedios. • Handouts …….. • Powerpoint presentatio	oral exam • Midterm written exam • Final practical exam. • Final oral exam Final written exam …… • Final practical exam.

	the Egyptian health care system and the personal context. …… 2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. …….. 2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities. ……..	…… -Family therapy -Milieu therpy …….. -Alternative therapy -behvavioral therpy -cognitive therapy -play therapy	nursing practice. …… 2.1.5.1.Identifyand describe major types of community resources for prevention, treatment and rehabilitation of psychiatric patients . …… 2.1.6.1.Utilize psychiatric nursing reasrech as a base of evidence based practice.	of theoretical knowledge followed by discussion and student participation in class ……. - lecture - Presentation. -Group discussion ……	n • Vedios. • Handouts . ……. • Powerpoint presentation • Vedios. • Handouts ……	• Final oral exam …… • oral exam • Final practical exam. • Final oral exam ……
……...						

2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework ……..	**2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms… ……. **2.2.2.** Participate in informal and formal methods of teaching	…….. -ECT -milieu therapy -family therapy -Antipsychotic drugs -anti-depressants Anti-manic drugs Anti-anxiety drugs -Interpersonal therapy ……. . - -	……. 2.2.1.1. Demonstrate relevant nursing care to different psychiatric treatment modalities 2.2.1.2. Develop a teaching plan for patients undertaking psychopharmacology 2.2.1.3.Apply communication skills effectively with mental health staff in inter-professional, social and therapeutic context. ……	…… lecture - Presentation. -Group discussion	…… • Powerpoint presentation • Vedios. • Handouts	…… • Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam Final written exam

	that correspond to the health of patient/client needs and abilities in different healthcare settings. **2.2.3.** Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (3) MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Provide a safe working environment that prevents harm for patients and workers.	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. …… 3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	-ECT - Antipsychotic drugs -anti-depressants Anti-manic drugs -Anti-anxiety drugs …….. -ECT -Antipsychotic drugs -anti-depressants Anti-manic drugs -Anti-anxiety drugs	3.2.1.1. - Practice proper intervention for patient use therapy …… 3.2.2.2. Collaborate with others to maximize the health potential of individual, groups in psychiatric mental health	Assignment .-Case study -.group discussion -. role play lecture ……. Assignment .-Case study -.group discussion -. role play	• Powerpoint presentation • Vedios. • Handouts. …… • Powerpoint presentation • Vedios. Handouts	• Periodical oral exam • Final practical exam. • Final oral exam Final written exam …….. ….. • Periodical practical exam • Periodical oral exam • Midterm written

	…….. 3-2-3. Create a research environment that help in maintaining safe environment. ……. 3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	Alternative therapy -behvavioral therpy -cognitive therapy -play therapy -ECT ……. -ECT - group therapy - Family therapy -milieu therapy -behavioral therapy -cognitive	……- 3.2.3.1.Utilize psychiatric nursing research as a base of evidence based practice . 3.2.3.2. Develop higher skills as consumer of nursing research based on evidence based practice ……. 3.2.4.1.Participate in continuing education as lifelong learning activities groups.	Case study -.group discussion -. role play …… -group discussion Case study	• Powerpoint presentation • Vedios. Handouts …….. • Powerpoint presentation • Vedios. Handouts	exam • Final practical exam. • Final oral exam Final written exam ……. • Final practical exam. • Final oral exam

		therapy -Alternative therapy -Individual therapy	3.2.4.2.Demonstrate clinical competency in skills needed for the delivery of safe and effective nursing care in each type of therapy			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (4) INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	ECT - group therapy - Family therapy -milieu therapy -behavioral therapy -cognitive therapy -Alternative therapy -Individual therapy -Interpersonal therapy	4.1.1.1.Integrate knowledge of information technology to support decision making in the context of care delivery. 4.1.1.2.-Apply communication skills to establish therapeutic, caring and collaborative relationships in each type of therapy	Lecture -group discussion	- Powerpoint presentation - Vedios. - Handouts.	● Periodical practical exam ● Periodical oral exam ● Midterm written exam ● Final practical exam. ● Final oral exam Final written exam

Faculty of Nursing Quality Assurance Unit Menoufia University

Domain No. (5) INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. ……. 5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	. - group therapy - Family therapy -milieu therapy -Interpersonal therapy ……	5.1.1.1 Collaborate with others to maximize the health potential of individual, groups in in psychiatric mental health …….	clinical practice	- Powerpoint presentation - Vedios. - Handouts. …….	• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam Final written exam

	…… 5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	…… - group therapy - Family therapy -Interpersonal therapy -play therapy	…… 5.1.3.1.Apply the appropriate therapeutic communication strategies and techniques useful in interacting with patients and families in each type of therapy.	…….. clinical practice	…… - Powerpoint presentation - Vedios. Handouts	…… ● Final practical exam. ● Final oral exam Final written exam

Topic	No of hours	Lectures / hrs	Tutorial practical		4: محتوي المقرر - Course Content
1-Introduction to psychotherapy	4	2	2		

2-Interpersonal therapy	4	2	2
3- Individual therapy	4	2	2
4-Group therapy	4	2	2
5-Behavior therapy	4	2	2
6-Cognitive therapy	4	2	2
7-Family therapy	4	2	2
8-Milieu therapy	4	2	2
9-Play therapy	4	2	2
10- Electroconvulsive therapy	4	2	2
11- Alternative therapies	4	2	2
12-Antipsychotics drug	4	2	2
13-Antidepressant drug	4	2	2
14-Antianxiety drug	4	2	2
15-Antimanic drug	4	2	2
Total	60	30	30

Faculty of Nursing
Quality Assurance Unit
Menoufia University

-5 Teaching and Learning Methods	- 55.1.Group discussion with the use of visual aids - PowerPoint using LCD - Picture - Interactive discussion 5.2.Brain storming question 5.3.Presentation of theoretical knowledge followed by discussion and student participation in class. 5.4.Assignment 5.6.Case study 5.7.group discussion 5.8. role play 5.9. clinical practice : .
	- 6-Student Evaluation
a-Student	Assessment 1 : a.1.periodical practical and oral Exam.

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Assessment Method:	Assessment 2 : a.2. written and mid term exam. Assessment 3: a.3. final practical and oral Exam. Assessment 4: a.4. final written exam
b-Assessment Schedule:	Assessment 1 : a.1.periodical practical and oral Exam week 5 to 13 week Assessment 2 : a.2. written and mid term exam at week 8. Assessment 3: a.3. final practical and oral Exam at week 15. Assessment 4: a.4. final written exam after 15 week.
c-Weighting of Assessments	• MID TERM Exam 20 % 40 Measuring knowledge and understanding and intellectual skills. • Clinical exam 10% 20 Measure Measuring knowledge and practical skills. • Oral exam 10% 20 Measuring knowledge and understanding and intellectual skills. • Semester work 20% 40 Measuring knowledge and understanding skills.

	• Final exam	40%	80 Measuring knowledge and understanding and intellectual skills.
	• Total	100%	200

- 8- List of references :

Course Notes a-Handout of Psychology	
b-Essential book	• Townsend, M. C. (2014). Psychiatric mental health nursing: Concepts of care in evidence-based practice. FA Davis . p.p 160- 165 • Theodore, D. D. (2016). Textbook of Mental Health Nursing, Vol-I. Elsevier Health Sciences. • Mallinckrodt, B., Miles, J.R. & Levy, J.J. (2014). The scientist-practitioner-advocate model. Training and Education in Professional Psychology, 8(4), 303–311. • Georgeb . Julia. (2014) nursing theories-The base for professional nursing practice,3rded .Norwalk, Appleton & Lange

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

	• Beck, J.S. (2011)2nd edition. Cognitive therapy: Basics and beyond. New York: Guilford. • Wilfley DE. Interpersonal psychotherapy. In: Sadock BJ, Sadock VA, eds. Kaplan &Sadock's Comprehensive Textbook of Psychiatry. 8th ed. Vol. 2. Philadelphia: Lippincott Williams , 2015
c-Recommended book	• Kaplan & Shadock's ,(2015). Synopsis of psychiatry ,behavioral science / clinical Psychiatry. 11 edition • Binder JL, Betan EJ.Essential activities in a session of brief dynamic/interpersonal psychotherapy.Psychotherapy.2013;50(3):428–432. • Georgeb. Julia. (2014) nursing theories-The base for professional nursing practice,3rded .Norwalk, Appleton & Lange. • Gilbert SE, Gordon KC. Interpersonal psychotherapy informed treatment for avoidant personality disorder with subsequent depression. Clin Case Stud. 2013;12(2):111–127. • Huibers MJ, van Breukelen G, Roelofs J, Hollon SD, Markowitz JC, van Os J, Arntz A, Peeters F. Predicting response to cognitive therapy and interpersonal therapy, with or without antidepressant medication, for major depression: a pragmatic trial in routine practice. J Affect Disord. 2014;152–154:146–154.

- Periodicals, Web sites, etc	• American Journal of Nursing • American Journal of Psychology www. Educational portal.com

رئيس القسم

أ.د/ منى النجار

منسق المقرر

Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة :المنوفية
كليــة:التمريض
قسم :التمريض النفسى والصحة النفسية
تاريخ اعتماد التوصيف:

8- بيانات المقرر :

الرمز الكودي : 409(ط)	**اسم المقرر : طب نفسى**	**الفرقة / المستوى : الرابعة**
	عدد الساعات المعتمدة: نظرى 2 **عملى** - **امل**	
	عدد الساعات الكلية: نظرى (30ساعة)–	

2 - **Aim of the course**:

The overall aim of this course is to provide students with theoretical basis and global knowledge of psychiatric disorders and psychotherapy

3- Course specification based on competency: **3- توصيف المقرر المبنى على الكفايات**

Domain No. (1) PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
1-1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1 .1** Takes responsibility for safe patient care.	- Delirium Dementia .	1.1.1.2. Demonstrate clinical competency in skills needed for the delivery of safe and effective care to patient with different psychiatric disorders.	-Brain storming question - lecture - Presentation. -Group discussion. - .	• Powerpoint presentation • Vedios. • Handouts.	• Midterm written exam • Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	1.1.2.Make clinical decisions with respect for ethical and legal principles.	-mood disorders schizophrenia	11.2.1.Synthiesize critical thinking to relate ethical end legal issues in critical life threatening situations (aggression-suicide).		- Powerpoint presentation - Vedios. - Handouts.	● Periodical practical exam ● Periodical oral exam ● Midterm written exam ● Final practical exam. ● Final oral exam ● Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (2) HOLISTIC PATIENT-CENTERED CARE:

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
2-1- Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. …… 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- Clinical examination of the psychiatric patient - Dissociative disorder - **Child psychiatry** -cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders -somatoform disorders …….. cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders	2.1.1.1Define terms related to psychiatric Mental Health problems. 2.1.1.2. - List psychiatric mental health disorders in adult and childhood . …… 2.1.2.1.Discuss the different psychiatric illnesses in relation to its etiology , symptomatology and main aspect of	Brain storming question Presentation of theoretical knowledge followed by discussion and student participation in class …… -lecture -group discussion	• Powerpoint presentation • Vedios. • Handouts… …….. • Powerpoint presentation • Vedios. Handouts	• Midterm written exam • Final written exam … …… • Midterm written exam • Final written exam

	2.1.3. Provide holistic patient-centered care respecting people diversity. …….. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. …… 2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. ……..	-somatoform disorders …… cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders -somatoform disorders cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders -somatoform disorders …….. -child psychiatry -cognitive disorders(dementia) .	treatment modalities. 2.1.2.2. Synthiesize critical thinking to relate the psychiatric illness to its respective diagnostic classifications. ……. 2.1.4.1.Act as an advocate for client, families and group in psychiatric mental health setting. ……. 2.1.5.1.Identifyand describe major types of community resources for prevention, treatment and rehabilitation of psychiatric patients.	lecture -group discussion …….. -group discussion …….. -group discussion	• Powerpoint presentation • Vedios. Handouts …… • Powerpoint presentation • Vedios. Handouts …… • Powerpoint presentation • Vedios. Handouts	• Midterm written exam • Final written exam • Midterm written exam • Final written exam • Midterm written exam • Final written exam

……... **2.2** Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities. …….. **2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms. **2.2.2.** Participate in informal and formal methods of teaching	Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform Disorders - Dissociative Disorder …… - Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform Disorders - Dissociative Disorders - Eating Disorder - .	…… 2.1.6.1.Utilize psychiatric medicine research as a base of evidence based practice. …… 2.2.1.1.Develop a teaching plan for patients with psychitric conditions 2.2.1.2.Apply communication skills effectively with mental health staff in inter-professional, social and therapeutic c	lecture -group discussion ……. lecture -group discussion	• Powerpoint presentation • Vedios. Handouts …… • Powerpoint presentation • Vedios. Handouts	• Midterm written exam • Final written exam • Midterm written exam • Final written exam

	that correspond to the health of patient/client needs and abilities in different healthcare settings. **2.2.3.** Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	…….		…….....		

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (3) MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Course Objectiv	Teaching Methods	Media used	Assessment Methods
Provide a safe working environment that prevents harm for patients and workers.	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. …….	- Dissociative disorder - **Child psychiatry** -cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders -somatoform disorders ……	3.2.1.1.plan intervention to individuals ,families or group including three levels of prevention. ……	Lecture -group discussion ……	• Powerpoint presentation • Handouts. ……..	• Midterm written exam Final written exam

	3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings. …….. 3-2-3. Create a research environment that help in maintaining safe environment.	Dissociative disorder - **Child psychiatry** -cognitive disorder -schizophrenia -mood disorders ……. Dissociative disorder - **Child psychiatry** -cognitive disorder -schizophrenia -mood disorders	3..2.2.1. Integrate treatment approaches in management of different psychiatric disorders ……- 3.2.3.1.Utilize psychiatric nursing research as a base of evidence based practice . 3.2.3.2. Develop	Lecture -group discussion ..... -group discussion	• Powerpoint presentation Handouts …… • Powerpoint presentation Handout	• Midterm written exam • Final written exam ……. • Midterm written exam • Final written exam

	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.		higher skills as consumer of nursing research based on evidence based practice			

Quality Assurance Unit
Faculty of Nursing
Menoufia University

Domain No. (4) INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	-			- .	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (5) INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. …….. 5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations. 5.1.3- Apply standardized	Dissociative disorder - **Child psychiatry** -cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders ……..	5.1.1.1 Collaborate with others to maximize the health potential of individual, groups in psychiatric mental health . ……..	Discussion …..	- Powerpoint presentation - Vedios. - Handouts. …….	• Midterm written exam Final written exam ……

	communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	*No. of hours*	Lecture	Academic advising hours: Tutorial/practical
Clinical examination of the psychiatric patient	2hours	2hours	-
Dissociative disorder	2hours	2hours	-
Schizophrenia	2hours	2hours	-
Mood disorders	2hours	2hours	-
Somatoform disorder	2hours	2hours	-
Cognitive disorder Delirium Dementia	2 hours 2 hours	2 hours 2 hours	-

Child psychiatry 1.Mental retardation.	2hours	2hours	-
2.Autistic disorder	2hours	2hours	-
3.Conduct disorder	2hours	2hours	-
4.Oppositional Defiant disorder	2hours	2hours	-
5.Attention deficit disorder	2hours	2hours	-
6.Separation anxiety disorder	2hours	2hours	-
Eating disorder	2hours	2hours	-
Anxiety disorder	2hours	2hours	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Total	30	30	-

Faculty of Nursing
Quality Assurance Unit
Menoufia University

-5Learning and Teaching methods	5.2-lectures. 5.3. Group Discussion. 5.6. Brain storming. .
-6-Student Evaluation	
a- Student Assessment method	**7.a.1**-Midterm exam……..at 7weak **7.a. 2**-Final written exam……..at the end of the term
b-Assessment Schedule:	**7.a.1**-Midterm exam……..at 7weak **7.a. 2**-Final written exam……..at the end of the term
c-Weighting of	**-Midterm Exam 30%** Measure Knowledge & Understanding, Intellectual and Practical Skills.

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Assessments	**-Final-term Exam, 70%** Measure Knowledge & Understanding, Intellectual and Practical Skills - **Total** **100%**
- 8- List of references :	
a-Handout of Psychology	
b-Essential book	-Campbell, P. (2015). A decade for psychiatric disorders. Nature, 463, 9. 6.3- -Kaplan & Shadock's, (2015). Synopsis of psychiatry ,behavioral science / clinical Psychiatry. 11 editions -Jan Walker, Sheila Payne, Paula Smith and Nikki Jarrett (2013).Psychology for Nurses and the Caring Profession.(2nd ed.) International Edition. Open University Press - Nancy MelucciPhd, Barron's EZ Psychology, 16th Ed., 2010 by ISBN Publisher
c-Recommended book	• Thomas W. Kallert, Juan E. Mezzich, John Monahan,(2016). Coercive Treatment in Psychiatry: Clinical, legal and ethical aspects. ISBN:

	978-0-470-66072-0 . 348 pages • Boyd,M.A.(2013). Adult Psychiatry. 5thed..Chapter 11. Philadelphia: Lippincott Williams & Wilkins/Wolters Kluwer • Brien,P.G,Kennedy.WZ. and Ballard,A.S(2013).Psychiatric Mental Health.An introduction to theory and practice.Secondedition.Chapter 6. • Shives,L.R.(2012).Child Psychiatry . (5th ed.). Philadelphia: Lippincott Williams &Wilkins/Wolters Kluwer. Chapter 16
Periodicals, Web sites, etc	www.psyche.org

رئيس القسم العلمى : أ.د .منى النجار

Quality Assurance Unit
Faculty of Nursing
Menoufia University

نموذج

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة :المنوفية
كليــة:التمريض
قسم :التمريض النفسى والصحة النفسية
تاريخ اعتماد التوصيف:

11- بيانات المقرر :

الرمز الكودي : 407(ت)	**اسم المقرر : التمريض النفسى والصحة النفسية**	**الفرقة / المستوى : الرابعة**
التخصص :	**عدد الساعات المعتمدة:** **نظرى** 2 **عملى** 6 **تطبيقى**	
	عدد الساعات الكلية: نظرى (30ساعة)– عملى (90 ساعة) - تطبيقي (ساعة)	

2 - Aim of the course:

This course will provide students with basic knowledge and skills that enable them to initiate, develop and practice therapeutic interaction in applying nursing process with psychiatric patient and their families at different age groups and in different community settings.

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

3- Course specification based on competency: **3- توصيف المقرر المبنى على الكفايات**

Domain No. (1) PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
1-1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	**1.1 .1** Takes responsibility for safe patient care.	- Principles of psychiatric nursing. - Management of Self destructive behavior. - Limit Setting.	1.1.1.1.Apply psychiatric nursing principles in dealing with psychiatric patients. 1.1.1.2. Demonstrate clinical competency in skills needed for the delivery of safe and effective nursing care to patient with different psychiatric disorders.	-Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	• Powerpoint presentation • Vedios. • Handouts.	• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam • Final written exam

	1.1.2.Make clinical decisions with respect for ethical and legal principles.	- Ethical and Legal Issues in Psychiatric/Mental Health Nursing. - Limit setting. - Management of Self destructive behavior.	1.1.2.1. Explain ethical consideration in treatment and rehabilitation of psychiatric patients. 1.1.12.2. Synthiesize critical thinking to relate ethical end legal issues in critical life threatening situations (aggression-suicide).		- Powerpoint presentation - Vedios. - Handouts.	● Periodical practical exam ● Periodical oral exam ● Midterm written exam ● Final practical exam. ● Final oral exam ● Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (2) HOLISTIC PATIENT-CENTERED CARE:

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
2-1- Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. …… 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- Mental health and mental illness. - Theoretical perspectives of psychiatric nursing. …… - Symptomatology. - Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform	2.1.1.1Define terms related to psychiatric Mental Health problems. 2.1.1.2.Incorporate theories and concept in meeting the health needs and caring of clients with psychiatric problems in nursing practice. …… 2.1.2.1.Discuss the different psychiatric illnesses in relation to its etiology , symptomatology and main aspect of treatment modalities.	Brain storming question Presentation of theoretical knowledge followed by discussion and student participation in class. -.Assignment .Case study -.group discussion -. role play	• Powerpoint presentation • Vedios. • Handouts.	• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam Final written exam

	2.1.3. Provide holistic patient-centered care respecting people diversity. …….. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. …… 2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. …….. 2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for	Disorders - Dissociative Disorders - Personality Disorders - Eating Disorder - Management of Delusion - Management of Hallucination - Stress Management - Substance Abuse. - community mental health nursing.	2.1.2.2. Synthiesize critical thinking to relate the psychiatric illness to its respective diagnostic classifications. …… 2.1.4.1.Act as an advocate for client, families and group in psychiatric mental health setting. …… 2.1.5.1.Identifyand describe major types of community resources for prevention, treatment and rehabilitation of psychiatric patients. …… 2.1.6.1.Utilize psychiatric nursing research as a base of evidence based			

	patients, families, and communities.		practice.	…….....		
……... **2.2** Provide health education based on the needs/problems of the patient/client within a nursing framework.	…….. **2.2.1** Determine health related learning needs of patient/client within the context of culture, values and norms. **2.2.2.** Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. **2.2.3.** Communicate health information and coordinate health education/promotion activities effectively	…… Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform Disorders. - Dissociative Disorders. - Personality Disorders. - Eating Disorder. - Management of Delusion. - Management of Hallucination. - Stress	…… 2.2.1.1.Develop a teaching plan for patients with psychitric conditions 2.2.1.2.Apply communication skills effectively with mental health staff in inter-professional, social and therapeutic context.			

	according to patient/client needs.	Management. - Substance Abuse. - Self destructive behavior.				

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (3) MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Provide a safe working environment that prevents harm for patients and workers.	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	-crisis intervention -stress management - Anxiety Disorders - limit setting. - management of self destructive behavior. Management of hallucination. Management of delusion.	3.2.1.1.plan nursing intervention to individuals ,families or group including three levels of prevention. 3.2.2.2. Collaborate	lecture Practical skills	• Powerpoint presentation • Vedios. • Handouts.	• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam Final written exam

	3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings. …….. 3-2-3. Create a research environment that help in maintaining safe environment.	Principles of psychiatric mental health nursing.	with others to maximize the health potential of individual, groups in psychiatric mental health ……- 3.2.3.1.Utilize psychiatric nursing research as a base of evidence based practice . 3.2.3.2. Develop higher skills as consumer of nursing research based on evidence based practice			• Periodical practical exam • Periodical oral exam • Midterm written exam • Final practical exam. • Final oral exam Final written exam

	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.		3.2.4.1.Participate in continuing education as lifelong learning activities groups. 3.2.4.2.Demonstrate clinical competency in skills needed for the delivery of safe and effective nursing care to patient with different psychiatric disorders. - -.Develop higher skills as consumer of nursing research based on evidence based practice			

			-.Participate in continuing education as lifelong learning activities			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. (4) INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	- Ethical and Legal Issues in Psychiatric/Mental Health Nursing - Community Mental Health Nursing - Limit Setting	4.1.1.1.Integrate knowledge of information technology to support decision making in the context of care delivery. 4.1.1.2.-Apply the appropriate therapeutic communication strategies and techniques useful in interacting with patients and families presenting special situations.	Lecture	- Powerpoint presentation - Vedios. - Handouts.	● Periodical practical exam ● Periodical oral exam ● Midterm written exam ● Final practical exam. ● Final oral exam Final written exam

Domain No. (5) INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations. 5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across	- Community Mental Health Nursing. - Principles of psychiatric nursing. - Ethical and Legal Issues in Psychiatric/Mental Health Nursing.	5.1.1.1 Collaborate with others to maximize the health potential of individual, groups in psychiatric mental health 5.1.3.1.Apply principles of communication that are required to deal with people of different ages and cultural groups. 5.1.3.2.Apply the appropriate	Discussion	- Powerpoint presentation - Vedios. - Handouts.	● Periodical practical exam ● Periodical oral exam ● Midterm written exam ● Final practical exam. ● Final oral exam Final written exam

	different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.		therapeutic communication strategies and techniques useful in interacting with patients and families presenting special situations.			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

4- محتوى المقرر :

Course Content

Topic	*No. of hours*	Lecture	Tutorial/ Practical
Introduction to the course	1	1	-
Mental health and mental illness	1	1	-
Principles of psychiatric nursing	2	1	9
Theoretical perspectives of psychiatric nursing	2	1	6
Defensive mechanisms	2	1	9

Symptomatology	2	1	9		
Crisis intervention	2	1	6		
Schizophrenia and other psychotic disorders	2	1	9		
Mood Disorders	2	1	9		
Anxiety Disorders	2	1	6		
Somatoform Disorders	2	1	6		
Dissociative Disorders	2	1	6		
Personality Disorders	2	1	9		
Ethical and Legal Issues in Psychiatric/Mental Health	2	1	6		

Nursing					
Eating Disorder	2	1	9		
Cognitive Disorder	2	1	9		
Community Mental Health Nursing	2	1	6		
Student presentation : Process Recording and Assessment of psychiatric patient	1	1	9		
Limit Setting	1	1	6		
Activity therapy	1	1	9		
Management of Delusion	2	1	9		

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Management of Hallucination	2	1	9
Management of Self destructive behavior	2	1	9
Stress Management	2	1	6
Substance Abuse	2	1	9

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5- تقويم الطلاب: students assessment

Faculty of Nursing
Quality Assurance Unit
Menoufia University

. 55.1.Group discussion with the use of visual aids - PowerPoint using LCD - Picture - Interactive discussion 5.2.Brain storming question 5.3.Presentation of theoretical knowledge followed by discussion and student participation in class. 5.4.Assignment 5.6.Case study 5.7.group discussion 5.8. role play 5.9. clinical practice	ب- الأساليب المستخدمة: Methods used

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Assessment 1 : a.1.periodical practical and oral Exam week 5 to 13 week. Assessment 2 : a.2. written and mid term exam at week 8. Assessment 3: a.3. final practical and oral Exam at week 15. Assessment 4: a.4. final written exam after 15 week.	ج- التوقيت : Time
1-Midetrem : 5 % from semester work (6) 2-Final exam: 40% (120) 3.oral exam: 10 % (30) 4.clinical exam: 10 % (30) 5.semester work: 35% (114) - 7.Total:- 300 100%	د- توزيع الدرجات : Mark Distribution
List of References	5- قائمة الكتب الدراسية والمراجع
	أ- مذكرات Course note
(Text Books):	ب- كتب مقترحة Recommended Books

Q.A.U Faculty of Nursing Quality Assurance Unit Menoufia University

- Boyd, M.A., (2015): Psychiatric nursing contemporary practice: 5th edition, wolter skluwer. - Knesil, C.R., (2013): Contemporary psychiatric mental health nursing, 3rd edition, pearson education, Inc.USA. - Stuart, G.w., (2013): principles and practice of psychiatric nursing, 10th edition, Mosby. - Jakopac, K.A., and patel, S.C., (2009):Psychiatric mental health case studies and careplans.1st edition. - Townscand M.C.(2009):Psychiatric Mental Health Nursing (concept of care). 3rd F.A. - Boyd MA.,(2005): Psychiatric Nursing: Contemporary Practice. 3rd edition. Philadelphia, Pa: Lippincott Williams & Wilkins; -Shives LR. - Varcarolis EM, Carson VB, Shoemaker N (2006): Foundations of Psychiatric Mental Health Nursing , A Clinical Approach. 4th ed. Philadelphia, Pa: Saunders - All available books in library	
-Susan L.W.Krupnick.(2002): Psychiatric Care Planning, 2nd edition, united of America O'Brien. - Corsini, R & Wedding, D (Eds) (2008):Current psychotherapies, 8th edition, Thomspon, Australia. - Fortinash, M., K. (2004): Psychiatric Mental Health Nursing. 3rd ed., Mosby. USA. -Wanda., K.M. (2003): Johnson's Psychiatric Mental Health Nursing. 5th ed., Lippincott, Williams and Wilkings, New York	

-All available books in librar	

رئيس القسم

Faculty of Nursing
Quality Assurance Unit
Menoufia University

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

جامعة :المنوفية

كليــة:التمريض

قسم :التمريض النفسى والصحة النفسية

تاريخ اعتماد التوصيف:

بيانات المقرر : -12

الرمز الكودي : **412(ع)**	**اسم المقرر : علاقات انسانية وديناميكية**	**الفرقة / المستوى : الرابعة**
التخصص :	**تطبيقى** 2 **ت المعتمدة:** - **عملى** **بالمعامل** **30ساعة)(عدد الساعات الكلية: نظرى**	

2 - Aim of the course:

This course will provide students with: The theoretical and experimental framework for maximizing human relations and communication within the educational domain

Domain No.1	Professional and Ethical Practice					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1- Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions. ……. 1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making. 1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/	- Communication - Communication in organization -Telecommunication - Listening - Interview - Nurse patient relationship - Group dynamics	1.1.1.1- Discuss the different theories that influences and support the group in communication and group dynamic for psychiatric nursing practices. …… 1.1.1.2. Explain the goal, phases and the role of the nurse in nurse patient relationship. 1.1.2. 1. Apply therapeutic manners of communication effectively in psychiatric nursing practice. 1.1.3.1. Explain the principles and guidelines	- Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	-. -PowerPoint presentation -Educational Videos	-Quizzes Periodic exam

	client rights. …… 1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	- .	for interview. …… 1.1.4.1. Recognize the importance and effect of behavior in human relations on individuals, groups, and/or organization. 1.1.4.2. Use effective communicative strategies			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No.2	2.Holistic Patient-Centered Care					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
2-1- Provide holistic and evidence-based nursing care in different practice	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. …….. 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. 2.1.5. Utilize different community resources for referral to assist the	Introduction to the course- - Communication Communication in organization Telecommunication - Listening - Interview - Nurse patient relationship - Group dynamics Documentation	2.1.1.1. Define terms related to group dynamics and human relation. …….. 2.1.2.1. Consider the feelings, information needs, and perspective of others. 2.2.2.2. Explain factors affecting group dynamic and human relation. 2.2.2.3. Recognize the importance and effect of behavior in human relations on individuals, groups, and/or organizations.	- Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	-Power point presentation `. -Educational Videos	-Periodical exam

	patient/client and family through transitions across the continuum of care. ……. 2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.		2.1.5.1. Use special skills to establish therapeutic, caring and collaborative relationships with patients. ……. 2.1.6.1. Integrate experiences in a logical process of forming ideas			

Domain No.3	Manage People- work environment and quality					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
3-2-Provide a safe working environment that prevents harm for patients and workers. .	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- Nurse patient relationship. - Group dynamics. - Documentation.	3.2.2.1. Apply several technique of communication skills with patients and other staff. 3.2.2.2. practice proper listening for patient. 3.2.2.3. Use different types of documentation in nursing practice. 3.2.2.4. Utilize basic mechanics of writing: spelling, capitalization, and punctuation. 3.2.2.5. Apply basic techniques for the organization of written material. 3.2.2.6. Use interactive communication techniques that can facilitate effective communications.	- Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	-Power point Presentation -Educational Videos	-Periodical exams

Domain No.5	**Inter-professional Communication**					
Competency	**Key elements**	**Course subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment or Evaluation**
5-1-Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities. ……. 5.1.3. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	- Communication in organization - Communication - Telecommunication - Listening - Interview - Nurse patient relationship - Group dynamics - Documentation	5.1.1.1. Collaborate with others to maximize the health potential of individual, groups in psychiatric mental health. 5.1.1.2. Apply the appropriate therapeutic communication strategies and techniques useful in interacting with patients and families presenting special situations. …… 5.1.3.1. Apply principles of communication that are required to deal with people of different ages and cultural groups.	- Brain storming question - lecture - Presentation. -Group discussion. -Assignment. - Case study. - role play.	• Powerpoint presentation • Vedios. • Handouts.	-Periodic exam

	5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.		5.1.4.1. Use communication skills in establishing therapeutic, caring and collaborative relationships with patients. 5.1.4.2. Use interactive communication techniques that can facilitate effective communications.			

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Topic	***No. of hours***	**Lecture / 2hours**
Introduction about course	**2**	1
Communication	**2**	**1**
Communication in organization	**6**	**3**
Telecommunication	**2**	**1**
Listening	**2**	**1**
Interview	**2**	**1**
Nurse patient relationship	**2**	**1**
Group dynamics	**6**	**3**

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Documentation	**6**	**3**
Total	**30hrs.**	

Quality Assurance Unit
Menoufia University

. 55.1.Group discussion with the use of visual aids - PowerPoint using LCD - Picture - Interactive discussion 5.2.Brain storming question 5.3.Presentation of theoretical knowledge followed by discussion and student participation in class. 5.4.Assignment 5.6.Case study 5.7.group discussion	هـ- الأساليب المستخدمة: Methods used
. Assessment1: midterm exam……. on the 8th week. Assessment 2: Final written exam……..at the end of the term.	و- التوقيتTime :
Final-term Exam **80%** Mid-term Exam **20%** Total **100%** **100**	ز- توزيع الدرجات : Mark Distribution

5- قائمة الكتب الدراسية والمراجع	List of References
	أ- مذكرات Course note
(Text Books): - Foster C, Berthollier N, Rawlinson D,(2014): A systematic Review of Potential Mechanisms of Change in Human Relationship, 4(133):2161-0487. - Binder, Jl,Betan EJ,(2013): Essential activities in a session of brief dynamic/interpersonal relationship. Psychotherapy, 50 (3) :428-432. - Boyd M (2012): Psychiatric Nursing Contemporary Practice. 5th ed. Philadelphia: Lippincott. - Videbeck Sh (2011): Psychiatric Mental Health Nursing. 5th ed. Philadelphia: Lippincott; 193-200. - Mohr w (2009): Psychiatric Mental Health Nursing. 7th ed. Philadelphia: Lippincott; 41-55 -Corsini, R and Wedding, D (2008): Current psychotherapies, 8th ed. Thomspon, Australia	ب- كتب مقترحة Recommended Books
Sadock BJ, Sadock VA, (2015): Kaplan and Sadocks Comprehensive Textbock of Psychiatry. 8th ed. Vol.(2), Philadelphia Lippincott, Williams and Wilkins.Nursing. 3rd ed., Mosby. USA. -Wanda., K.M. (2003): Johnson's Psychiatric Mental Health Nursing. 5th ed., Lippincott, Williams and Wilkings, New York	

Menoufia University

Faculty of Nursing

Nursing Administration Department

Quality Assurance Unit
Faculty of Nursing
Menoufia University

Course name	Code	Year and level
Nursing Administration (second level)	410N	4th year / first and second semester
Nursing Administration (first level)	314 N	3th year / 2nd semester
Quality in nursing	107 N	First year-2nd semester

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم :
تاريخ اعتماد التوصيف:

1- بيانات المقرر :

الرمز الكودى : **410N**	**اسم المقرر :** **Nursing Administration (second level)**	**الفرقة / المستوى :** **4th year / first and second semester**
التخصص :	**عدد الساعات المعتمدة:** **نظرى** 3 **عملى** 6 **تطبيقى بالمعامل** -	
عدد الساعات الكلية: نظرى (3ساعة)– عملى (6 ساعة) - تطبيقي (ساعة)		

2- Aim of the course:

This course is intended to provide the undergraduate nursing student with the theory, knowledge and application necessary to deal with advanced management practice issues. It also focuses on the development of skills necessary for transformational leadership and decision making today.

3-Course specification based on competency: **3-توصيف المقرر المبنى على الكفايات**

Domain No. 1 Domain 1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
1-1-COMPETENCY Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical	1.1.1-Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	● Planning and planning hierarchy	-Differentiate among the different managerial functions. -Define managerial role. -Clarify the planning hierarchy	● Online Learning ● Discussion with small group of discussion ● Brain storming session	● Powerpoint presentation ● Video and recording using Webex,telegrams , Microsoft Team,and google classroom	● written and midterm exam ● Final oral exam ● Final written exam
	1-1-2 Apply value statements in nurses'	● Problem solving and decision	-Discuss different types of decision	● Discussion with small group of discussion ● Brain storming	● Powerpoint presentation	● Periodical practical

nursing practice.	code of ethics and professional conduct for ethical decision making	making	making. -Recognize critical elements in decision making. - Apply steps of problem solving and decision making processes.	session ● Problem solving (situation)		exam ● written and midterm exam ● Final practical exam ● Final written exam
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	● Performance appraisal	-Discuss concept of performance appraisal . - Use appropriate performance appraisal tools for measuring professional nursing performance.	● Discussion with small group of discussion ● Brain storming session ● Problem solving (situation)	● Powerpoint presentation	● Periodical practical exam ● written and midterm exam ● Final practical exam ● Final written exam
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and	● Organizational structure	Understanding & differentiate between the three terms: Authority, responsibility, & accountability -Describe informal	● Online Learning ● Brain storming session	● Video and recording using Webex,tele grams , Microsoft Team,and	● Periodical practical exam ● written and midterm exam

	practical level of competence.		organizational structure - Recognize nursing department structure		google classroom	• Final oral exam • Final written exam

DOMAIN ٢- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	**Course Subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment methods**
2-1- COMPETENCY Provide holistic and evidence-based nursing care in different practice settings..	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span. 2.1.3. Provide holistic patient-centered care respecting people diversity. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. 2.1.5. Utilize different community resources for referral to assist the patient/client and family	•				•

	through transitions across the continuum of care. 2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.					
2-2- COMPETENCY Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. 2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations. 2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.					

	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.					

Domain No. 3 Manage People, Work Environment And Quality

Competency	Key elements	Course Subjects	Course 0bjectives	Teaching Methods	Media used	Assessment methods
. 3-1- COMPETENCY Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	• Methods of Organizing Patient's Care	-Differentiate between methods of planning for comprehensive patient care. -Illustrate factors to be considered in distributing duties to the staff members. -Implement characteristics of effective assignment	• Online Learning	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Periodical practical exam • Final practical exam • Final oral exam • Final written

						exam
	3.1.2. Plan and implement change conducive to the improvement of health care provision.	Change management	-Define of planned change - Distinct between Lewin's Driving And Restraining Forces -Demonstrate the change agent's responsibilities during the various stages of planned change.	• Discussion with small group of discussion • Brain storming session • Problem solving (situation) • Online Learning • Discussion with small group of discussion • Brain storming session • Problem solving	• Powerpoint presentation •	• Periodical oral exam • Final practical exam • Final oral exam Final written exam

				(situation)		
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	• Staffing	-Define staffing - Identify factors affecting staffing -List purposes of staffing	• Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation	• Final practical exam • Final oral exam • Final written exam
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	Nursing Productivity	-Define nursing productivity - List five ways to improve nursing productivity	• Online Learning	• Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final oral exam • Final written exam

3-2-COMPETENCY Provide a safe working environment that prevents harm for patients and workers.	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	-Risk mangement	- Examine role of risk manager. -Differentiate between different types of risks in health care.	• Online Learning • Brain storming session • Problem solving (situation)	• Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final practical exam • Final oral exam Final written exam
	3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	-Conflict management	-Discuss concepts related to conflict and conflict management. -Enumerate steps of conflict process.	• Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation	• Final practical exam • Final oral exam Final written exam
		-Motivation	-Creating a motivating climate in an organization. -Strategies to create motivational climate.	• Online Learning	• Powerpoint presentation • Video and recording using Telegram	• Final practical exam • Final oral exam Final written exam

	3-2-3. Promote a research environment that help in maintaining safe environment.					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	-Staff Development	-Define terms related to staff development. -Explain factors affecting individual learning. -Discuss staff development program. - Enumerate responsibilities of the nurse managers toward staff development. - Comprehend steps of staff development.	• Online Learning	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final practical exam • Final oral exam Final written exam
3-3-COMPETENCY Review health care outcomes in the light of quality indicators and benchmarks to achieve the	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.					

ultimate goals of improving the quality of nursing care.	3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care. 3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.					

Domain No. 4 INFORMATICS AND TECHNOLOGY

Competency	Key elements	**Course Subjects**	**Course objectivess**	**Teaching Methods**	**Media used**	**Assessment methods**

4-1-1 COMPETENCY Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to advanced standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	-Nursing Documentation	-Recognize principles of nursing documentation. -List types of documentation -Design and implement care plan and nurses notes as examples for documentation. -Apply principles of nursing ethics when write documentation.	• Online Learning • Discussion with small group of discussion	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final practical exam • Final oral exam • Final written exam

Faculty of Nursing Quality Assurance Unit Menoufia University

4-2- COMPETENCY Utilize information and communication technologies in the delivery of patient/client care.	4.2.1-. Retrieve, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.					

Faculty of Nursing
Quality Assurance Unit
Alexandria University

Domain No. 5 INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	**Course Subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment methods**
5-1- COMPETENCY Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1- Maintain inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2- Function within behavioral norms related to the interdisciplinary communication and the health care organizations. 5.1.3- Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	• Creating healthwork enviroment	• Define a healthy work environment • - Demonstrate skills that managers must possess to establish (HWE). • -List five ways to become more authentic nurse leaders	• Online Learning • Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final practical exam • Final oral exam • Final written exam

Faculty of Nursing
Quality Assurance Unit
Menoufia University

4- محتوى المقرر :

Course Content

Practical/ tutorial (Hours No.)		No. of lecture (theory)	No. of hours (theory)	Topic
3	6	1	**9**	• Planning and planning hierarchy
3	9	1	12	• Change management
3	6	1	9	• Problem solving and decision making
3	9	1	**12**	• Organizational structure
3	9	1	12	• Methods of Organizing Patient's Care
3	6	1	9	• Staffing
3	6	1	9	• Staff development
3	9	1	12	• Motivation

3	6	1	9	• Conflict management	
3	**-**	**1**	**3**	• -Nursing documentation	
3	**6**	**1**	**9**	• Creating Healthy Work Environment	
3	**-**	**1**	**3**	• -Productivity	
3	**9**	**1**	**12**	• Risk management	
3	**9**	**1**	**12**	• Performance appraisal	
3	**-**	**1**	**3**	• Self learning skills	
45	**90**	**15**	**135**	Total	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5-أساليب التعليم والتعلم **Teaching and Learning Methods**	• Lectures • Group discussion • Brain storming session • Problem solving (situation)
6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة **Teaching and Learning Methods of Disables**	Not applicable لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية
7- تقويم الطلاب:	**Students assessment**

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5. a.1-Periodical practical exams to assess practical and intellectual skills. 5. a. 2- Mid-term exam to assess the knowledge and understanding. 5.a.3- Semester work 5.a.4- Final oral exam to evaluate knowledge and understanding and communication skills. 5. a.5- Final clinical exam to assess professional and practical skills. 5. a.6- Final written exam to assess the knowledge and intellectual skills.	ح- الأساليب المستخدمة: **Used Methods**
Assessment Schedule Assessment 1 periodic practical exam at the end of each rotation and quiz 4th Week Assessment 2 Mid-term exam 7th Week Assessment 3 Final practical and oral exam 14th Week Assessment 4 Final written exam end of semester	ط- التوقيت : **Time**
Weighting of Assessments (for each semester) Final term exam (120) 40 % Oral exam (30) 10 % Clinical exam (30) 10 % Semester work (120) 40 % **Total** (300) **100 %**	ي- توزيع الدرجات : **Mark Distribution**

List of References	8- قائمة الكتب الدراسية والمراجع
Note book	**أ- مذكرات Course note**
Huston, C. (2017a). Diversity in the nursing workforce. In C. Huston (Ed.), Professional issues in nursing: Challenges & opportunities (4th ed., 109–123). Philadelphia, PA: Wolters Kluwer Marquis, B. L., & Huston, C.J. (2017): Leadership roles and management functions in nursing: theory and application. (9th ed.), Philadelphia: Wolters Kluwer Health, Marquis, B. L., & Huston, C.J. (2015). Leadership Roles and Management Functions in Nursing: Theory and Application. (8th ed.) Canada, Australia, New Zealand, Puerto Rico or the U.S. Virgin Islands Van Oostveen C. J., Mathijssen, E., & Vermeulen, H. (2015). Nurse staffing issues are just the tip of the iceberg: A qualitative study about nurses' perceptions of nurse staffing. International Journal of Nursing Studies, 52(8), 1300–1309. doi:10.1016/j.ijnurstu.2015.04.0020020 American Nurses Association. (2016). Nurse staffing. Retrieved May 19, 2016, from http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/State/Legislative-Agenda-Reports/StateStaffingPlansRatios	**ب- كتب مقترحة** **Recommended Books**

Pro.Dr Manal Moussa

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم :
تاريخ اعتماد التوصيف:

1- <u>بيانات المقرر :</u>

الرمز الكودى : **314 N**	**اسم المقرر :** **Nursing Administration (first level)**	**الفرقة / المستوى :** **3th year** / 2nd semester
التخصص :	**عدد الساعات المعتمدة:** **نظرى** 2 **عملى** - **تطبيقى بالمعامل** -	
	عدد الساعات الكلية: نظرى (2ساعة)– عملى (-) – تطبيقي(-)	

2- Aim of the course:

This course offers an introduction to the process elements and skills of nursing management. Emphasis is placed upon administrative processes conducted within the nursing department. The management of human and physical resources, as well as management of work environment are examined as they relate to the role of the first-line nurse manager at the patient care division.

3-Course specification based on competency: **3-توصيف المقرر المبنى على الكفايات**

Domain No. 1 Domain 1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
1-1- COMPETENCY Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1- Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	• - Introduction of Nursing Management	• - Define nursing management. • - Define nurse manager. • - Discuss importance of nursing management • - List principles of nursing management.	• Online Learning	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• written and midterm exam • Final written exam
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical					

	decision making					
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	-Job description and Recruitment	Identify concept of performing job analysis - Define recruitment Discuss process of selection	• Online Learning • Discussion with small group of discussion	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• written and midterm exam • Final written exam
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	Power and Empowerment	• - Define concept of power,. • Defferniate between power and empowerment.	• Discussion with small group of discussion	• Powerpoint presentation •	• written and midterm exam • Final written exam

DOMAIN ٢- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	**Course Subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment methods**
2-1- COMPETENCY Provide holistic and evidence-based nursing care in different practice settings..	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span. 2.1.3. Provide holistic patient-centered care respecting people diversity. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. 2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. 2.1.6. Examine evidence that underlie	•				•

	clinical nursing practice to offer new insights to nursing care for patients, families, and communities.					
2-2- COMPETENCY Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. 2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations. 2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. 2.2.6. Utilize information from variety of					

	reliable sources for planning and improving health promotion and health education activities.					

Domain No. 3 Manage People, Work Environment And Quality

Competency	Key elements	Course Subjects	Course 0bjectives	Teaching Methods	Media used	Assessment methods
. 3-1- COMPETENCY Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.	- Leadership	- Differentiate between leadership styles. - Clarify leadership theories	• Online Learning	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam

	3.1.2. Plan and implement change conducive to the improvement of health care provision.					
	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.	Time Management	- Define time management - Determine the steps of time management	Discussion with small group . Brain storming session	• Powerpoint presentation	• Midterm exam • Final written exam
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	- Delegation	-Discuss concept of delegation . - Apply steps for successful delegation.	• Online Learning	• Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam

		- Supervision	Differentiate between techniques of supervision	• Online Learning	• Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam
		Absenteeism and Turnover	- Discuss ways to manage absenteeism - discuss ways to overcome nurse's turnover.	• Online Learning	• Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam
3-2-COMPETENCY Provide a safe working environment that prevents harm for patients and workers.	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	- Managing Equipment and Drugs..	- Differentiate between The management of equipment procedures - Clarify the common reasons for wasting drugs	• Online Learning • Brain storming session • Problem solving (situation)	• Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam

	3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	Stress Management	-Discuss concepts related to stress management. -Enumerate steps of stress mangement process.	• Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation	• Final practical exam • Final oral exam Final written exam
	3-2-3. Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment.					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe					

	work environment.					
3-3- COMPETENCY Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources. 3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes. 3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care. 3-3-4. Implement standardized protocols when providing nursing					

Faculty of Nursing
Quality Assurance Unit
Helwan University

	care considering quality improvement and patient's safety.					

Domain No. 4 INFORMATICS AND TECHNOLOGY

Competency	Key elements	**Course Subjects**	**Course objectivess**	**Teaching Methods**	**Media used**	**Assessment methods**
4-1-1 **Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.**	4.1.1. Use different sources of data related to contemporary standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.				•	•

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	4.1.3 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.					
4-2-COMPETENCY **Utilize information and communication technologies in the delivery of patient/client care.**	4.2.1.Retrieve, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2. Apply communication technologies that support clinical decision making, care coordination, and					

	protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.					

Domain No. 5 INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods

Faculty of Nursing
Quality Assurance Unit
Menoufia University

٥-١- COMPETENCY Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities..	٥.١.١. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities. ٥.١.٢. Function within behavioral norms related to the interdisciplinary communication and the health care organizations.	- Team Building	- Define team building - Discuss importance of team building - Apply stages of team building	• Online Learning	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam
	5.1.3. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	- Organizational communication	- Differentiate between types of communication. - Distinguish between channels of communication - explain organizational communication strategies.	• Online Learning • Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation • Video and recording using Webex,telegrams , Microsoft Team,and google classroom	• Final written exam

4- محتوى المقرر :

Course Content

Practical/ tutorial (Hours No.)		No. of lecture (theory)	No. of hours (theory)	Topic
tutorial	**Practical**	1	2	• Introduction of Nursing Management
2	-			
4	-	2	4	Time Management
4	-	2	4	• Recruitment
2	-	1	2	• Absenteeism and turnover
2	-	1	2	Organizational Communication
2	-	1	2	• Supervision
2	-	1	2	Delegation
2	-	1	2	Leadership
2	-	1	2	• Team building
2	-	1	2	Managing Equipment and Drugs
4	-	2	4	Power and Empowerment
2	-	1	2	Stress Management
30	-	15	**30**	Total

5-أساليب التعليم والتعلم **Teaching and Learning Methods**	• Lectures • Group discussion • Brain storming session • Problem solving (situation)
6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة **Teaching and Learning Methods of Disables**	Not applicable لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية
7- تقويم الطلاب:	**Students assessment**

Quality Assurance Unit
Faculty of Nursing
Menoufia University

5. a.1- Mid-term exam to assess the knowledge and understanding. 5. a. 2- Semester work 5.a.3- Final written exam to assess the knowledge and intellectual skills.	**الأســـــــاليب المستخدمة:** **Methods used**
Assessment Schedule Assessment 1 Mid-term exam — 7th Week Assessment 2 Final written exam — end of semester	أ- **التوقيت : Time**
Weighting of Assessments (for each semester) Final term exam (80) 80 % Semester work (20) 20 % **Total** (100) **100 %**	ب- **توزيع الدرجات :** **Mark Distribution**

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

List of References	8- قائمة الكتب الدراسية والمراجع
Note book	**أ- مذكرات Course note**
Marquis, B. L., & Huston, C.J. (2017): Leadership roles and management functions in nursing: theory and application. (9th ed.), Philadelphia: Wolters Kluwer Health, Huston, C. (2017b). Diversity in the nursing workforce. In C. Huston (Ed.), Professional issues in nursing: Challenges & opportunities (4th ed., pp. 109–123). Philadelphia, PA: Wolters Kluwer. Huston, C. (2017c). Importing foreign nurses. In C. Huston (Ed.), Professional issues in nursing: Challenges & opportunities (4th ed., pp. 78–95). Philadelphia, PA: Wolters Kluwer. Huston, C. (2017a). Diversity in the nursing workforce. In C. Huston (Ed.), Professional issues in nursing: Challenges & opportunities (4th ed., 109–123). Philadelphia, PA: Wolters Kluwer Deslandes G., (2014): "Management in Xenophon's Philosophy : a Retrospective Analysis", 38th Annual Research Conference, Philosophy of Management, 2014, July 14–16, Chicago, USA Deslandes G., (2014): "Management in Xenophon's Philosophy : a Retrospective Analysis", 38th Annual Research Conference, Philosophy of Management, 2014, July 14–16, Chicago, USA	**ب- كتب مقترحة** **Recommended Books**

منسق المقرر

رئيس القسم

Prof Dr Manal Moussa

نموذج رقم (12)

توصيف مقرر دراسى

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة: المنوفية Menoufia University
كلية: التمريض Faculty of Nursing
قسم :
تاريخ اعتماد التوصيف:

1- بيانات المقرر :

الرمز الكودى : **107 N**	**اسم المقرر :** **Quality in nursing**	**الفرقة / المستوى :** First year-2nd semester
التخصص :	**عدد الساعات المعتمدة:** **نظرى** 2 **عملى** - **تطبيقى بالمعامل** -	

عدد الساعات الكلية: نظرى (2ساعة)– عملى (-) – تطبيقي(-)

2- Aim of the course:

At the end of this course the graduate students will be able to understand what is meant by quality, explain importance of quality and its stages in any organization. Understand and implement the concept of quality care in health care setting, quality improvement, and total quality management & produce effective results. Students will develop a working knowledge of the best practices in quality and process management.

3-Course specification based on competency: **3-توصيف المقرر المبنى على الكفايات**

Domain No. 1 Domain 1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
1-1-COMPETENCY Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1-Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	•				•
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making					•

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.	•				•
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.		•			•

Quality Assurance Unit
Faculty of Nursing
Menoufia University

DOMAIN ٢- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	**Course Subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment methods**
2-1- COMPETENCY Provide holistic and evidence-based nursing care in different practice settings..	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings. 2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span. 2.1.3. Provide holistic patient-centered care respecting people diversity. 2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context. 2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care. 2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	•				•

2-2- COMPETENCY Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms. 2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy. 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings. 2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations. 2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs. 2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Domain No. 3 Manage People, Work Environment And Quality

Competency	Key elements	Course Subjects	Course 0bjectives	Teaching Methods	Media used	Assessment methods
. 3-1- COMPETENCY Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.					•
	3.1.2. Plan and implement change conducive to the improvement of health care provision.			•	•	

	3.1.3. Organize own workload and apply time-management principles for meeting responsibilities.					•
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.					•
3-2- COMPETENCY Provide a safe working environment that prevents harm for patients and workers.	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.					

	3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.					
	3-2-3. Promote a research environment that help in maintaining safe environment.					
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.					
3-3- COMPETENCY Review health care outcomes in the light of quality indicators and benchmarks	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the	-Introduction and Historical development of Quality	-Define quality health care . -Understand the importance of quality health care.	• Discussion with small group of discussion • Brain storming	• Powerpoint presentation	• Midterm exam • Final written exam

to achieve the ultimate goals of improving the quality of nursing care.	existing resources.			session • Problem solving (situation)		
		-Pioneers for Quality	- List quality pioneers. -Identify basic components of quality.	• Online Learning	• Powerpoint presentation • Video and recording using Telegram	• Midterm exam • Final written exam
		-Quality assurance(QA)	-Define quality assurance(QA) -Understand the importance of quality assurance(QA) In health care	• Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation	• Midterm exam • Final written exam
	3-3-2. Participate in quality improvement process to enhance nursing care rendered and	-Quality improvement(QI)	Discuss the steps of quality improvement process.	• Online Learning	• Powerpoint presentation • Video and recording using	• Midterm exam • Final written

	patient/client outcomes.				Telegram	exam
		-Continuous quality improvement (CQI)	-Differentiate between quality improvement and continous quality improvement.	• Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation	• Midterm exam • Final written exam
		-Total quality management(TQM)	.-Define total quality management (TQM). - Enumerate purpose quality management	• Online Learning	• Powerpoint presentation • Video and recording using Telegram	• Midterm exam Final written exam
	3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in	-Quality standards	- Define quality health care standards. -Enumerate different types of	• Discussion with small group of discussion • Brain storming	• Powerpoint presentation	• Midterm exam • Final written

	the delivery of nursing care.		standards.	session • Problem solving (situation)		exam
		-Evaluation of quality of care	- Identify and describe ways for measuring Health Care Quality.	• Online Learning	• Powerpoint presentation • Video and recording using Telegram	• Midterm exam • Final written exam
		-Nursing Audits	- Define nursing Audits. -. Explain principles of quality management	• Discussion with small group of discussion • Brain storming session • Problem solving (situation)	• Powerpoint presentation	• Midterm exam • Final written exam
		-Benchmarking	.-Define benchmarking. -Explain purpose of Benchmarking.	• Online Learning	• Powerpoint presentation • Video and recording using	• Midterm exam • Final written

					Telegram	exam
	3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	-Accreditation	- List the different principles of accreditation	• Online Learning	• Powerpoint presentation • Video and recording using Telegram	• Midterm exam • Final written exam
		-Patient safety and quality	-List patient safety goals.	• Online Learning	• Powerpoint presentation • Video and recording using Telegram	• Midterm exam Final written exam

Domain No. 4 INFORMATICS AND TECHNOLOGY

Competency	Key elements	**Course Subjects**	**Course objectivess**	**Teaching Methods**	**Media used**	**Assessment methods**
4-1-1 COMPETENCY Utilize	4.1.1. Use different sources of data related to advanced					

information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	standards of practice and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. 4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care. 4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

4-2- COMPETENCY Utilize information and communication technologies in the delivery of patient/client care.	4.2.1-. Retrive, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights. 4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

	individuals, families, and communities.					

Domain No. 5 INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	**Course Subjects**	**Course objectives**	**Teaching Methods**	**Media used**	**Assessment methods**
5-1- COMPETENCY Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and	5.1.1- Maintain inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities. 5.1.2- Function within behavioral norms related to the interdisciplinary communication and the health care organizations. 5.1.3- Use standardized					

communities.	communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings. 5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					

4- **محتوى المقرر :**

Course Content

Practical/ tutorial (Hours No.)		No. of lecture (theory)	No. of hours (theory)	Topic
tutorial	**Practical**	2	4	Introduction and Historical development of Quality
4	-			
2	-	1	2	Pioneers for Quality
2	-	1	2	Quality standards
4	-	2	4	Quality assurance(QA)
2	-	1	2	Total quality management(TQM)
4	-	2	4	Quality improvement(QI)

2	-	1	2	Continuous quality improvement (CQI)	
2	-	1	2	Evaluation of quality of care	
2	-	1	2	Nursing Audits	
2	-	1	2	Benchmarking	
2	-	1	2	Accreditation	
2	-	1	2	Patient safety and quality	
30	**-**	15	**30**	Total	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5-أساليب التعليم والتعلم **Teaching and Learning Methods**	• Lectures • Group discussion • Brain storming session • Problem solving (situation)
6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة **Teaching and Learning Methods of Disables**	Not applicable لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية
7- تقويم الطلاب:	**Students assessment**

Faculty of Nursing
Quality Assurance Unit
Menoufia University

5. a.1- Mid-term exam to assess the knowledge and understanding. 5. a. 2- Semester work 5.a.3- Final written exam to assess the knowledge and intellectual skills.	أ- الأساليب المستخدمة: **Used Methods**
Assessment Schedule Assessment 1 Mid-term exam 7th Week Assessment 2 Final written exam end of semester	ب- **Time : التوقيت**
Weighting of Assessments (for each semester) Final term exam (80) 80 % Semester work (20) 20 % **Total** (100) **100 %**	ج- **توزيع الدرجات :** **Mark Distribution**

Q.A.U. Faculty of Nursing Quality Assurance Unit Menoufia University

List of References	8- قائمة الكتب الدراسية والمراجع
Note book	**أ- مذكرات Course note**
Nicolle, L.E. (2017): The prevention of hospital-acquired urinary tract infection. Clin Infect Dis, 15(46), 251-253 Bowie P, McKay J, Norrie J, Lough M. (2014): Awareness and analysis of a significant event by general practitioners: a cross sectional survey. Quality and Safety in Health Care 2014; 13(2):102–7. Schuster MA, McGlynn EA, Brook RH. (2015): How good is the quality of health care in the United States. 1998. Milbank Q;83(4):843-95. Vincent C, Coulter A. (2012): Patient safety: what about the patient? Quality and Safety in Health Care; 11:76–80. Mitra, A., (2008): Fundamentals of quality control and improvement, 3rd ed., prentice-Hall, A Simon and Schuster Company, united state of America, Publisher : Wiley ISBN : 0470226536	**ب- كتب مقترحة** **Recommended Books**

منسق المقرر **رئيس القسم**

Prof Dr Manal Moussa

(وثيقه 157د.)

مصفوفه اتساق اهداف المعايير الاكاديمية للكفايات مع الاهداف الاستراتيجية

توافق اهداف البرنامج بالكفايات والاهداف الاستراتيجية2020- 2025

Program domain	Domain 1 Professional and ethical practice 1.1 Competency	Domain 2 Holistic Patient Centered			Domain 3 Manage People Work Environment and Quality			Domain 4 Informatics and Technology		Domain 5 Inter Professional Communication
		2.1. Competency	2.2. Competency		3.1 Competency	3.2. Competency	3.3 Competency	4.1 Competency	4.2 Competency	5.1 Competency

	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
1																																							
2																																							
3			x								x		x																								x		
4			x														X												x										
5				x																				x															
6																																							
7																																							

عميد الكلية

أ.د/ ايناس ق

المسئول عن المعيار
د.صفاء دياب

وثيقه (158د.)

توافق اهداف المعايير الاكاديمية (NARS, 2017) و

رسالة ورؤية الكلية (2020-2025)

وثيقه (158د.)

توافق اهداف المعايير الاكاديمية (NARS, 2017) و رسالة ورؤية الكلية (2020-2025)

Program domains / Vision & Mission	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Domain 5 Inter professional Communication 5.1 Competency			
					2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency						
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Vision of the Collage				x						x				x								x	x	x		x	x			x			x	x	x				
Mission of the Collage		x	x	x						x						x						x	x	x		x	x			x			x	x	x				

عميد الكلية

ا.د/ ايناس قاسم

المسئول عن المعيار
د.صفاء دياب

وثيقه 173د. مصفوفة اتساق المعايير الاكاديمية مع برنامج الكفايات

Matrix of NARS,(2017) with program domains

NARS / Program domain	**Domain 1** Professional and ethical practice 1.1 Competency				**Domain 2** Holistic Patient Centered											**Domain 3** Manage People Work Environment and Quality												**Domain 4** Informatics and Technology							**Domain 5** Inter professional Communication 5.1 Competency			
					2.1. Competency						2.2. Competency					3.1 Competency					3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency						
	1.1.1	**1.1.2**	**1.1.3**	**1.1.4**	**2.1.1**	**2.1.2**	**2.1.3**	**2.1.4**	**2.1.5**	**2.1.6**	**2.2.1**	**2.2.2**	**2.2.3**	**2.2.4**	**2.2.5**	**2.2.5**	**3.1.1**	**3.1.2**	**3.1.3**	**3.1.4**	**3.2.1**	**3.2.1**	**3.2.2**	**3.2.3**	**3.3.1**	**3.3.2**	**3.3.3**	**3.3.4**	**4.1.1**	**4.1.2**	**4.1.3**	**4.1.4.**	**4.2.1**	**4.2.2**	**4.2.3**	**5.1.1**	**5.1.2**	**5.1.3**	**5.1.4**
Domain 1 Professional and ethical practice. 1.1 Competency	x	x	x	x																																		
Domain 2 Holistic Patient Centered 2.1 Competency					x	x	x	x	x	x																												

\

NARS / Program domain	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Domain 5 Inter professional Communication 5.1 Competency			
					2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency							
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Domain 2 Holistic Patient Centered 2.2. Competency											x	x	x	x	x	x																						
Domain 3 Manage People Work Environment and Quality 3.1 Competency																	x	x	x	x																			

NARS / Program domain	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered 2.1. Competency						2.2. Competency						Domain 3 Manage People Work Environment and Quality 3.1 Competency				3.2. Competency				3.3 Competency				Domain 4 Informatics and Technology 4.1 Competency				4.2 Competency			Domain 5 Inter professional Communication 5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Domain 3 Manage People Work Environment and Quality 3.2. Competency																					x	x	x	x																
3.3 Competency																									x	x	x	x												

Quality Assurance Unit
Menoufia University

NARS / Program domain	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered 2.1. Competency						2.2. Competency						Domain 3 Manage People Work Environment and Quality 3.1 Competency				3.2. Competency				3.3 Competency				Domain 4 Informatics and Technology 4.1 Competency				4.2 Competency			Domain 5 Inter professional Communication 5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Domain 4 Informatics and Technology 4.1 Competency																													x	x	x	x							
4.2 Competency																																	x	x	x				
Domain 5 Inter professional Communication 5.1 Competenc																																				X	x	x	x

Faculty of Nursing
Quality Assurance Unit

عميد الكلية ا.د/ ايناس قاسم

وثيقه 174د. مصفوفة توافق مخرجات التعلم مع طرق التقويم والتدريس

Faculty of Nursing
Quality Assurance Unit
Menoufia University

الفرقه الاولى

Matrix of program domain with teaching methods

Course Title: English (level I & II) **Code No.: 106 (L)**

Program domain	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology								Domain 5 Inter professional Communication 5.1 Competency			
					2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency											
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3								
Blended learning 50% using Webex and MS Team											x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x		x	x		x	x
Modified lecture for discussion											x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x		x	x		x	x

رئيس القسم

أ.د رضوان جابر السبكى

منسق المقرر

Matrix of program domain with teaching methods

Course Title: English (level I & II) **Code No.: 106 (L)**

Program domain	Domain 1 Professional	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment	Domain 4 Informatics and	Do Inter

| Teaching methods | and ethical practice
1.1 Competency | | |

Course name:- Fundamental of Nursing Part I& II
Code:100 N

Course domains / Teaching methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Do pro Comm Com
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.1	3.1.3	3.2.1	3.2.2	3.3.1	4.1.1	4.1.2	5.1.1
Blended learning 50% using Webex and Micro soft Team	x	x		x	x	x			x	x									
Modified lecture for discussion with small groups of students	x	x		x	x	x			x	x			x						
Clinical Skill lab			x	x			x	x	x	x		x	x	x	x	x	x	x	x
Simulation and Case studies			x	x			x	x	x	x	x	x	x	x	x		x	x	

رئيس القسم

أ.د/ وفاء حسن عبد

منسق المقرر

أ.م/سميرة ابو العزم
الله
أ.م/سهام عبدالعليم
د/هناء الصياد
د/جيهان المدبوح
د/فايزة كامل
د/رحاب عمر

Matrix of Matching courses Domains with Evaluation Methods

Course name:- Fundamental of Nursing Part I& II
Code:100 N

Course domains / Evaluation Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		D pr Con
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		Co
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.1	3.1.3	3.2.1	3.2.2	3.3.1	4.1.1	4.1.2	5.1.
Objective test	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Clinical exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

رئيس

أ.د/ وفاء حسن

منسق المقرر
القسم
أ.م/سميرة ابو العزم
عبد الله
أ.م/سهام عبدالعليم
د/هناء الصياد
د/جيهان المدبوح
د/فايزة كامل
د/رحاب عمر

Matching Domains of anatomy course with Teaching Methods

Course name:- Anatomy **Code:**102 M

Course domains / Teaching Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Do pr Con
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		Co
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.2	2.2.3	3.1.1	3.1.2	3.2.1	3.2.2	3.3.1	4.1.1	4.1.2	5.1.
Blended learning 50% using Webex and Micro soft Team	x				x				x		x				x				x
Modified lecture for discussion with small groups of students		x				x	x	x		x						x	x	x	
Clinical Skill lab																			
Simulation and Case studies												x	x	x					

Course name:- Anatomy **Code:**102 M

Course domains / Evaluation Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Do prof Comm
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		Com
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.2	2.2.3	3.1.1	3.1.2	3.2.1	3.2.2	3.3.1	4.1.1	4.1.2	5.1.1

Objective test	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x	x
Clinical exam																			

رئيس القسم
أ.د / مصطفي الحبيبي

منسق المقرر
د/رشا سليمة

Q.A.U
Faculty of Nursing
Quality Assurance Unit

Matching Domains of psychology course with Teaching Methods

Course name:- Psychology
Code:103 S

Course domains / Teaching Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered 2.1. Competency				2.2. Competency			Domain 3 Manage People Work Environment and Quality 3.1 Competency			Domain 4 Informatics and Technology 4.1 Competency		Domain 5 Inter professional Communication 5.1 Competency	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.2	2.2.3	3.1.1	3.1.2		4.1.1	4.1.2	5.1.1	5.1.2
Interactive	x				x				x						X		x	

lecture using audiovisual materials																		
Discussion		x				x				X					x		x	
Questioning			x				x				x							
Brain storming				X				x										
Problem based learning																		
Blended learning 50% using Webex and MS Team												x						
Modified lecture for discussion with small groups of students													X					

رئيس القسم
أ.د/ الهام خليل

منسق المقرر

Course name:- Psychology **Code:**103 S

Course domains / Evaluation Methods	**Domain 1** Professional and ethical practice 1.1 Competency				**Domain 2** Holistic Patient Centered							**Domain 3** Manage People Work Environment and Quality			**Domain 4** Informatics and Technology		**Domain 5** Inter professional Communication	
					2.1. Competency				2.2. Competency			3.1 Competency			4.1 Competency		5.1 Competency	
	1.1	1.1	1.1	1.1.	2.1	2.1	2.1	2.1.	2.2	2.2	2.2.3	3.1.1	3.1.2		4.1.1	4.1.2	5.1.1	5.1.2

	.1	.2	.3	4	.1	2	.3	4	.1	.2								
Constructed-Response Tests	x			x	x			x	x					x		x		
Selected-Response Tests		x				x				x	x				x		x	
Indirect method of Evaluation			x				x											
Objective test												x	x					

رئيس القسم
أ.د/ الهام خلي

منسق المقرر

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Course title: - Computer

Code:- 105 L

Program domain	Domain 1 Professional	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment	Domain 4 Informatics and	Dom Inter

Evaluation Method	and ethical practice														and Quality								Technology								profess Commu 5	
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency			3.3 Competency				4.1 Competency				4.2 Competency				Compe	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Midterm exam	x		x	x							x		x		x		x	x		x	x						x	x	x					
Final written exam	x		x	x							x		x		x		x	x		x	x						x	x	x					
Clinical exam	x		x	x							x		x		x		x	x		x	x						x		x					

منسق المقرر :

د/ حاتم سيد أحمد

د/ أمل خليفة خليل

رئيس القسم:

أ.د/ محمد الشرقاوى

g courses Domains with Evaluation

Code:109 M

Course domains	Domain 1 Professional and ethical practice	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality	Domain 4 Informatics and Technology	Doma Inter prof Commun 5.1

	1.1 Competency				2.1. Competency			2.2. Competency				3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		Compe		
Evaluation Methods	**1.1.1**	**1.1.2**	**1.1.3**	**1.1.4**	**2.1.1**	**2.12**	**2.1.3**	**2.1.4**	**2.2.1**	**2.2.3**	**2.2.5**	**3.1.2**	**3.1.3**	**3.2.1**	**3.2.2**	**3.34**	**4.1.1**	**4.1.2**	**5.1.1**	**5.1.2**	
Objective test	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Course name:- parasitology
Code:109 M

Course domains / Teaching Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Domain 5 Inter professional Communication			
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.2	3.1.3	3.2.1	3.2.2	3.34	4.1.1	4.1.2	5.1.1	5.1.2	5.13	5.14
Online discussion (Blended learning 50% using Webex and MS Team)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
Modified lecture for discussion with small groups of students																	x	x	x	x	x	x
Brain storming	x	x	x	x	x	x	x	x	x								x	X	x	x	x	x

رئيس القسم
أ.د/نشأت السيد ناصف

منسق المقرر
د/زهراء احمد

Matrix of Matching courses Domains with Teaching Methods

Course name:- health education
Code:314N

Course domains / Teaching Methods	Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality						Domain 4 Informatics and Technology		Domain 5 Inter professional Communication	
	2.1. Competency				2.2. Competency			3.1 Competency			3.2. Competency		3.3 Competency	4.1 Competency		5.1 Competency	
	2.1.1	2.1 2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.34	4.1.1	4.1.2	5.1.1	5.1.2
Online discussion (Blended learning 50% using Webex and MS Team)	x	x	X	x	x	x	x	x	x	x	x	x	x				
Modified lecture for discussion with small groups of students														x	x	x	x

Matrix of Matching courses Domains with Evaluation Methods

Course name:- Health education **Code:**314 N

Course domains	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality	Domain 4 Informatics and	Domain 5 Inter professional Communication

Evaluation Methods	2.1. Competency				2.2. Competency			3.1 Competency			3.2. Competency		3.3 Competency	Technology 4.1 Competency		5.1 Competency	
	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.1	3.1.2	3.1.3	3.2.1	3.2.2	3.3.4	4.1.1	4.1.2	5.1.1	5.1.2
Objective test	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x

رئيس القسم
د/نبيلة السيد طة.

منسق المقرر
ا.د/نبيلة السيد طة

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Matching teaching methods with competency domains

Course title: - Microbiology 101M **Code:-**

Course domains / Teaching methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Domain 5 Inter professional Communication	
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		5.1 Competency	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.1	3.1.3	3.2.1	3.2.2	3.3.1	4.1.1	4.1.2	5.1.1	5.1.2
Blended learning 50% using Webex and Micro soft Team					x	x	x	x	x	x	x								x	x
Modified lecture for discussion with small groups of students					x	x	x	x	x	x	x								x	x

Course domains	Domain 1 Professional and ethical practice 1.1 Competency	Domain 2 Holistic Patient Centered		Domain 3 Manage People Work Environment and Quality			Domain 4 Informatics and Technology	Domain 5 Inter professional Communication
		2.1.	2.2.	3.1	3.2.	3.3	4.1	

Evaluation Methods					Competency				Competency			Competency		Competency		Competency		Competency		5.1 Competency	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.1	3.1.3	3.2.1	3.2.2	3.3.1	4.1.1	4.1.2	5.1.1	5.1.2
Mid-term exam					X	X	X	X	X	X									X	X
Final written exam					X	X	X	X	X	X									X	X

Quality Assurance Unit
Menoufia University

Matching evaluation methods with competency domains

Course title: - physiology Code:-
104M

Course domains / Evaluation Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		I C
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.3	2.2.4	3.1.1	3.1.3	3.2.1	3.2.2	3.3.4	4.1.1	4.1.2	
Mid-term exam					x	x	x	x	x	x	x			x	x	x	x	x	
Final written exam					x	x	x	x	x	x	x			x	x	x	x	x	

Course domains / Teaching meth	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Domain 5 Inter professional Communication 5.1 Competency	
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.12	2.1.3	2.1.4	2.2.1	2.2.3	2.2.4	3.1.1	3.1.3	3.2.1	3.2.2	3.3.4	4.1.1	4.1.2	5.1.1	5.1.2
Modified lecture for discussion with small groups of students					x	x	x	x	x	x	x			x	x	x	x	x	x	x

simulation														x	x	x	x	x	x	x
Cases study														x	x	x	x	x	x	x
video														x	x	x	x	x	x	x

منسق المقرر
رئيس القسم
د/انوار شعبان

أ.د/ هشام احمد ضياء

Q.A.U
Faculty of Nursing
Quality Assurance Unit
Menoufia University

Matching evaluation methods with competency domains

Course title: - Nutrition 108 L

Code:-

Course domains / Evaluation Methods	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered							Domain 3 Manage People Work Environment and Quality					Domain 4 Informatics and Technology		Domain 5 Inter professional Communication	
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency		5.1 Competency	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.5	3.1.2	3.1.3	3.2.1	3.2.2	3.3.4	4.1.1	4.1.2	5.1.1	5.1.2
Objective test					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Clinical exam					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Course domains	Domain 1 Professional and ethical	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality	Domain 4 Informatics	Domain 5 Inter

Quality Assurance Unit
Menoufia University

Teaching methods	practice 1.1 Competency																and Technology		professional Communication 5.1 Competency	
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3 Competency	4.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.2.1	2.2.3	2.2.4	3.1.1	3.1.3	3.2.1	3.2.2	3.3.4	4.1.1	4.1.2	5.1.1	5.1.2
Blended learning 50% using Webex and MS Team					X	X	X	X	X	X	X									
simulation												X	X	X	X	X	X	X	X	X
video												X	X	X	X	X	X	X	X	X

رئيس القسم

منسق المقرر
أ.د/ يوسف عبدالعزيز الحسني

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Matrix of Matching courses Domains with Teaching Methods

Course name: - Quality in nursing **Code: 107 N**

Course domains / Teaching methods	Domain 1 Professional and ethical practice		Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality		Domain 4 Informatics and Technology	Domain 5 Inter professional Communication
	1.1 Competency		2.2. Competency	3.3 Competency		4.1.2 competency	5.1 Competency
	1.1.2	1.1.4	2.2.1	3.3.3	3.3.4		5.1.2
Blended learning 50% using Webex and Micro soft Team	x	x	x	x	x	x	
Modified lecture for discussion with small groups of students	x	x	x	x	x	x	

Course domains / Evaluation Methods	Domain 1 Professional and ethical practice		Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality		Domain 4 Informatics and Technology	Domain 5 Inter professional Communication	
	1.1 Competency		2.2. Competency	3.3 Competency		4.1.2 Competency	5.1 Competency	5.1.2 Competency
	1.1.2	1.1.4	2.2.1	3.3.3	3.3.4			
Objective test	x	x	x	x	x	x		

Clinical exam	x	x	x	x	x	x		

منسق المقرر

رئيس القسم

أ.د/منال موسى
أ.د/نرمين عيد
أ.م.د/منال زينهم
أ.م.د/سهير مبروك

Quality Assurance Unit
Menoufia University

Matrix of Critical Care Medicine domains with Teaching Methods

Program domain	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Domain 5 Inter professional Communication			
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
1-Lecture	X	X	X		X	X	X		X		X								X		X				X			X	X						X			
2-Online Discussion									X												X				X										X			

رئيس القسم العلمى

Matrix of Critical Care Nursing domains with course Teaching Methods

Program domain / Courses domains	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Commun 5.1 Compete		
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
1-Interactive teaching	X	X	X	X																	X	X													X	X	
2-Lecture	X	X	X	X	X	X	X		X	X	X	X		X	X	X						X	X	X					X	X	X		X	X	X	X	X	
3-Online Discussion					X	X	X		X	X	X	X		X	X	X																	X	X	X			
4-Practical Skills (Demonstration and Redemonstration)					X	X																X	X	X													
5-Case Senario						X	X		X	X	X	X		X	X							X	X						X	X	X		X	X	X	X	X	

Matrix of Critical Care Nursing domains with course Evaluation Methods

a

Program domain / Courses domains	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete		
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.
1-Case Senario					X	X	X		X	X	X	X		X	X	X						X	X						X								
2-Critically assessment tool					X	X																													X	X	
3-Direct observation of procedure skills	X	X	X	X																		X	X	X						X	X	X	X	X	X			
4-Written exam	X	X	X	X	X	X	X		X	X	X	X		X	X	X						X	X						X	X	X	X	X	X	X	X	X	
5-Oral exam					X	X	X		X	X	X	X		X	X	X						X	X										X	X	X	X	X	
6- OSCE	X	X	X	X																		X	X	X						X	X	X						

رئيس القسم العلمى

ا

Matrix of Critical Care Medicine Spec with Evaluation Methods

Program domain	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Domain 5 Inter professional Communication			
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
1-Written exam	X	X	X		X	X	X		X		X								X		X				X			X	X							X			

رئيس القسم العلمى

Matrix of Domains

Third Year (Maternal & Newborn Health Nursing) Courses

with Assessment Methods

Course Code **Maternal & Newborn Health Nursing 300 (N)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology							Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	214	215	216	221	222	223	2.2.4	2.2.5	226	3.1.1	3.1.2	3.1.3	314	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	333	3.3.4	4.1.1	4.1.2	4.1.3	414	4.2.1	4.2.2	4.2.3	5.1.1	
Periodical Practical Exams	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x	
Mid-Term Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x	
Final Clinical Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x	
Final Oral Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x	
Final Written Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x	

Course Code **Critical Maternal & Newborn Health Nursing 301 (N)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Periodical Practical Exams	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Mid-Term Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Final Clinical Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Final Oral Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Final Written Exam	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x

Course **Obstetrics & Gynecological Medicine**

Code **302 (M)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology							Pr Con
	1-1 Competency				2-1-Competency						2-2-Competency						3-1-Competency				3-2-Competency				3-3-Competency				4-1-Competency				4-2-Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Mid-Term Exam	X	X		X	X	X	X			X	X	X		X	X	X		X				X		X				X		X	X	X		X		X
Final Written Exam	X	X		X	X	X	X			X	X	X		X	X	X		X				X		X				X		X	X	X		X		X

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Course **Population Studies**

Code **303 (N)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								Pr Con	
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
Mid-Term Exam	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x	
Final Written Exam	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x	

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Course **Methods of Teaching in Nursing**

Code **304 (N)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								Pr Con	
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				C	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
Mid-Term Exam	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x			
Final Written Exam	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x			

Faculty of Nursing
Assurance Unit
Mansoura University

Course **Reproductive Health**

Code **305 (N)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology							D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Mid-Term Exam	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Final Written Exam	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Course **English Language (level 4)**

Code **306 (L)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
Mid-Term Exam	x	x	x	x	x		x			x							x	x						x						x			x			x	
Final Written Exam	x	x	x	x	x		x			x							x	x						x						x			x			x	

Quality Assurance Unit
Faculty of Nursing
Quality University

Course **Adolescent Health**

Code **307 (N)**

Course domain / Assessment Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
Mid-Term Exam	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Final Written Exam	x	x	x	x	x	x	x			x								x				x		x				x			x				x	

رئيس القسم العلمي

أ.د/ عايدة عبد الرازق عبد الرحمن

Matrix of Third Year (Maternal & Newborn Health Nursing) Courses Domains with Teaching Methods

Course Maternal & Newborn Health Nursing
Code 300 (N)

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Video ppt	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Flipped classroom	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Collaborative learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Spaced learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Crossover learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Self-learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Group discussion	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Case study	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x
Demonstration & redemonstration	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x

Course Code **Critical Maternal & Newborn Health Nursing 301 (N)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Video ppt	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Flipped classroom	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Collaborative learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Spaced learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Crossover learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Self-learning	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Group discussion	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Case study	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x
Demonstration & redemonstration	x	x	x	x	x	x	x			x	x	x		x	x	x		x				x		x				x	x	x	x		x	x	x

Course **Obstetrics & Gynecological Medicine**

Code **302 (M)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology												D Pr Com
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency								C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1				
Video ppt	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Flipped classroom	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Collaborative learning	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Spaced learning	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Crossover learning	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Self-learning	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Group discussion	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Case study	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				
Demonstration & redemonstration	x	x		x	x	x	x			x	x	x		x	x	x		x				x		x				x		x	x	x		x		x				

Course **Population Studies**

Code **303 (N)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con	
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
Video ppt	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Flipped classroom	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Collaborative learning	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Spaced learning	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Crossover learning	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Self-learning	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Group discussion	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Case study	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		
Demonstration & redemonstration	x	x	x	x	x	x	x	x		x				x	x	x		x			x	x		x				x	x	x	x	x			x		

Course **Methods of Teaching in Nursing**

Code **304 (N)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Video ppt	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Flipped classroom	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Collaborative learning	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Spaced learning	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Crossover learning	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Self-learning	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Gamification	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Flipped Classroom	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		
Visual auditory kinesthetic	x	x			x						x	x	x	x	x	x		x						x					x	x	x		x		

Course **Reproductive**

Code **305 (N)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology							D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency			C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1
Video ppt	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Flipped classroom	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Collaborative learning	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Spaced learning	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Crossover learning	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Self-learning	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Group discussion	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Case study	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x
Demonstration & redemonstration	x	x	x	x	x	x				x				x		x		x			x	x							x	x	x					x

Course **English Language (level 4)**

Code **306 (L)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								Pr Con	
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				C	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1		
Video ppt	x	x	x	x	x		x			x							x	x						x						x			x			x	
Flipped classroom	x	x	x	x	x		x			x							x	x						x						x			x			x	
Group discussion	x	x	x	x	x		x			x							x	x						x						x			x			x	

Quality Assurance Unit
Faculty of Nursing
Menia University

Course **Adolescent Health**

Code **307 (N)**

Course domain / Teaching Methods	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Con
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				C
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
Video ppt	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Flipped classroom	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Collaborative learning	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Spaced learning	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Crossover learning	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Self-learning	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Group discussion	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Case study	x	x	x	x	x	x	x			x								x				x		x				x			x				x	
Demonstration & redemonstration	x	x	x	x	x	x	x			x								x				x		x				x			x				x	

رئيس القسم العلمي

أ.د/ عايدة عبد الرازق عبد الرحمن

Matrix of course domains with teaching methods of geriatric nursing course

Course domain / Course teaching methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Dom Inter Pr Commu	
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5 Comp	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Lecture	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x		x	x		x	x
Clinical practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x			x	x	x	x			x	x	x	x	x	x	x
Case studies	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x				x	x	x		x		x	x	x	x	x	x	x	x		
Group discussion	x	x	x						x	x	x	x	x	x	x		x			x	x	x			x		x			x				x		x	x
Self-learning									x	x		x	x							x	x	x		x			x	x			x					x	x
Role play	x	x	x							x		x		x	x	x				x										x							

رئيس القسم العلمي

ا. م/ توحيده محمد خليفة

منسق الجودة

Matrix of Course domains with teaching methods of geriatric medicine course

Course domains / Course teaching methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Dom Inter Pr Commu	
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5 Comp	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Lecture	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x		x		x	x	x	x
class discussion	x	x	x	x					x	x	x	x	x	x	x		x			x	x	x			x	x				x			x			x	x
Seminar presentation									x	x		x	x							x	x		x	x	x		x	x			x					x	x

رئيس القسم العلمي

ا. م/ توحيده محمد خليفة

منسق الجودة

Matrix of course domains with evaluation methods of geriatric nursing course

course domains / Course evaluation methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Dom Inter Pr Commu	
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5 Comp	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
✓ Semester work	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
✓ Oral exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
✓ Clinical exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
✓ Written exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

رئيس القسم العلمي

ا. م/ توحيده محمد خليفة

منسق الجودة

Matrix of program domain with evaluation methods of geriatric medicine course

Program domain / Courses domains	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Dom Inter Pr Commu	
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5 Comp	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Semester work	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x	x	x	x									
Written exam	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x	x	x	x									

رئيس القسم العلمي

ا. م/ توحيده محمد خليفة

منسق الجودة

Code 410N

course domain / Assessment method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Doma Inter professio Commun
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Compete
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
-Periodical practical exam		x															x	x	x	x									x						x			
Periodical oral exam		x															x	x	x	x									x						x			
written and midterm exam																	x	x	x	x									x						x			
Final practical exam		x															x	x	x	x									x						x			
Final oral exam		x															x	x	x	x									x						x			
Final written exam		x															x	x	x	x									x						x			

Matrix of Nursing Administration (First level) domains with assessment methods

Code **314N**

course domain / assessment methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Commun
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Compete
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
-Periodical practical exam																																				
Periodical oral exam																																				
written and midterm exam																					x	x													x	x	
Final practical exam																																				
Final oral exam																																				
Final written exam																					x	x													x	x	

Matrix of Quality in Nursing domains with assessment methods

Code 107N

course domain / assessment methods	**Domain 1** Professional and ethical practice				**Domain 2** Holistic Patient Centered											**Domain 3** Manage People Work Environment and Quality											**Domain 4** Informatics and Technology							**Doma** Inter professio Commun		
	1.1 Competency				**2.1. Competency**						**2.2. Competency**						**3.1 Competency**				**3.2. Competency**				**3.3 Competency**				**4.1 Competency**				**4.2 Competency**			**5.1 Compete**		
	1.1.1	**1.1.2**	**1.1.3**	**1.1.4**	**2.1.1**	**2.1.2**	**2.1.3**	**2.1.4**	**2.1.5**	**2.1.6**	**2.2.1**	**2.2.2**	**2.2.3**	**2.2.4**	**2.2.5**	**2.2.5**	**3.1.1**	**3.1.2**	**3.1.3**	**3.1.4**	**3.2.1**	**3.2.2.**	**3.2.3**	**3.2.4**	**3.3.1**	**3.3.2**	**3.3.3**	**3.3.4**	**4.1.1**	**4.1.2**	**4.1.3**	**4.1.4.**	**4.2.1**	**4.2.2**	**4.2.3**	**5.1.1**	**5.1.2**	**5**
-Periodical practical exam																																				
Periodical oral exam																																				
written and midterm exam																									x	x	x	x								
Final practical exam																																				
Final oral exam																																				
Final written exam																									x	x	x	x								

Matrix of Methods of scientific research domains with assessment methods

Code 405N

course domain / assessment methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi		
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Compete		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
-Periodical practical exam																																				
Periodical oral exam																																				
written and midterm exam		x																				x	x	x												
Final practical exam																																				
Final oral exam																																				
Final written exam		x																				x	x	x												

Matrix of English (Fifth level) domains with assessment methods

Code 406L

course domain / assessment methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete		
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
-Periodical practical exam																																					
Periodical oral exam																																					
written and midterm exam																																			x	x	
Final practical exam																																					
Final oral exam																																					
Final written exam																																			x	x	

Matrix of English (Sixth level) domains with assessment methods

Code 411 L

course domain / assessment methods	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete		
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
-Periodical practical exam																																				
Periodical oral exam																																				
written and midterm exam																																		x	x	
Final practical exam																																				
Final oral exam																																				
Final written exam																																		x	x	

Code 410N

course domain / teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Doma Inter professio Communi
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Compete
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.
Lectures		x															x	x	x	x									x						x			
Group discussion		x															x	x	x	x									x						x			
Brain storming session																	x	x	x	x									x						x			
Problem solving (situation)		x															x	x	x	x									x						x			
Another method																	x	x	x	x									x						x			

Matrix of Nursing Administration (First level) domains with teaching methods

Code **314N**

course domain / teaching method	**Domain 1** Professional and ethical practice				**Domain 2** Holistic Patient Centered											**Domain 3** Manage People Work Environment and Quality											**Domain 4** Informatics and Technology							**Doma** Inter professio Communi 5.1 Compete		
	1.1 Competency				**2.1. Competency**						**2.2. Competency**						**3.1 Competency**				**3.2. Competency**				**3.3 Competency**				**4.1 Competency**				**4.2 Competency**					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.
Lectures																					x	x													x	x	
Group discussion																					x	x													x	x	
Brain storming session																					x	x													x	x	
Problem solving (situation)																					x	x													x	x	
Another method																					x	x													x	x	

Matrix of Quality in Nursing domains with teaching methods

Code **107N**

course domain / teaching method	**Domain 1** Professional and ethical practice				**Domain 2** Holistic Patient Centered												**Domain 3** Manage People Work Environment and Quality												**Domain 4** Informatics and Technology								**Doma** Inter professio Communi		
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency				5.1 Compete		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3		5.1.1	5.1.2	
Lectures																									X	X	X	X											
Group discussion																									X	X	X	X											
Brain storming session																									X	X	X	X											
Problem solving (situation)																									X	X	X	X											
Another method																									X	X	X	X											

Matrix of Methods of scientific research domains with teaching methods

Code **405N**

course domain / teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete		
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.
Lectures		x																				x	x	x													
Group discussion		x																				x	x	x													
Brain storming session		x																				x	x	x													
Problem solving (situation)		x																				x	x	x													
Another method		x																				x	x	x													

Matrix of English (Fifth level) domains with teaching methods

Code 406L

course domain / teaching method	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Doma Inter professio Communi
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Compete
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1
Lectures																																			x
Group discussion																																			x
Brain storming session																																			x
Exercises																																			x
Another method																																			x

Matrix of English (Sixth level) domains with teaching methods

Code 411 L

course domain	Domain 1 Professional	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment	Domain 4 Informatics and	Doma Inter

teaching method	and ethical practice 1.1 Competency				2.1. Competency						2.2. Competency						and Quality 3.1 Competency				3.2. Competency				3.3 Competency				Technology 4.1 Competency				4.2 Competency			professio Communi 5.1 Compete		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.
Lectures																																			x	x	
Group discussion																																			x	x	
Brain storming session																																			x	x	
Exercises																																			x	x	
Another method																																			x	x	

رئيس القسم العلمى
أ.د/ منال موسى

مصفوفه اساليب التعليم مع النواتج

Family and community health nursing

Course topics	Professional and ethical practice				Holistic Patient Centered												Manage People Work Environment and Quality												Informatics and Technology							Inter professional Communication			
					Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2						
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	1	2	2	4	1	2	2	4	1	2	3	4	5	6	7	1	2	3	4
Lecture.	x	x		x	x	x		x	x	x	x	x		x	x	x	x	x		x	x	x			x	x	x		x	x	x	x	x		x	x	x		x
Discussion					x	x		x	x	x										x	x		x	x	x					x	x		x	x	x				
Clinical practice					x	x		x	x	x																													
Case studies.					x	x		x	x	x				x	x		x	x	x					x	x		x	x	x		x						x		x
Field visit					x	x		x	x	x							x					x			x														
Brain storming	x				x	x		x	x			x	x		x	x						x			x												x		x	x
Demonstration												x	x		x	x						x			x						x						x		x	x
Blended learning	x	x	x		x	x	x		x			x	x		x	x	x	x		x	x	x			x	x	x		x	x	x	x	x		x	x	x		x

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Medical Statistics

Course topics	Professional and ethical practice				Holistic Patient Centered												Manage People Work Environment and Quality												Informatics and Technology							Inter professio Commun on		
					Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2					
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3
Lecture.	x	x	x	x																																		
Discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x									x	x	x	x	x	x	x			
Brain storming	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x									x	x	x	x	x	x	x			
Demonstration	x	x	x	x	x	x	x	x	x																											x	x	x
Blended learning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Community medicine & epidemiology

Course topics	Professional and ethical practice				Holistic Patient Centered												Manage People Work Environment and Quality												Informatics and Technology							Inter professio Commun on		
					Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2					
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3
Lecture.	x	x																											x				x			x		
Discussion	x	x															x	x											x				x			x		
Case studies.	x	x			x	x	x					x						x															x					
Brain storming					x	x	x					x					x	x	x	x									x				x					
Demonstration	x	x		x	x	x	x					x						x															x					
Blended learning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Health education

Course topics	Professional and ethical	Holistic Patient Centered	Manage People Work Environment and Quality	Informatics and Technology	Inter professio

	practice				Competency1						Competency 2						Competency 1				Competency2				Competency3				Competency 1				Competency2			Communication		
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	1	2	2	4	1	2	2	4	1	2	3	4	5	6	7	1	2	3
Lecture.	x														x				x	x							x	x	x			x				x	x	
Discussion	x	x	x		x	x		x	x	x		x	x		x		x	x	x	x		x		x	x		x	x	x		x	x			x	x	
Case studies.	x	x	x		x	x		x	x	x		x	x		x			x	x	x	x			x			x	x	x			x	x		x		
Brain storming n	x	x	x		x	x		x	x	x		x	x		x		x	x	x	x	x	x		x	x		x	x	x			x	x		x		
Demonstration	x	x	x		x	x		x	x			x	x			x		x			x	x		x	x								x					
Blended learning															x	x			x	x	x	x			x		x	x	x		x	x	x	x		x		

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Matrix of family &community health nursing courses domains with assessment methods

Course **Family & community health nursing**
Code **400N**

course domain / Assessment method	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered										Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology						Doma Inter professio Communi 5.1 Compete		
					2.1. Competency						2.2. Competency				3.1 Competency					3.2. Competency			3.3 Competency				4.1 Competency				4.2 Competency				
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
-Periodical practical exam	x	x	x	x	x	x	x	x	x	x	x						x	x	x	x		x	x	x					x						x		
Periodical oral exam	x	x	x	x	x	x	x	x	x	x	x						x	x	x	x		x	x	x					x						x		
Midterm written exam	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x		x	x	x					x						x		
Final practical exam	x	x	x	x	x					x			x	x	x		x	x	x	x									x						x		
Final oral exam	x	x	x	x	x												x	x	x	x		x	x	x					x						x		
Final written exam	x	x	x	x	x			x	x	x							x	x	x	x		x	x	x					x						x		

Matrix of family &community health nursing courses domains with assessment methods

Course **Community medicine & epidemiology**
Code **404M**

course domain	Domain 1 Professional	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment	Domain 4 Informatics and	Doma Inter

Assessment method	and ethical practice 1.1 Competency														and Quality										Technology								professio Communi 5.1 Compete		
					2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
Midterm written exam		x			x	x	x	x									x	x	x	x									x						x			
Final written exam		x			x	x	x	x	x	x							x	x	x	x									x						x			

Matrix of family &community health nursing courses domains with assessment methods

Course **Medical statistics**
Code **403N**

course domain / Assessment method	Domain 1 Professional and ethical practice 1.1 Competency	Domain 2 Holistic Patient Centered		Domain 3 Manage People Work Environment and Quality			Domain 4 Informatics and Technology		Doma Inter professio Communi 5.1 Compete
		2.1. Competency	2.2. Competency	3.1 Competency	3.2. Competency	3.3 Competency	4.1 Competency	4.2 Competency	

	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
Midterm written exam	x					x	x	x									x	x	x	x									x						x			
Final written exam		x				x	x	x									x	x	x	x									x						x			

Matrix of family &community health nursing courses domains with assessment methods

Course Code **Health education 110N**

course domain / Assessment method	**Domain 1** Professional and ethical practice				**Domain 2** Holistic Patient Centered											**Domain 3** Manage People Work Environment and Quality											**Domain 4** Informatics and Technology							**Doma** Inter professio Communi 5.1 Compete		
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency					
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
Midterm written exam	x					x	x	x								x	x	x	x								x						x			
Final	x					x	x	x								x	x	x	x								x						x			

written exam																																									

رئيس القسم

أ.د/ نهله عاشور سعفان

Faculty of Nursing
Quality Assurance Unit
Menoufia University

قسم التمريض النفسى والصحة النفسية

Matrix of Treatment Modalities domains with methods of teaching

Program domain / Methods of teaching	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete	
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency				
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Lecture		x					x	x	x		x		x				x					x							x				x				
Group Discussion	x			x	x		x	x		x		x	x								x	x													X	
Clinical Practice			x		x	x												x			x	x	x	x		x		x						x		x
Presentation	x				x																															
Brain storming question				x						x		x						x					x													
Assignment																																				
Role play																																				
Case study					x	x																	x													

Matrix of psychiatric mental health nursing domains with methods of teaching

Program domain / Methods of teaching	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5.1 Compete
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Lecture		x					x	x	x		x		x														x				x				
Group Discussion	x			x	x		x	x		x		x	x		x							x												X	
Clinical Practice			x		x	x										x	x	x	x	x	x		x				x					x			x
Presentation	x				x																														
Brain storming question				x						x		x						x																	
Assignment																																			
Role play																																			
Case study					x	x																	x												

رئيس القسم

Matrix of Human relations and Group Dynamics domains with methods of teaching

Program domain / Methods of teaching	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete	
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency				
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Lecture		x					x	x	x		x		x	x								x														
Group Discussion	x			x	x		x	x		x		x	x			x					x	x				x							x			x	x
Presentation	x				x																									x							
Brain storming question				x						x		x											x													X	
Assignment															x											x										

رئيس القسم العلمى
ا. د/منى عبد الرحيم النجار

Matrix of psychiatric medicine domains with methods of teaching

Program domain / Methods of teaching	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered											Domain 3 Manage People Work Environment and Quality											Domain 4 Informatics and Technology							Doma Inter professio Communi 5.1 Compete	
	1.1 Competency				2.1. Competency						2.2. Competency					3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency				
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
Lecture		x					x	x	x		x		x								x														
Group Discussion	x			x	x		x	x		x		x	x							x	x								x						X	
Presentation	x				x																									x					
Brain storming question				x						x		x											x													

رئيس القسم العلمى

ا. د/منى عبد الرحيم النجار

Q.A.U.
Faculty of Nursing
Quality Assurance Unit
Menoufia University

وثيقه 175د. مصفوفة توافق اهداف البرنامج المبنى على الكفايات مع المقررات

Matrix of program domain with first year Courses Domains

Program domain / Courses domains	Domain 1 Professional and ethical practice 1.1 Competency				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Domain 5 Inter professional Communication 5.1 Competency			
					2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency						
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3	5.1.4
Fundamental of Nursing Part I& II	x	x	x	x	x	x	x	x			x	x	x	x	x		x	x	x		x	x			x	x	x	x	x	x			x			x	x		
Microbiology					x	x	x	x			x	x	x	x	x						x	x	x	x	x								x			x	x	x	x
Anatomy	x	x	x	x	x	x	x	x	x									x	x		x	x						x	x	x			x			x	x		
Introduction of Psychology	x	x	x	x	x	x	x	x			x	x	x	x			x	x											x	x			x			x	x		
Physiology I					x	x	x	x			x		x	x							x	x						x	x	x			x			x	x		
Computer I&II	x		x	x							x		x		x			x	x		x	x							x	x	x		x						
English Level I & II											x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x				
Quality in Nursing		x		x							x																x	x		x									
General Nutrition					x	x	x	x			x		x		x			x	x		x	x						x	x	x						x	x		
Parasitology	x	x	x								x		x		x			x	x		x	x						x	x	x						x	x	x	x
Health Education	x	x	x	x	x	x	x	x			x		x		x			x	x									x	x	x						x	x		

العلمى رئيس القسم

ا. د/ وفاء حسن عبدال

Matrix of program domain with first year Courses Domains

Program domain / Courses domains	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							I p Co Co
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1
Fundamental of Nursing Part I& II	x	x	x	x	x	x	x	x			x	x	x	x	x		x	x	x		x	x			x	x	x	x	x	x			x			x
Microbiology					x	x	x	x			x	x	x	x	x						x	x	x	x	x								x			x
Anatomy	x	x	x	x	x	x	x	x	x									x	x		x	x						x	x	x			x			x
Introduction of Psychology	x	x	x	x	x	x	x	x			x	x	x	x			x	x											x	x			x			x
Physiology I					x	x	x	x			x		x	x							x	x						x	x	x			x			x
Computer	x		x	x							x		x		x			x	x		x	x						x	x	x			x			

I&II																																				
English Level I & II											x	x	x	x	x	x		x	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	x
Quality in Nursing		x		x							x																x	x		x						
General Nutrition					x	x	x	x			x		x		x				x	x			x	x					x	x	x					x
Parasitology	x	x	x								x		x		x				x	x			x	x					x	x	x					x
Health Education	x	x	x	x	x	x	x	x			x		x		x				x	x									x	x	x					x

رئيس القسم العلمى
ا. د/ وفاء حسن عبدالله

Quality Assurance Unit
Menoufia University

Matrix of program domain for second year (Medical Surgical Nursing) courses

Program domain / Courses domains	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage people, work environment and quality												Domain 4 Informatics and Technology							Domain 5 Inter professional Communicatio		
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2 Competency			3.3 competency				4.1 Competency				4.2 Competency			5.1 Competency		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3
200 N-Medical surgical Nursing (I& II)	x	x	x	x	x	x	x	x	x	x	x		x		x	x		x	x		x	x					x	x	x	x				x	x	
203M (Internal medicine and its specialties	x	x	x	x	x	x	x	x																	x						x				x		

Continue

Program domain	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage people, work environment and quality												Domain 4 Informatics and Technology								Domain 5 Inter professional Communicatio		
Courses domains	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2 Competency			3.3 competency				4.1 Competency				4.2 Competency			5.1 Competency		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5.1.3
Applied pharmacology science	x										x											x					x	x									x
Pathology				x		x	x								x	x															x						
Applied Computer and Informatics (3rd level)	x	x	x	x																								x	x	x	x						
General Surgery and its specialties	x	x	x	x	x	x	x	x			x		x		x	x									x	x	x				x				x	x	x

Continue

Program domain	Domain 1 Professional	Domain 2 Holistic Patient Centered	Domain 3 Manage people, work environment	Domain 4 Informatics and	Domain 5 Inter professional

| | and ethical practice | | |

Maternal & Newborn Health Nursing Department

Matrix of Program Domain with Third Year Courses Domains

Program domain / Courses domains	Domain 1- Professional and Ethical Practice				Domain 2- Holistic Patient Centered Care												Domain 3- Manage People Work Environment and Quality												Domain 4- Informatics and Technology								D Pr Com	
	1-1 Competency				2-1- Competency						2-2- Competency						3-1- Competency				3-2- Competency				3-3- Competency				4-1- Competency				4-2- Competency				C	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4	4.2.1	4.2.2	4.2.3	5.1.1	
300 (N) **Maternal & Newborn Health Nursing**	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X		X	X	X		X		X	
301 (N) **Critical Maternal & Newborn Nursing**	X	X	X	X	X	X	X			X	X	X		X	X	X		X				X		X				X	X	X	X	X		X	X	X	
302 (M) **Obstetrics & Gynecological Medicine**	X	X		X	X	X	X			X	X	X		X	X	X		X				X		X				X		X	X	X		X		X	
303 (N) **Population Studies**	X	X	X	X	X	X	X	X		X				X	X	X		X			X	X		X				X	X	X	X	X			X	X	
304 (N) **Methods of Teaching in Nursing**	X	X			X						X	X	X	X	X	X		X						X						X	X	X		X			
305 (N) **Reproductive Health**	X	X	X	X	X	X				X				X		X		X			X	X							X	X	X					X	
306 (L) **English Language (level 4)**	X	X	X	X	X		X			X							X	X						X						X		X				X	

رئيس القسم العلمي

أ.د/ عايدة عبد الرازق عبد الرحمن

307 (N) **Adolescent Health**	x	x	x	x	x	x	x			x								x				x		x				x		x				x

Matrix of family and community health nursing courses and Domains

Course Title	Professional and ethical practice	Holistic Patient Centered		Manage People Work Environment and Quality			Informatics and Technology		Inter professional Communication
		Competency1	Competency 2	Competency 1	Competency 2	Competency3	Competency1	Competency2	

	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	1	2	2	4	1	2	2	4	1	2	3	4	5	6	7	1	2	3
Family & community health Nursing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x				x			x			x	x	x
Community medicine & epidemiology	x	x	x		x	x					x	x					x	x			x	x	x	x	x				x	x	x	x	x			x		
Statistics	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x									x	x	x	x				x		
Health education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x				x			x			x	x	x

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Faculty of Nursing
Quality Assurance Unit
Menoufia University

Matrix of program domain with fourth year courses Domains

Program domain	Domain 1 Professional and ethical	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality	Domain 4 Informatics and Technology	Dom Inter Pr Commu

Courses domains	practice 1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5 Comp	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
401 N- Geriatric Nursing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			X	X			X	X		X	X
402 M- Geriatric Medicine	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X										X	X

رئيس القسم العلمي

أ. م/ توحيده محمد خليفة

Matrix of Psychiatric courses and Domains

Course Title	Professional and ethical	Holistic Patient Centered	Manage People Work Environment and Quality	Informatics and Technology	Inter profess

	practice				Competency1						Competency 2						Competency 1				Competency 2				Competency3				Competency1				Competency2			al Communication		
	1.1.1	1.1.2	1.1.3	1.1.4	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	1	2	3
Psychiatric Nursing(407)N	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x	x	x				x			x			x	x	x
Psychiatric medicine (409)M	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x	x											x	x	x
Treatment modalities(408) N	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x					x	x	x	x	x	x				x						x	x	x
Human relation(412)	x	x	x	x	x	x	x				x	x	x	x	x	x					x	x	x	x	x											x	x	x

رئيس القسم العلمى

ا.د/منى عبد الرحيم النجار

Matrix of Nursing Administration Department courses with program domains

Program domain	Domain 1 Professional and ethical	Domain 2 Holistic Patient Centered	Domain 3 Manage People Work Environment and Quality	Domain 4 Informatics and Technology	Doma Inter professior

Courses domains	practice 1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			Communi 5.1 Competer		
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.5	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.22.	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2	5
410N-Nursing Administration (Second level)		x															x	x	x	x									x						x			
314N-Nursing Administration (First level)																					x	x														x	x	
107N- Quality in Nursing																									x	x	x	x										
405N-Methods of scientific research		x																				x	x	x														
406L- English (Fifth level)																																				x	x	
411L- English (Sixth level)																																				x	x	

رئيس القسم العلمي أ.د/ منال موسى

Matrix of program domains with fourth year courses Domains

Program domain / Courses domains	Domain 1 Professional and ethical practice				Domain 2 Holistic Patient Centered												Domain 3 Manage People Work Environment and Quality												Domain 4 Informatics and Technology							Dom Inter Pr Commu	
	1.1 Competency				2.1. Competency						2.2. Competency						3.1 Competency				3.2. Competency				3.3 Competency				4.1 Competency				4.2 Competency			5 Comp	
	1.1.1	1.1.2	1.1.3	1.1.4	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	3.1.1	3.1.2	3.1.3	3.1.4	3.2.1	3.2.1	3.2.2	3.2.3	3.3.1	3.3.2	3.3.3	3.3.4	4.1.1	4.1.2	4.1.3	4.1.4.	4.2.1	4.2.2	4.2.3	5.1.1	5.1.2
401 N-Geriatric Nursing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x			x	x			x	x		x	x
402 M-Geriatric Medicine	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x										x	x

رئيس القسم العلمى
ا. م/ توحيده محمد خليفة

منسق الجودة