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وثيقة ١٨٤ د ، نسخة من توصيف المقررات

Faculty of Nursing

Quality Assurance Unit

Zuredini mehrde de









توحيف المقرر

Faculty of Nursing

Quality Assurance Unit

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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

Quality Assurance Unit









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	2019			
Year/Level	AP = 206 : 10 = 0 - 11 = 11 11			
2-Over all aims of the	At the end of this course the graduate students will be able to			
course	understand what is meant by quality, explain importance of quality			
100	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	By the end of the course, students will be able to:			
understanding	a1-Define quality health care.			
A,	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.			
1 7 4 11 4 1				
b-Intellectual	By the end of the course, students will be able to:			
skills	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 me	thods of qual	ity measurements	s to
	improve health care			
	D3-Apply ANA standards of p	ractice for im	proving perform	ance.
	D4-Demonstrate tools to encou	ırage patients	to play a part in	preventing
	errors and systems' failures.	0 1	1 1	
	D5-Examine role of the hospital	als to maintai	n patient rights.	
	D6-Examine short term and lo		-	ng shortage.
	D7-Apply steps of quality man	•		
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	-
0.00	4- benchmarking,	4Hrs	2 lec	-
	High performing of quality hospital	KENUN	1199.	
	5- The ideal health care system,	2Hrs	1 lec	-
	Quality perspectives.			
	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	2Hrs	1 lec	-				
	process							
	Total	30 hour	15 Lectures	-				
5-Teaching and learning methods	• Lectures							
	Group discussion	Group discussion						
	Brain storming session							
	Problem solving (situation)	tion)						
6- A student								
assessment.	1 01							
a-Methods.	1- Class activities 2- Mid Term Exam (written) 3- Final exam. (written)							
b-Time.	Mid Term Exam E	ight week						
b-1 line.		fter Week (1	5)					
c- Degrees	FOCULLY OF INT	remig-						
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 preinfection. Clin Infect Dis, 15(2) Bowie P, McKay J, Norrie J, I of a significant event by gener Quality and Safety in Health C Schuster MA, McGlynn EA, E quality of health care in the Ur 95. Vincent C, Coulter A. (2012): Quality and Safety in Health C Mitra, A., (2008): Fundamenta	He), 251-253 Lough M. (20 al practitione Care 2014; 13 Brook RH. (20 hited States. I Patient safety Care; 11:76-8	14): Awareness and (2):102–7. 015): How good is 1998. Milbank Q;83 y: what about the page.	d analysis I survey. the 8(4):843- atient?				







	3rd ed., prentice-Hall, A Simon and Schuster Company, united state of America, Publisher: Wiley ISBN: 0470226536			
d-Periodicals and	Centers for Disease Control and Prevention (CDC): (2010). National			
web sites.	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









1-Course Data	
Code NO.	104 M
Course Name	Physiology
Academic Year/Level	2019
	1 st year 1 st Semester
2-Over all aims of the	At the end of this course the graduate students will be able to
course	understand what is meant by physiology and different function of
A.	different system in the body.
3- Intended Learning	ractilly of Milesing
outcomes (ILOs)	with Assurance Unit
a-Knowledge and	By the end of the course, students will be able to:
understanding	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 abl	e 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.	Hours	Tutorial/	ILOS	
		of	for	Practical/		
	'	hours	Lecture	Clinical		
	Introduction to	6hrs	3	-	A1,A2,A3,B2,D	
	physiology					
	• Definition of					
	human					
	physiology					
	• Components of		П			
	body water					
	Autonomic Nervous	L.B.				
	system					
	(Central & peripheral	AILLES	illig			
	Autonomic nervous	lates	alln			
Washington and the same of the	system sympathetic &	Littaza		1.27		
Y.	parasympathetic)					
	Special sense	2hrs	1	-	A1,A2,A3,B2,D	
	(The structure and					
	functions of different					
	cell organelles of the					
	human)					
	Blood physiology	4hrs	2	-	A1,A2,A3,B1,B	
	(Blood components,				D1.	
	anaemia and its type					
	and blood grouping)					
	Physiology of cell	2hrs	1	-	A1,A2,A3,B2,D	







	Cardiovascular system	4hrs	2	-	A1,A2,A3,B1,B
					D1.
	Basal metabolic rate:	1hrs	1/2	-	A1,A2,A3,B2,D
	Definition & The				
	factors affecting it				
	The regulation of body				
	temperature				
	Respiratory system	3hrs	1and 1/2	-	A1,A2,A3,B1,B
					D1.
	Endocrine system	4hrs	2	-	A1,A2,A3,B2,B
	7				D1.
	Digestive system	2hrs	1	-	A1,A2,A3,B2,D
	Urinary system &	2hrs	1	-	A1,A2,A3,B2,D
	Male & female genital		16.		
1	system				
	Total	30	15	-	
	racumy or	hrs	Lectures		
5-Teaching and learning	ulity Assure	Inte	e 1/6	110	
methods	1- lectures				
1	2- Group discussion				
	3- Brain storming session	n			
6- A student assessment.					
a-Methods.	1- written midterm exan	n to asse	ss the know	ledge and	intellectual skills
	2 - final written exam to	assess t	he knowled	ge and int	ellectual skills
b-Time.	Assessment 1 written r	nidterm	exam 8	week	
	Assessment 2 final wri	tten exai	m at the	end of the	semester
c- Degrees distribution.					
	Mid –term examination	(2	0 grades)		20%
	Final-term examination	(8	0 grades)		80 %
	Total	((100 grade	es)	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. 13 th ed.
d-Periodicals and web	• www.Books. Google. Com .eg.
sites.	

Head of department: Prof.Dr. Hesham Ahmed Diaa









10 0	7		
1-Course Data			
Code NO.	314 N		
Course Name	Health Education		
Academic	2019		
Year/Level			
2-Over all aims of the	This course intended to provide the students with knowledge, skills,		
course	principles, concepts and process that help them to assume the role of		
	the nurse as health education for clients and their caregiver in any		
N. 1	play they are found for the purpose of promoting and restoring health		
	and preventing disease.		
3- Intended Learning			
outcomes (ILOs)	Fracultural Niurshira		
a-Knowledge and	By the end of the course, students will be able to:		
understanding	a1. Define health education and its goals.		
11/65/11/0	a2. Enumerate the principles of health education.		
	a3. Identify the different types of educational methods and materials.		
Α, Ι	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: 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				
d- General skills					
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	-	
QU	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) Final Examination Semester work Other types of assessment Total 20 % 80 % - % 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, 3 rd 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









1.0	Instructional model for the description of a course
1-Course Data	
G 1 NO	400.74
Code NO.	102 M
Course	Anatomy
Name	2010
Academic	2019
Year/Level	
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)	Jality Assurance Unit)
a-Knowledge	By the end of the course, students will be able to:
and	a1- Illustrate the site of various organs and their positional relations to
understanding	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-	By the end of the course, students will be able to:
Intellectual	b1- Integrate the skills to apply anatomical data during clinical
skills	







•						
examination of patient						
b2- Differentiate between spinal nerve and cranial nerve.						
b3- Compare between anatomy of right and left lung.						
b4-Differentiate between s	tructure of l	arge and sma	ll intestine.			
b5- Analyze the anatomica	ıl structure o	of pituitary gla	and.			
b6. Differentiate between	location of l	kidneys, urina	ary bladder & ureter			
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						
d4. Adopt the principles of	continuous	education.				
Topic	Total	NO.of	Academic			
•	hours of	Lectures	advising hours:			
	topic(the	Lecture=2	Tutorial			
	ory/prac	hrs	/practical			
tical)						
1- Introduction to	2hrs	1				
the course						
2- Integumentary System	2hrs	1				
	b3- Compare between ana b4-Differentiate between s b5- Analyze the anatomical b6. Differentiate between b6. Differentiate b6. Differentiate between b6. Differentiate b6. Differenti	b2- Differentiate between spinal nerve b3- Compare between anatomy of right b4-Differentiate between structure of l b5- Analyze the anatomical structure of b6. Differentiate between location of l b6. Differentiate between structure of l b6. Differentiate between location of l b6. Differentiate between l	b2- Differentiate between spinal nerve and cranial is b3- Compare between anatomy of right and left lumb b4-Differentiate between structure of large and small b5- Analyze the anatomical structure of pituitary glassia. By the end of the course, student will be able to: d1- Communicate with colleagues about anatomical d2- Manage anatomical problems such as variations related to clinical problems. d3- Manage conceptual knowledge for solution of comproblems. d4. Adopt the principles of continuous education. Topic Total NO.of hours of Lectures topic(the Lecture=2 ory/prac hrs tical) 1- Introduction to 2hrs 1 the course 2- Integumentary 2hrs 1			







3- Skeletal System	2hrs	1	
4- Muscular	2hrs	1	
system			
5- Cardiovascular	4hrs	2	
system			
- Heart			
- Blood vessels			
6- Central &	2hrs	1	
peripheral			
nervous			
system:			
7- The digestive	2hrs	1	
system:	hall I		
Gasto-intestinal	1		
-tract	Marie		
- Acacssesory Glands &	LA DICE.		
orgaorgans:liver,	platete		
pancrease & spleen	LIMATA		i
8- The respiratory	2hrs	<u>1</u>	
system:			
9- Endocrine system:	4hrs	<u>2</u>	
- pituitary gland-			
-Thyroid gland	2	1	
Parathyroid gland			
-	2	1	
- Suprarenal gland-			
8-Urinary system:	4hrs	<u>2</u>	







	77'1		1				
	-Kideny	2	1				
	-Ureters,urinary	2	1				
	bldder&urethera						
	9-reproductive system	2hrs	1				
	10 - Revision	2hrs	1				
	Total No. of hours	30 hrs	15lectures				
			×2hrs= 30				
			hrs				
5-Teaching and							
<u>learning</u>	1- lectures						
<u>methods</u>	2- Group discussion						
	3 - Brain storming session						
	4- self learning						
6- A student							
assessment.	AP256, B N						
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	ITO THE PASSES HER	THICKS	31111 (811)				
distribution.	Mid –term examina	tion	(20 grades)	20%			
3222 32 23 32 32 32 32	Final-term examina		(80 grades)	80 %			
	Total		(100 grades				
7-List of			<u> </u>	,			
references							
a-Notes	Zakaria.H, Anatomy for n	urses, (201	6) 5 th ed				
b-Essential	Todd R. Olsom . Student A			.2017.			
books				·,			
c-Suggested	Licht, H. (2018) Clinical A	natomy 5 th	ed.				
books							
d-							
Periodicals	www. Anatomy.gov						
and web sites.	- www. Iml.Dartmouth.edu	ı/ education	/ cme/ Anator	my/			
	- www.Anatomy.org.						

Head of department:

prof. Dr. Mostafa ELHabib









1-Course Data					
Code NO.	109 M				
Course	Parasitology				
Name					
Academic	2019				
Year/Level	1 st year 2 nd Semester				
2-Over all	At the end of this course the graduate students will be able to identify				
aims of the	the key aspects of parasitology, including the biology of parasites and the				
<u>course</u>	diseases they cause, the principles of how they spread, methods of				
100	detecting and identifying parasites, their prevention and control, and how				
A					
V	to use and critically interact with scientific literature.				
3- Intended Learning outcomes (ILOs)	ality Assurance Unit)				
<u>(1203)</u>	By the end of the course, students will be able to:				
Knowledge	A.1- Define Parasitology.				
and	A.2- Describe Sources of parasites infecting individual.				
understandi	A.3- Explain Parts of medical parasitology. A.4- Discuss general characteristics of protozoa.				
ng	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				







4-Course contents	Topic	No. of hou	Hou rs for	Tut oria I/		ILO
	D2- Respect the role of staf occupations	f and co	-staff n	nember	s regard	less of degree or
skills	D1- Use the simple and con	-		-		
d- General	By the end of the course, st					
c- Professional and practical skills						
((@))	common possibilities for ea	ch para	sitic info	ection		
	B 8- Formulate a plan for d	ifferenti	al diagr	nosis w	ith prior	itization of the
V	in the community					
	B 7- Choose the most suitable method for control of a parasitic infection					
V.	a proper diagnosis					
	B 6- Choose the best laboratory investigation to verify the presence of certain parasite and interpret the clinical and laboratory findings to reach					
		tory inv	estigati	on to v	erify the	presence of
	infection	toms ar	ia signs	causec	i by cert	am parasme
	B 5- Interpret specific symp		•		l by cert	ain narasitic
	B 3- Differentiate between to B 4- Analyze the classificat					
	B 2- Compare between mai				helmint	hology
Intellectual skills	B1- Differentiate between t		-			
b-	A.12- Enumerate complicate infectious materials, relevant By the end of the course, st	nt to par	asitolog	gy, espe	cially in	
	immunodiagnosis of differe	nt paras	sites			
	A.11- Outline the fu	ındamei	atale .	of in	nmune	reaction and







,B5,F

4,

		S	al	
		3	aı	
Introduction to parasitology & Principles of immunoparasitology	2hrs	2hrs		A1,A2,A7,A11,B1.
Medical Helminthology Class Trematoda	2hrs	2hrs		A3,A7,A8,A9,A10,A12 ,D1,D2.
 Fasciola gigantica Heteroph yes Schistos omes Class Cestoda Tenia saginata Tenia solium 	2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs	2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs	nii')	
Class Nematode • Ascaris lumbricoi des		- I		
Medical Entomology	2hrs	2hrs		A5, ,A7,A8,A9,A10,A1 B5,B6,B7,B8, D1,D2.
Medical protozoology	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.







3, D1

	Malaria &						
	Babesia						
	Diagnostic parasitological technique	2hrs	2hrs	A4, ,A7,A8,A9,A1	10,A1		
	Total	30 hrs	15 Lect ures	-			
5-Teaching	5.1 lectures						
and learning	5.2 discussions						
<u>methods</u>	5.3 Brain storming						
6- A student							
assessment.							
a-Methods.	6.a.1 Mid-term exam						
	6.a.2 Final written exam	th					
b-Time.	Mid-term exam Week	at 7 th	week of t	the course			
	Final written exam	at 15 th	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	ality Assura	nec	a lulia				
a-Notes	.a.1- Course Notes						
1	- Medical Parasitology for N	Nursing	Students.				
b-Essential	- Markell, A. and Voge's,	M . (20	15), Medi	cal Parasitology, 10 th ed.	. ,		
books	Saunders Company. Londo	n, W.B	•				
	- Cook, G. (2014), Mansor	's Trop	ical Disea	ses, 2 nd ed., London: WI	3		
	Saunders						
c-Suggested books	Davis & Clark, Essential i	n Medio	cal Parasit	tology (2016)			
d-	www.altavesta.com						
Periodicals and web	www.americanjournal.com						
sites.							







Medical Diagnostic Parasitology, www.abebooks.com

<u>Foundations of Parasitology (Paperback edition) by Larry S. Roberts (Author), John Janovy (Author) www.abebooks.com</u>

Head of department:

Prof. Dr. Nashaat El-said Nassef











	Instructional model for the description of a course
1-Course Data	
Code NO.	103(s)
Course	Psychology
Name	
Academic	2018-2019/ First semester
Year/Leve	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
<u>l</u>	
2-Over all	This course is designed to provide the nursing student with
aims of the	introductory to the psychological concepts underlying human
<u>course</u>	behavior in such areas as learning, motivation, perception,
2 Internal	psychological disorders and human development
3- Intended Learning	Quality Assurance Unit
outcomes	
(ILOs)	A missiling melinies in
a-	By the end of the course, students will be able to:
Knowledg	a1- Define educational psychology.
e and	a2- Describe the relationship between educational psychology and other
understan ding	psychological branches.
ung	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-	By the end of	the course, st	udents will i	be able to:			
Intellectua	b1-Interpret learning theories and its application.						
l skills	b2-Interpret motives theory.						
	b3-Differeniate l	between guidanc	e and education	onal choice.			
	-	are between abil between differen	t intelligent te		sonal diffe	rences	
c-	By the end of	the course, st	udent will b	e able to:			
Profession							
al and							
practical							
skills	D 41 1 C	- 1	1 , 11 1	11 /			
d- General	By the end of						
skills	d1-Appretiate th	e importance of icate with others	-		tional beha	viore	
4-Course	Topic Topic	Total hrs of	NO. of	Tutorial/	ILOS	171015.	
contents	Торк	topic	lectures	practical	ILOS		
CONTROLLES		(theory	Lecture=2				
		/practical)	hrs				
	Foundations	4hrs	2 lectures		a1,a2,		
	of educational	2hrs	Nursi		d1		
	psychology:-	21113	1				
	-Introduction	2hrs	o nloce				
Ţ,	and purposes						
	of		-				
	educational psychology						
	-Educational						
	psychology						
	and other						
	psychologica l branches.						
	1 branches.						
	Learning:-	<u>6hrs</u>	3 lectures				
	-Introduction	2hrs			a3,a4		
	of learning.		1				
	-learning	2hrs	1				
	conditions.	2hrs	1				
	-Factors	21113	_		b1		
	affecting		1				
	learning		1				







-Learning Theory and Applications					
Motivation	4hrs	2 lectures		a5	
and learning:Definition	2hrs	1		b2	
of motivation -Concepts	2hrs	1			
relevant to motivation	_/_				
-Motives rating	$A \Lambda$	b. ///			
Motive s					
theory.	- III	Marie L	0.0		
Perso nal differe	2hrs	1	more and	b3,b4	
nces- Guida	/ Assur		Unit		
nce and	edina m	- [1141]			
educati onal					
choice s.					
Abilit y and					
willin gness					
Delaye	4hrs	2 lectures		a6	
d acade	2hrs	1			
mic achiev					
ement					







and its	2hrs	1			
reason	21118	1			
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Definit					
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and its					
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S. Types					
Types of					
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-Dimention					
of delayed	A A SHIP		1117-1106		
academic	/ Assur	STREET	M. T.K.II.		
achievement					
and its		-11-41			
reasons.					
100001100					
Learning	4hrs	2 lectures			
and					
emotional	2hrs	1			
outcomes					
_				a7,d2	
Developme	2hrs	1			
nt of					
emotional					
behaviors					
-Teachers					
skills.					
-					
Character					







	of talented		2 lectures 1 1		a8	
5-Teaching and learning methods 6- A student assessment. a- Methods.	 5.1-Lectures 5.2- Discussion 5.3- data show 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 distributio n.	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 (8 th ed). St. Louis, Missouri Mosby. Bailey and love's (2017): Short Practice of Surgery 26 th 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- Periodical s 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 (۱۲)

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)	vality Assurance Unit			
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				







and practical skills					
d- General skills	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 continuou	is education.		
4-Course	Topic	Total	NO.of	Academic advising	
<u>contents</u>		hours of	Lectures	hours: Tutorial	
		topic(theo	Lecture=2hr	/practical	
		ry/practic	S		
		al)			
	1-Comprehension passages	8hrs	4		
	2- Paragraph 6hrs 3				
	3- Structure and grammar	8hrs	11g4		
Q	4- Translation	8hrs	4		
	Total number	30hrs	15 lecture		
	of hours				
5-Teaching and learning methods	1- lectures2- Group discussion3- Brain storming session4- 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				
<u>references</u>				
a-Notes	-Course Notes English for science			
b-Essential	Essential Book for English for Nursing (2019)			
books				
c-Suggested	-Richards, J.C. (2018). Interchan	ge II (student Book uni	ts (1-9).	
books	American Edition. New York: Ca	mbridge university Pre	SS.	
	D 1 4 D 17 (2010) TI 0 C	1.77 11 1 6 4 1	11: (2	
	- Robert B. K. (2019). The Oxfor	d Handbook of Applied	1 Linguistics (2	
	ed.).			
d-Periodicals	-www.English language.com			
and web				
sites.				

Lecturer :-

Dr. Dina Serag

Head of Department

Prof/ Dr / Radwan Gaber El-sobaky









Instructional model for the description of a course			
1-Course Data			
Code NO.	108 M		
Course Name	General Nutrition		
Academic	Firs year/ 2 nd semester		
Year/Level			
2-Over all aims	Upon completion of this course, the students should be able to do		
of the course	 the following: Demonstrate knowledge and understanding of the six classes of nutrients, including their forms, functions, sources, deficiencies, excess, etc. Demonstrate basic knowledge of how nutrients are digested, absorbed and metabolized. 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	By the end of the course, students will be able to:		
and understanding	 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, 		
b-Intellectual	lactation and childhood period. By the end of the course, students will be able to:		
skills	B-1 distinguishes between the chemical composition of nutrients and their functions and sources in food.		







c-Professional and practical skills d- General	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. 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.			
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. 			
<u>4-Course</u>	Topic	Total	NO.of	Academic advising
<u>contents</u>		hours of	Lectures	hours: Tutorial
		topic(theo ry/practic al)	Lecture=2hr	/practical
	1.Terminology in nutrition	2hrs	119	
(0	2. Carbohydrates	2hrs	1 Unii)
	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	<u>2hrs</u>	1	
	9.Water	4hrs	2	







	T		1.4	ı
		2	1	
		2	1	
	10. Digestion and	4hrs	2	
	Metabolism	2	1	
		2	1	
	11. Energy balance	2hrs	1	
	12. Weight	2hrs	1	
	Management			
	Total No. of hours	30 hrs	15lectures×2	
			hrs= 30 hrs	
5-Teaching and	4.1-Lectures		<u>.</u>	•
learning	4.2-Discussion			
methods				
6- A student	Assessment 1 Mic	dterm exa	m at	t 7 Week
assessment.	Assessment 2 Fin	nal exam	af	ter 15 week
a-Methods.	5.1- Written midterm	examinatio	on to assess	knowledge.
100	5.2- Final written exa			_
X	understanding			
b-Time.	Assessment 1 Mic	dterm exa	m at	t 7 Week
l.	Assessment 2 Fin	nal exam	af	ter 15 week
c- Degrees	Mid-Term Examinatio	n 20%	(20 de	grees)
distribution.	Final-term Examination	on 80 %	% (80 de	egrees)
	Total	100%	(100 degi	rees)
7-List of	1177			
references				
a-Notes	6.1-Course notes.			
	Hand out of lecture no	tes		
b-Essential	Essential Books (Text	Books)		
books				
c-Suggested	Understanding Nutrition 1	1Ed 2007 -	Ellie Whitney	y, Sharon Rady
books	Rolfe.			
d-Periodicals	Periodicals, Web Sites	, etc		
and web sites.				
	•			

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	2018-2019
Year/Level	
2-Over all aims of	This course is designed for first year nursing students as an introduction
the course	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	Faculty of Nursing
(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.
	I I I I I I I I I I I I I I I I I I I







	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	By the end of the course, students will be able to: c1. Apply nursing process when planning &giving direct patient
skills	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.]
70.0	c3. Apply falls preventive strategies to promote patients' safety.
V	c4. Utilize nursing intervention to improve ventilation and
0.000	oxygenation.
(00	c5. Demonstrate principles of body mechanic in safe manner as
1/2	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

Торіс	Total hours of topic (practical)	Total hours of topic(theory)	NO. Of Lecture Lecture=3hrs	Laboratory
(<u>First Semester)</u> 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	1	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	of Nursh	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	







	<u> </u>	I	1	
infection.				
-risk factors for				
nosocomial infection				
- Clinical signs and				
symptoms of				
infections.				
Medical hand	12 hrs			12 hrs
washing				
-Surgical hand	12 hrs			12 hrs
washing (scrubbing)				
(
- Donning and				
removing sterile				12 hrs
gloves				
Donning sterile				
gown and Preparing				
sterile field	10.1			12.1
-Clinical evaluation	12 hrs			12 hrs
Hygiene:	12 hrs			
Cleansing bath				12hrs
Performing foot and				
nail care	A. Year			
-Oral hygiene	6 hrs			6 hrs
7.0				
- Morning care	6 hrs	7-7-1		6 hrs
rue uny	OL BUILDING	19		
-Hair shampoo	12 hrs			12 hrs
	ATTO DISEASE	III D L Q I I I I I I		
Communication		3hrs	1 lecture	
-		Sins	1 lecture	
Patient's activity:				
-Factors affecting		6 hrs	2 lecture	
body alignment				
and mobility				
-Exercise (effects of				
exercises and				
immobility on major				
body systems)				
 patient positioning 	12 hrs			12 hrs
-assisting with range	12 hrs			
of motion				12 hrs
-exercises(active and				
passive)				
-coughing and deep				
breathing exercise				
oreauming exciteise				
III	1	1	ĺ	I







-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
Торіс		of Total hours cal topic(theory	No. of Lecture Lecture=3hrs(Laborator
(Second Semester) -Safety: - body mechanics		3hrs	1 lecture	
- Oxygenation - Physiology orespiration - Factors affectors affect affectors		3hrs	1 lecture	
function				







MT.				
-quiz -Bowel elimination -factors affecting bowel elimination -offering and removing a bedpan or urinal - administering a cleansing enema	6 hrs	\hr 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 12 hrs







	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 collectionReporting and recording	6 hrs			6 hrs 6 hrs
	- Hot &cold application	6 hrs			6 hrs
	- <u>-First aid</u> - Bleeding, shock - fracture, burns - Poisoning). (F1)	3 hrs 3 hrs 3 hrs	1 lecture 1 lecture 1 lecture	-
	-Cardiopulmonary resuscitation(CPR).	6 hrs	b		6 hrs
	-weight and height	6 hrs	1g		6 hrs
	Clinical settings(hospital area)	72 hrs	MURILIP		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	nd re demonstr	ation		
6- A student					







assessment.							
a-Methods.	6.a.1-Mid-term examination						
	6.a.2- Semester work such as follow up activities/clinical procedure						
	6.a.3-oral exam	•					
	6.a.4- practical	exams					
	•			6.	a.5- Final	examination	
b-Time.	6.b1 Quiz at 6.b.1 Mid-term	n exam at		Week 4 Week 7th	th		
	6.b.2 Final clir	nical & or	al exam at	Week 15t	th		
		6.b.3 W	ritten exam a	ıt	end	of semester	
c- Degrees		T	<u> </u>		Ι		
distribution.	First Semester	Degre e	Percentag e	Second Semester	Degree	Percentag e	
	Mid-term examination	40	13.3%	Mid-term examinatio n	40	13.3%	
	Semester work	80	26.7%	Semester work	80	26.7%	
	oral exams	30	10%	oral exams	30	10%	
	practical exams	30	10%	practical exams	30	10%	
1	Final-term examination	120	40%	Final-term examinatio	120	40%	
	Total	300	100%	Total	300	100%	
7-List of references							
a-Notes b-Essential		(2015)		1 6 .		1.1 1	
books	Craven.r,hirnle.c,(2017): fundamentals of nursing human health and function.					alth and	
c-Suggested books	Potter, P. and I	Perry, A.	(2018). Clini	cal Nursing S	kills and T	Sechniques.	







d-Periodicals and web sites.

www. Nursing.gov.-

www.Nursing.org.

Head of department:

Prof. Dr. Wafaa Hassan



Quality Assurance Unit









Menoufia University Faculty of Nursing Medical Surgical Nursing

Instructional model for the description of a course

	Instructional model for the description of a course
1-Course Data	
Code NO.	101 M
Course Name	Microbiology
Academic	Firs year/ 2 nd semester
Year/Level	56
2-Over all aims of	Upon completion of this course, the students should be able to do the
the course	following:
	Provide the student with introductory knowledge about microbiology and
	the use of this knowledge in clinical and nursing practices.
100	
A	
3- Intended Learning	Z FOR HILLY OF NIJESTING
outcomes (ILOs)	
a-Knowledge and	By the end of the course, students will be able to:
understanding	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 anator	nical data dui	ring clinical				
	examination of patient							
	b2- Differentiate between	spinal nerve	and cranial	nerve.				
	b3- Compare between ana	atomy of rig	ht and left lui	ng.				
	b4-Differentiate between	structure of	large and sma	all intestine.				
	b5- Analyze the anatomic	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. Colla	aborate effe	ctively with a	ll health care providers.				
	D.2. Work with health tea	m in a profe	ssional					
		i e						
4-Course contents								
4 Course contents	Topic	Total	NO.of	Academic				
V		hours of	Lectures	advising hours:				
	/ Faculty o	topic(the	Lecture=2	Tutorial				
		ory/prac	hrs	/practical				
A CO	uality Assu	tical)	انوالا د					
		See Library .	-an-our					
	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	<u>2hrs</u>	1					







	Gram negative bacilli	4hrs	2		
		2	1		
		2	1		
	Immunity	4hrs	2		-
		2	1		
		2	1		
	Hypersensitivity reaction	2hrs	1		
	Autoimmune diseases	2hrs	1		
	Total No. of hours	30 hrs	15lectures		
			×2hrs= 30		
	March 1	W. II	hrs		
5-Teaching and		4			
learning methods	5.1-lectures				
	5.2-discussions				
	5.3- Assignment				
6- A student	wality Assu	Holling	e Uni	ji))	
assessment. a-Methods.					
a-Methods.	6.a.1Mid-term examination	on			
	6.a.2 Final-term examinat	ion			
b-Time.	6.b.1Mid-term exam	at 7 th	Week of the co	ourse	
	6.b.2 Final written exam	at 15 ^t	h Week of the	course	
c- Degrees		·			
distribution.	-Mid-term examination		20%		
	-Final-term examination		80%		
	-Total	1	.00%		
7-List of references					_
a-Notes	7.a.1- Course Notes				
	7.d.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

Quality Assurance Unit









Medical surgical nursing course specification 2018-2019

Such a various and a such that is









Menoufia University: جامعة Faculty of Nursing :کلیة ه قسم: Medical Surgical Nursing ه تاریخ آخر تعدیل:

توصیف مقرر دراسی

Y . 19_Y . 1 A

الفرقة / المستوى : Second year	اسم المقرر: Pharmacology	الرمز الكودى : 204 ط
عملی	عدد الساعات الاسبوعية: نظرى	التخصص :
	عدد الساعت الكلي ٣٠ ساعة نظري	
1 – Overall Aims of Course This course focuses on concepts monitoring the effects of pharmac completion of this course the studen major drug classifications and administration of medications.	cotherapeutic agents. At the twill be able to understand the	
Intended Learning Outcomes	of Course (ILOs): دريس المقرر	٣- المستهدف من ن
a- Knowledge and Understanding: a1. Identify the roles of the profunction administration and patient community health settings a2. Explain the correct measures medication errors a3. Define the pharmacological terminal classifications of medications in relations.	nt education in both acute and to ensure the prevention of mology pertinent to specific	1







commonly occurring diseases.	
b. Intellectual Skills	ب-المهارات
b1. Interpret effective communication in reports of the actions,	ب-المهارات الذهنية :
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.	

٤ - محتوى المقرر:

Topic	No. of	Lecture No.	Tutorial
	hours	9	
1- Introduction to Pharmacology			-
2- Drug regulation and approval3- Drug classification	MIJESIN	g	
4- Principles of drug administration		W. W. W. W. W.	
5- Drug therapy consideration	100_4 \oplus 1	12	
throughout the lifespan	-	1,2	
6- Medication errors			
2- <u>Central Nervous System stimulants</u> A. Antidepressant and Antipsychotic			-
agents			
B. Antianxiety, Sedative, Hypnotic agents			
C. Psychotherapeutic agents			
D. Autonomic Nervous System Agents			
E. Anesthetic agents	6	3,4,5	
F. Analgesic (Pain Management) agents			
G. Anticonvulsant agents			
3- <u>Cardiovascular Pharmacology</u> A. Drugs for Heart Failure			-
B. Drugs for Hypertension			
C. Drugs for Dysrhythmia			
D. Drugs for Angina, Myocardial	4	67	
Infarction and	4	6,7	
Cerebrovascular Accident			
E. Drugs for Lipid Disorders			







4- <u>Drugs for Hematological Disorders</u>				-
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	
			10,11	
6- <u>Drugs for Immune System Modulation</u> A. Drugs for Inflammation, Fever, and				-
Allergies				
B. Drugs for Bacterial Infection				
C. Drugs for Fungal, Protozoan and				
Helminth Infections			10.10	
D. Drugs for Viral Infections	4		12,13	
7- Drugs for Gastrointestinal system				-
A. Drugs for Peptic Ulcer Disease				
B. Drugs for Bowel DisordersC. Drugs for Nausea and Vomiting				
D. Drugs for Nutritional Disorders	Nuns	hn	1117	
	4		14,15	
Teaching and Learning Methods			التعليم والتعلم	٥ - أساليب
4.1-Lectures				
A HOSSING DE			1111	A A: 4: 6 :
				٦- أساليب التعليد
				ذوى القدرات الم
			:	٧- تقويم الطلاب
Student Assessment Methods				أ- الاساليب
5.1- written mid term exam to assess the students'				المستخدمة
Intended Learning Outcomes of Course.				
5.2 – written final exam to assess the stud	dents'			
Intended Learning Outcomes of Course.				
Assessment Schedule				ب- التوقيت
Assessment 1 midterm exam Week 6				
Assessment 2 final exam at the end of the	e first			







term week 15	
Weighting of Assessments	ج- توزيع الدرجات
Mid-Term Examination	الدرجات
30 marks 30%	
Final Examination	
70 marks 70%	
Total	
100 marks 100%	
لمراجع : List of References	٨ قائمة الكتب الدراسية وا
6.1- Course Notes	أ- مذكرات
Omer, A., H, Pharmacology of nursing, student	
course notes, Menofia Egypt.	
1. Fox KA, Opie JJS, White HD, et al: Drugs for the	كتب ملزمة
Heart. Antithrombotic agents:Platelet inhibitors,	
anticoagulants, and fibrinolytics Philadelphia,	
PA: Elsevier Saunders, 2009, pp 293–340	ung.
4. Fishman WH, Cheng-lai A, &Nowarkas J:	e Unif)
Pharmacology,4th ed. Philadelphia, PA: Current	i, 11,11
Medicine LLC, 2015, pp 98–135	
6.3- Recommended books	أ۔ كتب مقترحة
6.4- Periodicals, Web Sites etc	د۔ دوریات علمیة
· · · · · · · · · · · · · · · · · · ·	وي أو نشرات الخ

أستاذ المادة:

رئيس القسم العلمى:







ه جامعة: Menoufia University كلية: Faculty of Nursing هه كلية: Medical surgical nursing هه قسم: 2018- 2019

توصیف مقرر دراسی

١ ـ بيانات المقرر

الفرقة / المستوى:	اسم المقرر:	الرمز الكودى: 205M
Second Year	Pathology	
عملی	عدد الساعات الاسبوعية: نظرى	التخصص :
7.00		
1-overall aims of course	е	٢ - هدف المقرر:
This course is designed t	to help the nursing student to	
understand the mechanis	ms of the development of disease and	
alterations in body funct	ion of individuals. Emphasis is placed	
on common conditions r	elated to functional health patterns.	500
Principles of disease tran	nsmission and immunological	jj))
responses have been inte	grated into this course.	
	100	
	لمقرر :	
Intended Learning Out	tcomes of Course (ILOs)	
Knowledge and Unders	standing:	أ- المعلومات
a1. Identify normal and a	abnormal structure and function	والمفاهيم:
cardiovascular, respi	ratory, digestive and urinary tract	
system.		
system.		
	inciples, and responses related to	
•	-	
a2. Identify concepts, pri pathophysiologic proces	-	







Intellectual Skills	ب- المهارات الذهنية:
b1. Integrate knowledge of pathophysiology in health care	الذهنية:
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.	
Professional and Practical Skills:	ج- المهارات المهنية الخاصة بالمقرر:
General and Transferable Skills	د_ المهارات
d1. Appraise the importance of infection control in clinical	د - المهارات العامة :
settings.	
d2. Reflect positive attitude for care of patients with different	

٤ ـ محتوى المقرر:

Торіс	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	٥- أساليب التعليم والتعلم
4.1-lectures	
4.2-group discussion	
ات المحدودة _	٦- أساليب التعليم والتعلم للطلاب ذوى القدر
٧- تقويم الطلاب:	
Student Assessment Methods	أ- الاساليب
5.1- written mid term exam to assess the student	المستخدمة
knowledge and understanding	
5.2 – written final exam to assess the student	
knowledge and understanding	
- 20	
Assessment Schedule	ب- التوقيت
Assessment 1 midterm exam Week 6	
Assessment 2 final exam at the end of the first	
term	
Weighting of Assessments	ج- توزيع الدرجات
Mid-Term Examination 30%	الدرجات و المالي
Final Examination 70% Total 100%	HOLE TO SEE TO.
	GILLIAIII)
سية والمراجع: List of References	٨_ قائمة الكتب الدراء
6.1- text book: Walter and Israili for general pathology	أ۔ مذکرات
- 67	ت۔ کتب ملزمة
6.2- recommended Books	ث۔ کتب مقترحة
Rubbin text book in pathology .Ackerman Surgical	
Pathology 3- Periodicals, Web Sites, etc	د ـ دوريات علمية
Journal of pathology, American journal of patholog	ا ء
Journal of cancer; website:	

Dr. Mohammed Shaban : أستاذ المادة

رئيس مجلس القسم العلمى:

Prof .Dr / Moshira Abdelwahid







ه جامعة: Menoufia University ه کلية: Faculty of Nursing ه قسم: Medical surgical nursing ه تاريخ أخر تعديل:

توصیف مقرر دراسی 7.19_7.11

	١ - بيانات المقرر	
الفرقة / المستوى:	اسم المقرر :	الرمز الكودى 208M
Second year	General and Therapeutic Nutrition	
عملی	عدد الساعات الاسبوعية : نظرى	التخصص:
- /		
1 – Overall Aims of	Course	٢ - هدف المقرر:
The course is designed	ed to provide nursing student with an	
overview of the scien	ntific 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 develop		
therapeutic application		
role and responsibilit		
focus is on the functi		
carbohydrate, fat, pro		
	المقرر:	٣- المستهدف من تدريس
Into	ended Learning Outcomes of Course (II	(O)
Knowledge and Unc	derstanding:	أ- المعلومات
a1. Explain the struc	cture of food pyramid.	والمفاهيم :
a2. Describe nutrition	onal composition of diets designed for	
patients with differer	nt health problems.	
a3. Identify the esse	ntial 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	ب- المهارات الذهنية:
b1 Analyse the symptoms due to lack of food elements and	الذهنية :
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.	
Professional and practical skills:	ج- المهارات المهنية
Quality Assurance U	الخاصة بالمقرر:
General and transferable skills	د- المهارات
d1. Participate in continuing education for all patients about	العامة:
good relevant nutrition	
d2. Assume effective responsibilities as a member of health	
care team when managing patients with different health	
problems.	

٤ ـ 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		عليم والتعلم	٥ - أساليب الت
4.1-Lectures			
4.2-Discussion			
لم للطلاب ذوى القدرات المحدودة	عليم والتع	٦_ أساليب الت	
قويم الطلاب:		• • • • • • • • • • • • • • • • • • • •	
Student Assessment Methods	LA LYE	ying	أ- الاساليب
5.1- Written midterm examination to as	ssess		المستخدمة
knowledge.	THE		
5.2- Final written examination to assess knowledges	edge		
and understanding.			
Assessment Schedule			ب- التوقيت
Assessment 1 Midterm exam at 7 Weel	×.		
Assessment 2 Final exam at 15 week			
Weighting of Assessments			ج- توزيع
Mid-Term Examination 30%			ج- توزيع الدرجات
Final-term Examination 70%			
Total 100% List of References : عام	ا ته د العدا	٨_ قائمة الكتب الدرا	
List of References : Ex	سيه والمر	۸ـ قانمه انتیب اسرا	
6.1-Course notes.	T		أ۔ مذكرات
Hand out of lecture notes			







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

أستاذ المادة و رئيس القسم العلمى:

Pro. Yousif El Hassaneen









جامعة: المنوفية Menoufia university کلية: التمريض Wedical Surgical Nursing التمريض الباطني الجراحي فسم : التمريض الباطني الجراحي توصيف مقرر دراسي توصيف مقرر دراسي (۲۰۱۸ ـ ۲۰۱۸)

	١ - بيانات المقرر	
Second Year: المستوى	اسم المقرر:	الرمز الكودي:
	Medical Surgical Nursing part I,II	۵۲۰۰
طبيقي بالمعامل ۲	عدد الساعات الاسبوعية : نظري عملي تد ٣ ٨ ساعة اسبوعيا ساعة اسبوعيا	التخصص :
ساعة اسبوعيا	ساعة اسبوعيا ساعة اسبوعيا	
	عدد الساعات الكلية للفرقة الثانية: نظرى (٥٥ ساعة) _ تطبيقي (٣٠ ساعة) في كل فصل دراسي لمدة عام أكاديم	
ي حامل	تطبيعي (۱۰ شاعه) في حل فضل در اسي تمده عام الحديم	
This course builds on	Medical-Surgical Nursing , focuses on	٢- هدف المقرر
integration of knowledge an	d skills to make sound decision in providing	
safe and effective nursing	care and prevent complications to adult	
individuals with health pro	blems related to common diseases as heart	
failure, hypertension, diab	etes .Also management of patients post	
operatively in the surgica	l wards such as total hip replacement and	
mastectomy utilizing nurs	sing process and critical thinking as a	
framework.		
Intended Learning Outcom	nes(ILOS)	٣- المستهدف من تدريس المقرر:







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.

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,

أ- المعلومات والمفاهيم:

> 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	جـ المهادات المهنية
c1. Utilize critical thinking skills and clinical competences needed	ج- المهارات المهنيةالخاصة بالمقرر:
when providing nursing care to adult individuals with cardiovascular,	. 55==-
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	Į.
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).	
D-General and Transferable Skills	
d1. Manage time effectively and set priorities.	د_ المهارات العامة
d2. Use problem solving skills.	
d3. Apply communication skills effectively with surgical,	
nursing and medical staff in interprofesstional, social and	
therapeutic context.	







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

 محتوى المقرر أولا الفصل الدراسي الأول

Торіс	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	5	2	20
Midterm Exam	1	-	-
8- Management of patient with cancer.	6	2	20
9-Management of patients with fracture and undergoing orthopedic surgery.)		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:







Торіс	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.	5	2	20
Midterm Exam	1		
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	3	1	10
thyroidectomy.			
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		٥- أساليب	
5.2- Group discussion		٥- أساليبالتعليموالتعلم	
5.3-demonstration and re	demonstration		والتعلم
		36.4	N1 11 22 C
S	tudent Assessment	Method	6- تقويم الطُّلاب:
6. a.1-Periodical practical	exams to assess pra	actical and intellectual	
skills.			أ- الأساليب
6. a. 2- Mid-term exam to	assess the knowled	ge and understanding.	أ- الأساليب المستخدمة
6.a.3- Semester work			
6. a.4 – Final oral exam to	o evaluate knowledg	ge and understanding and	
communication skills.			
6. a.5- Final clinical exam	to assess profession	nal and practical skills.	
6. a.6- Final written exam	to assess the knowl	ledge and intellectual	
skills.			
Assessment Schedule	acultyrof	Nursing	أ- التوقيت
Assessment 1 periodic pra	actical exam at the e	end of each rotation.	
Assessment 2 Mid-term	exam	7th Week	
Assessment 3 Final clinic	al and oral exam	14th Week	
Assessment 4 Final writte	en exam	end of semester	
Weighting of Assessmen	nts (for each semeste	er)	
Final term exam	120	40%	جـ توزيع الدرجات
Oral exam	30	10%	
Clinical exam	30	10%	
Semester work	105	35 %	
Midterm exam	15	5%	
Total	300	100%	
7- List of References			٧_ قائمة الكتب
			٧- قائمة الكتب الدراسية والمراجع







7. a.1- Course Notes	أـ مذكرات
7.b.1- Essential Books (Text Books)Smeltezer S. and Bare B.(2016): Medical surgical nursing. 11 th .ed. New york. Lippincott company.	ب۔ کتب ملزمة
-Brunner and Suddarth (2016): Text book of medical surgical nursing. 11 th. ed . Lippincott company. Philadelphia.	
 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 -Green C. Monhan R. and Neighbord M. (2010). Medical Surgical Nursing Health and Illness perspectives, 8th ed., New York. Mosby Company 	جـ كتب مقترحة
7.d.1- Periodicals -www.healthsystem.virginia.edu -www.Healthcare1.com WWW.ekb.nursing.com	د دوريات علمية أو نشرات الخ

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 العلمى







جامعة: المنوفية Menoufia university كلية: التمريض Faculty of Nursing قسم: التمريض الباطني الجراحي

Medical Surgical Nursing

توصیف مقرر دراسي ۲۰۱۸

١- بيانات المقرر			
الفرقة / المستوى: Second	اسم المقرر:	الرمز الكودي:	
Year	Internal medicine	ዾ ϒ٠٣	
بيقي بالمعامل - ساعة اسبوعيا	عدد الساعات الاسبوعية : نظري عملي تطبه المسبوعية السبوعيا المسبوعيا السبوعيا الاسبوعيا الاسبوع	التخصص :	
Fac	عدد الساعات الكلية للفرقة الثانية: نظرى (ثم عساعة) ــ ساعة) في كل فصل دراسي لمدة عام أكاديمي كامل		
 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. To enable the student to acquire and become efficient in basic clinical skills such as obtaining a patient's history, undertaking a comprehensive physical 		٢ ـ هدف المقرر	
diagnostic and treatment plans performance of a limited number proficient in listening and responsal. To enable the students to acquire	interpreting the findings and constructing. The student should be competent in the er of basic technical procedures and become ding to patients concerns. ire and demonstrate attitudes necessary for the 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.	
	٣- المستهدف من
Intended Learning Outcomes(ILOS)	٣- المستهدف منتدريس المقرر:
A- Knowledge and Understanding:	
a 1- Describe the common medical problems presenting to doctors - in	أ- المعلومات
primary health care setting, hospital and community - their	أـ المعلومات والمفاهيم :
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, emergenciesetc	
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.	







B-Intellectual Skills

b 1- Analyze symptoms & signs and construct a differential diagnosis for common presenting complaints.

ب -المهارات الذهنية :

- **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.

C- General and Transferable Skills

ج- المهارات العامة

- **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.







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	Tutorial/Practical
	Hours	Hours
1-Introductory Course	3	
INT 1: Examination of cardiac, Chest examination,	Z-X	
Abdominal Examination.	y of N	ursing
INT 2: Basic		
Electrocardiography (I)	22,010	
INT 3: Basic imaging& X		nattja_tttt
Ray(I)		1 '' 1
INT 4: Shock		
INT 5:- Coma		
2- Endocrinology	6	
End 1: thyroid diseases		
End 2: DM		
3- Nephrology	6	
N1 UTI		
N2 Nephrotic syndrome		
N3 Acute RF		







N4 Chronic RF		
N5 Hypertension and		
kidney		
4- GIT &Liver	6	
GIT 1 :- Peptic ulcer		
disease		
GIT 2:- disorder of G.I.T		
motility , diarrhea ,		
dysentery, constipation		
GIT 3:- functional colonic		
disorder	1	
GIT 4:- pancreas		
GIT 5 :- gall bladder		
disease	J A V	
Liver		
GIT 1:- acute hepatitis,	wal N	Turs in re
chronic hepatitis(viral &non	7	0.0311103
viral)	SSUITO	nce Unii)
GIT 2 :- cirrhosis		
GIT 3:- portal hypertension		1
GIT 4: liver cell failure		
5- Rheumatology	3	
Rh 1:- classification ⅅ		
of arthoropathy		
1 ,		
BRANCH		
Cardiology		
• Rheumatic Fever		







	-	
• Ischemic Heart disease		
 Hypertension 		
• Heart Failure		
Chest		
Obstructive airway diseases		
• Tuberculosis		
• Respiratory failure		
Neurology		
Cerebrovascular accidents and		
• Hemiplegia	.50	
• Paraplegia	f	
Peripheral Neuropathies		
Total	JA V	
Rh 2:- rheumatoid arthritis		
Rh 3: SLE	viol N	ursino
Rh 4: Gout	7	713.113
6- Hematology & Oncology	6	nce Unii -
B1 anemia (introduction		
& microcytic anemia)		
B2 macroctic anemia		
B3 haemolysis		
B4 splenomegaly &		
hyperspleism		
TOTAL	30	
	1	

II- Medicine specialties







Teaching and Learning Methods	h .h. f
5.1 Illustrated Lectures	٥- أساليب التعليموالتعلم
5.2 Problem Based Learning	والتعلم
5.3 Assignments	
5.4 power point presentations	
وي القدرات المحدودة	ا ٦- أساليب التعليم والتعلم للطلاب أ
Student Assessment Method	٧- تقويم الطلاب :
5.1 Written Exam	
5.2 MC	أ- الأساليب المستخدمة
Assessment Schedule :	أ- التوقيت
Assessment1: midterm exam (6th week)	
Assessment2: Final exam(the end of the semester).	
7- List of References	7- قائمة الكتبالدراسية والمراجع
7. a.1- Course Notes:	
Quality Assurance II	أ_ مذكرات
7.b.1- Essential Books (Text Books)	ب۔ کتب ملزمة
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.	
7.c.1- Recommended Books	
-Boon N, Colledge N, Walker B and Hunter J.(2006):	جـ كتب مقترحة
Davidson's principles and practice of medicine. 20 th .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	







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

أستاذ المادة DR/ Alaa Efat Abdel Hamid

Prof Dr / Ahmed Rabea

رئيس مجلس القسم العلمي



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نموذج رقم (۱۲)

Menoufia University جامعة / أكاديمية

Faculty of Nursing کلیة / معهد

قسم: Medical Surgical Nursing

توصیف مقرر دراسی (۲۰۱۸-۲۰۱۹)

	(7 • 1 9 - 7 •	1 ^)	
	`	,	١ - بيانات المقرر
الفرقة :		اسم المقرر:	الرمز الكودى:
Second Year	Critical Care Nursin	g and Emergency	۲۰۱ ت
(1 st & 2 nd Semester)			
		عدد الساعات الاسبوعية	التخصص :-
تطبيقي بالمعامل	نظری اکلینیکی	الترم الاول	
4	£ 2		
4	٤ 2	الترم الثانى	
اعة) ،معمل (٣٠ ساعة)	ر ۳۰ساعة) عملی، (۲۰ س	عدد الساعات الكلية نظرى	
۲۰)،معمل (۳۰ساعة)	، ترم تانی (۳۰ساعة) ،عملی (عدد الساعات الكلية نظرى	
1 - Overall Aims of Cou	irse		٢ - هدف المقرر:
This course focuses	on the integration of known	owledge and skills	
to provide safe and e	effective nursing care to	critically ill adults	
with complex needs.	Also emergency nursin	g care is designed	
to provide nursing st	udents with the triage sl	xills required to care	
competently and safe	ely for seriously ill patie	ent or injured	
victim.			
Intended Learning C	Outcomes of Course		٣- المستهدف من تدريس
a- Knowledge and Und		(i LO3)	ا-المعلومات
	<u> </u>		والمفاهيم:
al- Explain cardiac phy	siology in relation to c	ardiac anatomy and	
the conduction system	m of the heart.		
a2-Identify the manager	ment of life-threatening	g 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

- 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







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	ح المهارات
c1- Use the nursing processes as a framework for care of patient	ج- المهارات المهنية الخاصة بالمقرر:
	، المقد ،
with dysrhythmias	بلمعرر:
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.	
General and Transferable Skills:	د- المهارات
d1- Manage time effectively and sets priorities.	العامة:
d2- Uses biomedical technology.	
d3- Applies communication skills in interprofessional, social and	
therapeutic context	







٤ ـ محتوى المقرر:

Content			ا معنوی انمعر
Topic actually taught	No. of total Hours	Hours of Lectures	Practical/ Tutorial
-Cardiovascular system	Hours	Lectures	Tutoriai
1- Assessment of cardiovascular			
	6	2	4
system & auscultation of heart	0	1,2,3	4
sounds			
2- Hemodynamic monitoring	_	3	4
-measuring CVP	6	5,6,7	7
3-Nutritional Assessment &			
management of critically ill		4	4
patients.(Enteral and parenteral nutrition)	8	4 8,9,10,11	٤
4-Conduction system of the heart			
5-Introduction to 12 lead ECG	6	2 12,13	4
Interpretation		12,13	
6-Characteristic of normal sinus	Nursin		
rhythm.	8	4	4
7- Management of dysrhythmias	omeel	14,15,16,17	·
= Sinus Tachycardia		Paramete.	
=Sinus Bradycardia			
= Atrial flutter			
=Premature Ventricular Contraction			
= Ventricular tachycardia			
8- Angina Pectoris.			
	2	1 18	-
		10	
9-Shock			
	2	1 19	-
-Respiratory System	4	2	2
10-Assessment of respiratory	7	20,21	







system& Auscultation of lung sound 11-Arterial Blood Gases Analysis. 12-Acid-base imbalance 13- Acute Respiratory failure -Oxygen therapy	4	2 22,23 2 24,25	2 - 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 (<u>first semester(lecture,</u>	60 hrs	30 hrs	30hrs
<u>lab)</u>)			
Hospital area <u>first semester</u>	60 hrs	-	
Hospital area <u>first semester</u>	60 hrs	Meston	
Hospital area <u>first semester</u> Second semester	60 hrs	Dest Da	
Overliby Assure	60 hrs	Dest Da	6
Second semester	ance	Treet Da	6 4
Second semester - Endotracheal Suction	6		
Second semester - Endotracheal Suction - Treachostomy care - Cardiac defibrillation	6 4	-	4
Second semester - Endotracheal Suction - Treachostomy care	6 4	- - - 1 1	4
Second semester - Endotracheal Suction - Treachostomy care - Cardiac defibrillation Gastrointestinal System - Upper GIT bleeding	6 4 6	_	4
Second semester - Endotracheal Suction - Treachostomy care - Cardiac defibrillation Gastrointestinal System	6 4 6	_	4 6 -







N 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
- Neurological System			
-Assessment of neurological	6	1	4
system.		3	
-Stork:	4	2	-
- Ischemic Stroke			
-Hemorrhagic Stroke		4,5	
-Hemormagic Stroke			
-Management of increased ICP.		1	
	2	1 6	-
-Management of patient		<u> </u>	
undergoing craniotomy.	2	1	-
	The state of	7	
<u>Trauma</u>	MILEID		
-Mechanism of trauma	2	1	_
QUOINY ASSU	ameeil	8	
-Traumatic brain injury			
7	4	1	-
Chast travers	2	9 1	
-Chest trauma	2	1 10	_
-Chest tube	4	-	4
ENDOCRINE SYSTEM	6		
-Diabetic ketoacidosis		1	
-Diabetic Retoacidosis		1 11	_
-Hyperglycemic hyperosmolar		1	
nonketotic syndrome		12	
(HHNS)			
-Thyrotoxic Crisis		1	
		13	







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

Teaching and Learning Methods	٥_ أساليب
5.1- Lecture	التعليم والتعلم
5.2- Group discussion	والتعلم
5.3- Demonstration/ Re demonstration	,
	٦ - أساليب
Faculty of Nursing	التعليم
	والتعلم للطلاب
(Quality Assurance Unit)	ذوى القدرات
	المحدودة
	٧ ـ تقويم الطلاب
Student Assessment Methods	أ_ الإساليب
5.1 -Written exam to assess the student knowledge and understanding	المستخدمة
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	

Assessment Schedule	<u>ب</u>







Assessment 1 periodic	practical eva	am at a	each rotation		التو قبت
Assessment 2 written i	•		week		التوتيت
Assessment 3 Final pra			h week		
Assessment 4 Final wr	itten Exam	afte	er 15 week		
Weighting of Assessments					ج- توزيع
	<u>First</u>		Second		ج- توزيع الدرجات
	semester		semester		
	Degree	Percentage	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%	-
10,711	Destin	A 111 = 11 to	لمراجع:		
List of Reference	s				أ۔ مذكرات
6.1- Course Notes:					
6.2- Essential Books	(Text Boo	ks)			أ_ كتب
الم الله الله الله الله الله الله الله ا			ملزم		
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					
		•			







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

أستاذ المادة

Assistant Prof / Asmaa Hamed Abd Elhy

Dr / Shimaa ELsayed

Prof. Dr.

رئيس القسم العلمى:







جامعة: . Menoufia University Faculty of Nursing . كلية: Medical Surgical Nursing

ه تاريخ أخر تعديل:

توصیف مقرر دراسی ۲۰۱۸

			١ - بيانات المقرر
	الفرقة / المستوى :	اسم المقرر:	الرمز الكودى : ٢٠٧ ط
	Second Year	General Surgery and its	
		specialists	
	عملی	عدد الساعات الاسبوعية: نظرى	التخصص:
	-		
	II mill	Overall Aims of Course	۲_ هدف
	This course is designed to	provide nursing students with	المقرر:
	knowledge and intellectual	l skills needed to design plan	
	of care for adult patients w	ith general surgical conditions	
	A. LOG	or problems	
	Intended Learning Outco	٣- المستهدف من تدريس المف	
a2 of a3 a4 sp a5 (6 a6 a7 a8	a. Knowledge and U Discuss principles of Peri- Lidentify anatomical, physic Common surgical problems Explain management of col Cobtain relevant history for bace, exposure time) Discuss intraoperative and Evarly identifications, prevent Lidentify the common Card Discuss Colorectal cancer	أ-المعلومات والمفاهيم :	
b su su	tellectual Skills 1. Synthesize health history, upport decision in the care fourgical conditions. 2. Prioritize diagnosis, plann	ب -المهارات الذهنية :	







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
	ج- المهارات المهنية الخاصة بالمقرر:
General and Transferable Skills	د- المهارات العامة :
d1. Communicate, effectively about the role health-care	العامة:
providers to work cooperatively in a team.	
d2. Manage the patient as a person, respecting his	
confidentiality and deliver care in an honest.	

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:CraniotomyProlapsed 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		تعليم والتعلم	٥ - أساليب ال
5.1-Lectures			
5.2- Discussion			
5.3- data show			
	القدرات المحدودة	طيم والتعلم للطلاب ذوى	٦- أساليب التع
	1 6	: -	٧- تقويم الطلا
Student Assessment Methods			أ- الأساليب
5.1- written midterm exam to assess the k	nowledge		المستخدمة
and intellectual skills 5.2 - final written exam to assess the knowledge and			
intellectual skills	wiedge alld		
Assessment Schedule		9	ب- التوقيت
Assessment 1 written midterm exam 9 Assessment 2 final written exam at the	week		
semester	end of the		
Weighting of Assessments		جا ت	ج- توزيع الدر،
Mid-Term Examination (MCQ)	30 %		
Final Examination 70 %			
Total	100 %		
List of References	رالمراجع :	ـ قائمة الكتب الدراسية و	
6.1- Course Notes			أ۔ مذكرات
Notes in general surgery for nursing	ng	<u> </u>	**
6.2- Essential Books (Text Books)	ocio Nurcina	سرمه	ب۔ کتب ہ
Perry, A.G. Potter, P.A. (2018): Basic Nursing Essentials for Practice (8 th ed). St. Louis,			
Missouri Mosby.	Louis,		
Bailey and love's (2017): Short P	ractice of		
Surgery 26 th ed.the London, Que			
School of Medicine and Dentistr			
UK.			







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

Dr/Adel Zeidan : أستاذ المادة : Prof.Dr : Hatem Sultan: رئيس مجلس القسم العلمي



A mostlinameliane in the







نموذج رقم (۱۲)

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

توصیف مقرر دراسی ۲۰۱۸ م

	1 7 1 7 - 1	• 174	
	ات المقرر	۱ ـ بيان	
الفرقة / المستوى :	English	اسم المقرر:	الرمز الكودى :
الثانية (مستوى ثالث)		language	م 209
/ أسبوع عملى/_	: نظری -: ۲ ساعة	الساعات الدراسية	التخصص :
Course enrolees are expecte	d to demonstrate	knowledge of	٢ - هدف المقرر:
the periods and ages of Eng	lish literature in a	ddition to the	
major			
developments in all the liter	ary genres. Studen	nts are also	
expected to demonstrate known	owledge of the var	rious literary	
movements and			
their exponents.		THEST	
7, 1103	all the title	1114111=:	٣- المستهدف من تدريس المقرر
3 — Intended Learning Ou	utcomes of Cours	se (ILOs):	
a.1-identify Old English Lit	erature		ا-المعلومات والمفاهيم :
a.2- identify The Romantic	Age		
a.3-identify The Neoclassics	al Age		
b.1- Differentiate between C	Old and New Eng	lish	ب-المهارات الذهنية:
Literature			
b.2- Differentiate between T	The Neoclassical	and Romantic	
Age			
			ج- المهارات المهنية :







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

Academic **Topic** Lecture No. of advising hours: hours **Tutorial/practical** Old English Literature 1 1 Lecture 1 Lecture Old English Literature Middle English Literature 1 Lecture (Age of Chaucer Middle English Literature 1 Lecture (Age of Chaucer 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 Lecture 1 1 1 Lecture The Neoclassical Age The Rise of the Novel 1 1 Lecture The Rise of the Novel 1 1 Lecture 1 Lecture The Romantic Age 1 1 Lecture Twentieth-century English 1 Literature 5.1-Lecture 5.2-Discussion 5•3- Group work ٦- أساليب التعليم والتعلم للطلاب







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

	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.	
Short Introduction. Oxford: OUP, 2010.	كتب مقترحة
http://www.americantheatrewing.org	د- دوريات علمية
http://www.buzzle.com/elements of drama	د- دوريات علمية أو نشرات الخ
http://www.indianetzone.com/2/elementsdrama.htm	
http://writingforstagescreen.suitel01.com/articles	

رئيس القسم

أستاذ المادة: باسم بولس







نموذج رقم (۱۲)

ه جامعة:المنوفية ه كلية: التمريض

ه قسم: التمريض الباطني والجراحي

توصیف مقرر دراسی 7.19_7.11

	١ ـ بيانات المقرر	
الفرقة / المستوى:	اسم المقرر:	الرمز الكودى :
Second Year	تطبيقات الكمبيوتر ونظم المعلومات	۲۰۲ م
(المستوى الثالث)		
عملی	عدد الساعات الاسبوعية: نظرى	التخصص:
Y	The second second	
ىملي (٣٠ ساعة)	عدد الساعات الكلية: - نظري (٣٠ ساعة) عد	
1-overall aims of course		٢ - هدف المقرر:
This course is designed to he	elp the nursing student to understand	
basic concepts of computer	networks, data and data bases.	
7, 110.	المقرر:	٣- المستهدف من تدريس
Intended Learning Outcomes	of Course (ILOs)	
Knowledge and Understandi	ng: by the end of the course,	أ_ المعلومات
students will be		والمفاهيم:
a1. Identify Basic concepts of distribution	of computer networks, computing power	
a2. Explain network operation	ng system	
a3- Discuss internet and E-n	nail	
a4. Designing data bases, an	d creating tables	
Intellectual Skills		ب- المهارات
b1. Integrate knowledge in	ternet and E-mail in nursing field	الذهنية:
b2. Illustrate internet and E	E-mail	







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

Contents

٤ - محتوى المقرر:

Торіс	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 e	xam		
Creating E-mail	2	10	4
Data base systems	4	11,12	4
Designing data bases	2	13,14	4







		T	
Creating tables	2	15	2
Total number of hour	30 hr		30 hr
Teaching and Learning Methods		ب التعليم والتعلم	٥_ أساليد
4.1-lectures			
4.2-group discussion			
عليم والتعلم للطلاب	<u> </u> ٦- أساليب الت		
ات المحدودة			
ريم الطلاب :			
	 		* > 1
Student Assessment Methods			أ- الاساليب
5.1- written mid term exam to assess the stu-	dent		المستخدمة
knowledge and understanding			
5.2 – written final exam to assess the student			
knowledge and understanding			
Assessment Schedule			ب- التوقيت
Assessment 1 midterm exam Week 9	Vijesij		
Assessment 2 final exam at the end of the first	toma		
III US I D TO I I I I TANK I SI SI DI TO	term		
Weighting of Assessments Mid-Term Examination 30%			ج- توزيع الدرجات
Final Examination 70%			,
Total 100%			
List of H	References	دراسية والمراجع:	
6.1- there are lecture note prepared in the form book authorized by the department	n of a		أ۔ مذکرات
		بمة	ت۔ کتب ملز
6.2- Joyce Cox, Joan preppernau, steve lam Curtis frye. (2013). Microsoft office system			ث۔ کتب مقا
	step by st		د- دوريات علمية
		į	أو نشرات الخ أستاذ المادة :
		حاتم سيد أحمد	أستاذ المادة:

رئيس مجلس القسم العلمى:







نموذج رقم (۱۲)

🐟 جامعة:المنوفية

ه كلية: التمريض

ه قسم: التمريض الباطني والجراحي

توصیف مقرر دراسی ۲۰۱۸ - ۲۰۱۹

١ ـ بيانات المقرر				
الفرقة / المستوى :		اسم المقرر:	الرمز الكودى :	
Second Year	الكمبيوتر ونظم المعلومات	تطبيقات	۲۱۰ م	
(المستوى رابع)				
عملی	: نظری	عدد الساعات الاسبوعية	التخصص :	
Y				
عملي (۳۰ساعة)	نظري (۳۰ ساعة)	عدد الساعات الكلية: ـ		
1-overall aims of course			٢ ـ هدف المقرر:	
This course is designed to he	elp the nursing student	to understand		
fundamental concepts in using	ng Microsoft Excel, ad	just basic settings,		
Formulas, and functions		ice Unit		
Intended Learning Outcomes	of Course (ILOs)	المقرر:	٣- المستهدف من تدريس	
Knowledge and Understandir	ng: by the end of the co	urse,	ج- المعلومات والمفاهيم:	
students will be			والمفاهيم:	
a1. Identify fundamental cor	ncepts in using Microso	oft Excel, adjust		
basic settings.				
a2. Explain first step with sp	read sheet, and docum	ent exchange.		
a3- Discuss basic operations				
a4. Designing formulas, and	formatting			
Intellectual Skills			ح- المهارات	







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

2- محتوى المقرر:

Торіс	No. of hours	Lecture No.	Tutorial
Getting started with Excel		.0	4
• Fundamental concepts in using Microsoft Excel.	4	1,2	4
• First steps with spreadsheets		The second second	
Getting started with Excel	West.	LURIU.	4
Adjust basic settingsDocument exchange	4	3,4	
Basic operations			4
Insert data	4	5.6	
 Select data 	4	5,6	
• Copy, move, delete			
Basic operations			4
 Search and replace 	4	7,8	
 Rows and columns 	4		
Sort data			
Midterm e	exam		
Formulas and functions		4.0	4
Arithmetic and logical formulas	2	10	







 Analysis, design and construction of spreadsheets 			
Formatting			4
• Format cells - numbers	4	11,12	
• Format cells - text			
Formatting			4
 Format cells - cell ranges 		10.14	
• Spelling	2	13,14	
 Document setup 			
Printing			2
• Printing simple spreadsheet documents	2	15	
• Prepare and give presentations			
Total number of hour	30 hr	15	30 hr
Teaching and Learning Methods		ب التعليم والتعلم	٥_ أساليد
4.1-lectures			
4.2-group discussion	Vijes		
تعليم والتعلم للطلاب		and the post of the	
رات المحدودة	ذوى القد		
ويم الطلاب:	٧_ تق	a,,, 11,11	
Student Assessment Methods			أ- الاساليب
5.1- written mid term exam to assess the stud	dent		المستخدمة
knowledge and understanding			
5.2 – written final exam to assess the student			
knowledge and understanding			
Assessment Schedule			ب- التوقيت
Assessment 1 midterm exam Week 9			
Assessment 2 final exam at the end of the first	term		
Weighting of Assessments Mid-Term Examination 30% Final Examination 70% Total 100%			ج- توزيع الدرجات







List of Reference	- قائمة الكتب الدراسية والمراجع: es
6.1- there are lecture note prepared in the form of a	مذكرات
book authorized by the department	
	خ۔ کتب ملزمة
6.2- Joyce Cox, Joan preppernau, steve lambert, and Curtis frye. (2013). Microsoft office system step by s	
	ـ دوريات علمية
	نشرات الخ

أستاذ المادة: حاتم سيد أحمد

رئيس مجلس القسم العلمى:



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Critical care Nursing &Emergency course specification 2018–2019

Faculty of Nursing

Quality Assurance Unit

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نموج رقم (۱۲)

Amenoufia University جامعة / أكاديمية كلية / معهد Faculty of Nursing

Critical care Nursing &Emergency Department : פֿֿֿעיס

توصيف مقرر دراسى (2018-2019)

	(2018-2019)	
	· · · · · · · · · · · · · · · · · · ·	١ ـ بيانات المقرر
الفرقة:	اسم المقرر:	الرمز الكودى:
Second Year	Critical Care Nursing and Emergency	201 (N)
(1 st & 2 nd Semester)		
	عدد الساعات الاسبوعية:	التخصص :-
	عدد الساعات الاسبوعية:	
اكلينيكى	الترم الاول نظرى	
	2	
1 1	الترم الثاني	
عملی (۹۰ ساعة)	عدد الساعات الكلية نظرى ترم اول (٣٠ ساعة)	
عملی (۹۰ ساعة)	عدد الساعات الكلية نظرى ترم تانى (٣٠٠ساعة)	
1 - Overall Aims of	Course	٢ - هدف المقرر:
This course focuses on	the integration of knowledge and skills to	
provide safe and effect	ive nursing care to critically ill adults	
patients with complex	needs. Also emergency nursing care is	
designed to provide nu	rsing students with the triage skills required	
to care effectively and	safely for seriously injured victims.	
	ا دريس المقرر :	
	Outcomes of Course (I LOs)	<u> </u>
a- Knowledge and U	nderstanding:	ا-المعلومات
al - Explain the conduction	n system of the heart.	والمفاهيم:
•	nent of life-threatening situations such as	
	distribution of the control of the c	







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.

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b- Intellectual Skills	ب-المهارات
	ب-المهارات الذهنية:
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	
III. III PA TIMIY A' Visil III Iba.	
b8-Evaluate management modalities of brain and spinal cord injury.	
Faculty of Nursing	
Professional and Practical Skills	ج- المهارات
c1- Use the nursing processes as a framework for care of critically ill	ج- المهارات المهنية الخاصة بالمقرر:
patients with life threaten conditions such as Hepatic Encephalopathy,	بالمقرر:
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	
General and Transferable Skills:	د_ المعادات
	د المهارات العامة:
d1- Manage time effectively and sets priorities.	العامه:







d2- Uses biomedical techr	nology.
---------------------------	---------

d3- Applies communication skills in interprofessional, social and therapeutic context

٤ ـ محتوى المقرر:

Торіс	Total Hours	Number of Lectures (Lecture=2hrs)	Practical / Tutorial
<u>First Semester</u>			
- <u>Cardiovascular system</u>	2	1	
-Conduction system of the heart			
- ECG Interpretation			
-Characteristic of normal sinus	.4		
rhythm.			
- Management of dysrhythmias			
= Sinus Tachycardia	2	9 1	
=Sinus Bradycardia	maa	11155111	
TEACACHTE / TARGETAL	Maria	CIRILIP.	
-Management of dysrhythmias			
- Atrial flutter			
- Premature Ventricular Contraction	2	1	
- Ventricular tachycardia			
Shock Syndrome	4	<u>2</u>	
-Hypovolemic shock	2		
-Cardiogenic shock	2		







-Respiratory System	<u>6</u>	<u>3</u>	
-Arterial Blood Gases interpretation&			
Buffering System	2		
-Acid-base Disturbance			
-Respiratory Acidosis			
-Respiratory Alkalosis	2		
-Weaning Criteria and methods of weaning from mechanical ventilation	2		
- Neurological System	<u>4</u>		
- Assessment of neurological system.	2		
		<u>2</u>	
- Management of coma	2	=	
-Nutritional Assessment & Management	<u>4</u>	<u>2</u>	_
of critically ill patients.		<u>=</u>	
(Enteral and Parenteral nutrition)	2		
	2	G	
Cardiopulmonary Arrest & Code	4	<u>2</u>	
Management	VIGE S		
 Resuscitation Team Members 	114114		
Code Medication			
 Resuscitation Equipment Cart 			
-Revision	<u>2</u>	1	
Total hours (<u>first semester(lecture)</u>	30 hrs	15 lecture	
Total hours of Hospital area(<u>first</u> <u>semester</u>)	90 hrs		90
Second semester			
	4	<u>2</u>	
-Mechanism of trauma	4 1	_	
-Traumatic brain injury	3		







-Management of increased ICP	2	1	
-Management of patient undergoing	2	1	
craniotomy.			
-Spinal cord injury	2	1	
- Chest trauma:	2	1	
- hemothorax -pneumothorax			
-pneumonorax			
-Stroke:	2	1	
- Ischemic Stroke	2	1	
-Hemorrhagic Stroke			
-Acute Coronary Syndrome	4	2	
-Angina Pectoris.	2		
-Myocardial Infraction			
	2 <u>4</u>	<u>2</u>	
Respiratory System	2	=	
-Acute Respiratory failure	2		
	2		
- Pulmonary Embolism		Unii	
	2		
ENDOCRINE SYSTEM	<u>6</u>	3	
-Hepatic Encephalopathy	2		
-Diabetic ketoacidosis (DKA)	$\begin{bmatrix} 2 \\ 2 \end{bmatrix}$		-
-Thyrotoxic Crisis	2		
D 11			
-Revision	2	1	
Total hours (Second Semester(lecture)			
(2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	<u>30</u>	30	
Total hours of Hospital area (Second			
<u>Semester)</u>	<u>90</u>		90







Teaching and Learning Methods					٥_ أساليب
5.1- Lecture					التعليم
5.2- Group discussion					والتعلم
5.3- Demonstration/ Re demonstration					, ,
					٦_ أساليب
					التعليم
				ب	والتعلم للطلا
					ذوى القدرات
					المحدودة
		A. 1		رب:	٧- تقويم الطا
Student Assessment	Methods				أ_ الاساليب
7.1 -Written exam to assess the student knowledge and understanding			المستخدمة		
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					
Assessment Schedule				- -	
Assessment 1 periodic practical exam at each rotation			التوقيت		
Assessment 2 written midterm exam at 8th week					
Assessment 3 Final prac	tical and ora	l exam 14th v	veek		
Assessment 4 Final writ	tten Exam	15th w	reek		
Weighting of Assessments			ج- توزيع		
	<u>First</u>		Second		ج- توزيع الدرجات
	semester		semester		
	Degree	Percentage	Degree	Percentage	
		1	1	1	1







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

٨ - قائمة الكتب الدراسية والمراجع:

List of References	أ۔ مذكرات
- Course Notes:	
- Essential Books (Text Books)	ت۔ کتب
	ملزمة
Quality Assurance Unit	
- Recommended Books	ث_ کتب
-Urden, Stacy & Lough (2018). Priorities in critical care Nursing. 8 th ed	مقترحة
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,	
5 th .,ed ,Elseviver. Saunders.	
- National Stroke Association website (http://www.stroke.org)	د۔ دوریات
- American Stroke Association website (http:// www. Stroke association.org	دـ دوريات علمية
- American Association of Critical-Care Nurses: http://www.aacn.org	أو نشرات
- American Association of Neuroscience Nurses:	







http://www.aann.org

... الخ

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

أستاذ المادة

Assistant Prof. Asmaa Hamed Abd Elhy

Dr / Shimaa ELsayed

رئيس القسم العلمى:

Assistant Prof Naglaa ELMokadem



Quality Assurance Unit

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مصفوفه البرنامج مع المعايير الاكاديميه

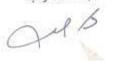


Matrix of NARS and Program

ILOs NARS	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	33	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
ILOs Program																													
a- Knowledge & understanding	a.1	a.2			a. 5,																								
b- Intellectual																b.1	b. 2		b. 5	b. 5	b. 4	b. 6							
c- Practical & professional							c 1		. c.		c.5	c.6	c.	c.8	c.9														
d- General & transferable																								3,	9,	d. 2			d. 8

أ . د / ايناس قاس<mark>و غلي قاس</mark>

المسنول عن المعيار د.صفاء دياب

















وثيقة ١٥٧ د. مصفوفة إتساق المعايير الإكاديميه مع الأهداف الأستراتيجية

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مصفوفه توافق اهداف المعايير الاكاديمية (NARS, 2010) مع الاهداف الاستراتيجية (٢٠١٠-٢٠١)

HOS NARS				ledge standi			3. Pı	actica	al and	l Clin	ical S	kills				4. In	tellect	tual Sl	kills				5.	Gene		nd Tra	ansfei	able
	2 . 1	2.2	2. 3	2. 4	2. 5	2. 6	3.1	3. 2	3. 3	3. 4	3. 5	3.	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										ď.	-7		1															
goals of the												1	V	W.	6													
Collage								1				3	8_3						1									
1-			X		X				X				Y	91	IN	I,J E		9										
							_ (0	Ш	Ш	Ŋ		33	Ш		1163		Ш										
2-										X						141												
3-																			X		X							
4-																							X					







5-														X	
6-										X					

المسنول عن المعيار د.صفاء دياب

ONB

عمید الکلیہ: ا.د/ ایناس قاسم

Quality Assurance Unit









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

المعايير الاكاديمية الالاديمية لاهداف الاستراتيجية		Kno nder		ge ar	<u>23-2</u> nd								Skills					ectual					5. 0		al an	d Skills	s	
1	2 . 1	2. 2	2. 3	2. 4	2. 5	2. 6	3 . 1	3. 2	3. 3	3. 4	3. 5	3.	3. 7	3. 8	3. 9	4.	4. 2	4. 3	4. 4	4. 5	4. 6	4. 7	5.	5. 2	5. 3	5. 4	5. 5	5. 6
3 4						١			J.	X	i		ρſ	N	IJ					X							X	
5 6 7					Ĭ.	P) I				/ !			IJg	ol		K.		Ŋ			X							

عميد الكلية ا.د/ ايناس قاسم



لمسئول عن المعيار د.صفاء دياب كم مم







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

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توافق اهداف المعايير الاكاديمية (NARS, 2010) مع رسالة ورؤية الكلية (١٠١٠-٢٠١٠)

HOS NARS				ledge standi			3. Pr	ractica	al and	l Clin	ical S	kills				4. Int	tellect	ual Sl	kills				5.	Gene		nd Tra kills	ansfer	able
	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	H		4	Y,				X	X		X					X	X	X
Mission of) the (Collage					X	X		X	X	X		3						X	X		X					X	X	X

المسنول عن المعيار د.صفاء دياب

(Quoliny, Assurance Uni عميد الكليم الدر ايناس قاسو:







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

\ILOs	2.	Kno	wled		nd	<i>)</i> •				_	Clir				,		Intel					•	5. (Jen	era	l an	ıd	
NARS			stand																				Tra Ski		era	ble		
	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	
Vision of the Collage				X	X	X	Į.	X	X	X			X	X			X	X	X		X				X	X	X	X
)Mission of the Collage(N	X	X	Х	X	Х	Х		X	N	ì	S		Х	Х	Х	X	X	X			X	X	X	X

عميد الكلية ا.د/ ايناس قاسم Quality Assurance Unit

المسئول عن المعيار د.صفاء دياب









وثيقة ١٧٥ د. مصفوفه اتساق اهداف البرنامج مع المقررات المحرات المحرات









Program ILOs	a-	ersta		ŀ)- In	telle	ectua	al			c- P	rac	tical	l & _I	orof	essic	onal			d- (Gen	eral	& t	ran	sfei	rabl	le							
Courses Titles																																		
	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	.7	c.1	c. 2	c. 3	c. 4	c.5	c. 6	c. 7	c. 8	с.9	d. 1	d. 2	d. 3	d. 4	d. 5	d 6	d 7	d 8	d d 1 9 (
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		A			K		A	7	A	1		200		1										X				XX
102.M- Anatomy		X			×			m	0	-4		D.	y	٨	W		П	. ,	B	D.	v									X				XX
103S- Introduction to psychology	X				. 7						2	0	X	A	7	9	P.		W.	J										X				XX
104 B.M- Physiology		X				1	1	1	. 7			X		~ 1		1.	15	1		7										X				XX
105 LCompter and information	X						V	1	Q	0	U	X	X	91	1.	18	11:	511	17	3														X
system(level I&II)					6	8		ě	lit	v	7	10	Ç	Tr.	6	m	^	9	П	Îr	١î	3												
106L-English (level I & II)					9	3	K	×	dela	2.0		W			M	YI.	2	M		A.	MAL	SA.								X				X
107 N Quality in nursing							N	10	11	0	11	fi	8	X	X	14	10	18		1	Q.		X	X	X	X			X	X	X			XX







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











Program ILOs		a- K	now	ledge	e & t	ınde	rstan	ding				b- In	telle	ctual				c-	Pra	ctica	l & p	rofes	ssion	al				d- Ge	enera	ıl & 1	tran	sfer	able	!	
Courses Titles	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	с.9	d. 1	d. 2	d. 3	d. 4	d. 5	d 6	d 7	d 8	d 9	d.1 0
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				W		3	K	1				X	X	٦	X	X		X	X	X		X				X	X	X	X	X			X
203M- Pharmacology	X	X	,			M		7		ď	1	7	M	X	X		X	X		X	X	X		X				X	X	X	X	X			X
204M- Pathology	X	X		X		30	,	•		X	X	X		X	X	K	X	X		X	X	X		X	X			X	X	X	X	X			X
205 L- compter and information system(level III)	X				7	7	X	4	1		9	X	X			~																		X	
206M- General surgery and speciality					V	1	X	CL) [ľy	C	11	N	Uľ	SI	ΠŞ	9																		
207.M-General and therapeutic nutrition		X	(G	ũ	O	lit	у.	A	S	SU	rc	ır	č	е	X	Jr	iit																X	







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











Program ILOs					nowl ersta skil	and	ge & ing				b- Iı	ıtell	ectu	ial s	kills		(:- Pr	acti		& pi kills		ssio	nal			d-	Ge	nei	ral &	& tı	rans		ab kil	
Courses Titles	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	6.6	c.7	8.2	6.9	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	2	X	X	X	X	X	X	X	X
301N- Maternal and newborn critical care nursing	X			X	X		X	X		X	Х	X	_	X	X		X	X	X	X	X	X	X	X	X	X	2	X	X	X	X	X	X	X	X
302M- Obestetrics and Gynecological Medicine	X	X	X		X	X	X	1			$\overline{\Delta}$	-	I	X	X		X	X								X	7	X	X	X	X				X
303 N- Population studies and family planning						F	a	X Cl	ılt	y	of	N	U	si	ng	,					X						2	X	X			X		X	X
				G	Š	a	it	1	A	SS	ur	ř	C	e	5	n	t																		
304N- Teaching methods					N/	X	2	٥.	. 6	-	11,				rie.	X			X							X	X		X	X	X				









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

Program ILOs	a-	Kn	owle	edge	& 1	ınd	ersta	andi	ng		b	- In	telle	ectua	al			c- P	rac	tical	l & p	rof	essic	onal			d-	Ger	iera	1 &	tra	nsfe	erat	ole	
Courses Titles	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	9.d	b.7	c.1	c.2	c.3	c.4	c.5	6.6	c.7	c.8	c.9	d.1	d.2	d.3	d.4	d.5	d.6	d.7	d.8	6.b	d.10
307N-Pediatric nursing	X	X	X	X	X	X	M		1	X	X	X	7	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	7	7	Χ	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	•	7	О	/ 4		V	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
311B.M-Forensic medicine and toxicology	X	X	Х	X	F¢	X	U	lty	/ (X	N	U	rsi	Ŋ	X											х	X	X	X	X	X	X		X	X
312N -Psychology of growth and	X	X	Х	JC	X	ty	1	٩s	SL	JI	ai	X	36	X	X	٦İ										X		X	X	X				Х	X







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	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	











Progra m ILOs	a-	Kn	owl	edgo	e &	und	lerst	andi	ing		b	- In	telle	ectua	al			c- P	ract	tical	l & p	rof	essic	onal			d- G	lene	ral	& t	rai	nsfe	eral	
Courses Titles	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	p.6	b.7	c.1	c.2	c.3	c.4	c.5	6.6	c.7	c.8	6.9	d.1	d.2	d.3	d.4	d.5	9.b	d.7	d 8	6.b L.b
403B.M- Medical Statistics			X						/	X	X						X	X	X									X						
404B.M- Community medicine and epidemiolog		1				X						X	П	X	L				X				X	X			X	X						
405 N- Research Methods)		П.	X	M			J		T.	7	Æ	,											X							
406 N- Psychiatric Mental health nursing	X	X	X	X	¥	a	CI	ı X	У	X	X	ž	JT:	sir	ığ	X		X	X	X				X	X	X	X	X	X	X	X	X	X	XX
naromy	X	X	3	UX	al	it	У	X	SS	S	X	llx)	CX	е	X	n	Ħ							X	X			X		X		X	2	X
407 N Nursing manageme nt for Psychiatric diseases				N	e	n	O	ıf	ia	U	n	iv	e	rs	it	у 9																		







408B.M-		X	X						X								X	X				
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medicine																						
409 N-				X		X	X														X	
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411 N	X						X				X			X	X							X
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and																						
community																						
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توافق اهداف البرنامج الدراسي لمرحلة البكالوريوس ١٠١٩-٢٠١ مع المواد الدراسية للفرق الاربع

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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	X
208- Applied Nutrition	(4		X		-		~	V		П	X	X	-			X	X	X	X		X	X		X	X	X	X
209- English III		-	1 1 1	1			X	X	X	X	X	X	1		7						X			X	X	X		X	X
210- Applic			u	C	Ü	1	y	,)	1	4.0	11:	>11	ıć	d		ley.				X	X		X	X	X		X	X
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211- Sociology													X	X			X				X		X	X	X	X	X	X	X
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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- Obstetric s and gynecolo gy	x	X	×		1							Ī	ľ					X			X	X		x	x	x			
303- Populati on studies and family planning	x J(F		У	U	li A	y	SL	of	_ 0	n) II: C	iii e	ng U	Jr	nit		X			X	X		X	X	X			







304- Teaching Methods of Nursing	X																X			X	X	X	X	X			
305- Reprodu ctive Health	X	X	X	X			X	X									X			X	X	X	X	X			
306- English IV	X																X			X	X	X	X	X			
307- Adolesce nt Health	X	X	X	X			X	X									X			X	X	X	X	X			
308- Pediatr ic Nursin	(x	X	X	X			X	7	x	x	X	x	x	X	X					X	X			X	X	X
309- Critical and Emergen cies Nursing for	×	x F		× (C)	X	x III	2 0	×) ~ 5	of	7 C	x) = c	II:	ii	$\mathbf{r}' \simeq \mathbf{r}' =$	x	X		X	X		X	X			X	X	X







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310-	X	X		X		X			X		X		X	X		X	X											X	X	X	
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400- Family	X		X	X	X		X	X			X	X	X	X	X		X	X		X		X	X	X	X			X	X	X	
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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	4	X		4	F	X										X								
404- Commun ity medicine and			X		X		X		X	1		U		X	x								X	X				X			
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406-																													
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412-															
Human															
Relations															

عميد الكلية ا.د/ ايناس قاسم



المسئول عن المعيار د.صفاء دياب كم المر











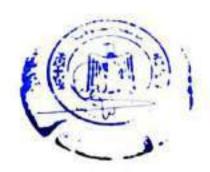






وثيقة ١٧٤ د. مصفوفه أتساق مخرجات التعلم مع طرق التدريس والنقويم

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

Course Maternal & Newborn Health Nursing Code 300 (N)

Course	g -	Knowledge & Understanding	2 3	품을	B 2	40 Ko	. n. 10	F	tellec	Intellectual skills	_ E	The second	P	Professional and Practic Skills	88	. 8	al and Skills	P E	Pn	<u>5</u> .	<u>E</u>		G	Cinc	2	S	nd tra	General and transfe Skills	sfer	de	0
Assessment Methods	->	N>	45	< 4	14.3	0>	- m	2 00	ωw	w 4	9.00	ov to	-0	NO	w.0	0.4	40	9.0	40	99 C	90	-0	19.0	9.0	4.0	0 D	6.0	7	∞ ♡	9 D	20
Semester work	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	
Midterm exam	×	×	×		×	×	×	×	×	×	×	×	×	×	×	×	100	10	×	×		>	×	×	×	×	×	×	×	×	
Final practical exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	10	Ter	×	×		×	×	×	×	×	×	×	×	×	
Final oral exam	×	×	×		×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	и	×	×	





Course Ob

Obstetrics & Gynecological Medicine 302 (M)



Course	C _h	Knowledge & Understanding	St 2	di e	20 %		E	latellectu skills	F 21	=	_	Pro	ĝ	sio	오트	nal and Skills	al and Practical Skills	25.	ic.	-		General and SI	5	=	nd tra	4	isfe	2	त	
Methods	->	111>	w>	4 3	0.5	- B	2 13	w ##	4 10	S B	0.12	-0	NO	m D	0.4	w.C	2.11	40	× (1)	øΩ	-0	D 0		9.5	20	70		20	6.0	20
Midterm exam	×	×	×	-	×	17	30	×	×	-27		×		×	×	×	×	_	×	\rightarrow	×	ж	×	×	×	×	-	-		
Final written exam	×	×	×	-	×	+	2016	×	×		IN.	×	-	×	×	x x x	×	_	×	-	×	×	×	×	×	×	-			







Course Obstetrics & Gynecological Medicine 302 (M)

Code

Course	Sx	Knowledge & Inderstanding	N S	30 00	1 S	ger	_	nte s	tellect skills	S (1)	=	72	7	É	5	nal and Skills	nal and Practical Skills	, A	720	8	=		e G	ner	Ë	Sk	Skills	ans	er.	General and transferable Skitls	
Assessment Methods	->	N>	w>	4>	0.5	cr >	- =	МΦ	UP DE	4- W	Or ID	0.00	-0	NO	wn	*0	50	90	40	⇔ ೧	* n	-0	10.0	₩ D	* O	0.0	o □	40	× D	Ф D	50
Midterm exam	×	×	×		×		155	A.	×	×	3	-	×		×××	×	×	×	_	×	_	×	×	×	×	×	ж				
Final written exam	×	×	×		×	1	454	10	×	×			×	0.7	×	×	×	×		×		×	×	×	×	×	×				-

of all and

Course

Population Studies and Family Planning

303 (N)

Course	Un Ki	Knowledge & Understanding	tal	E C	4 ×		E	ntellectu skills	E	20		7	ĕ	810	SI	sal and	nal and Practica Skills	rac	ica		_	en	3		Skills	General and tran Skills	Sie	2	<u> </u>
Methods	->	13.7	44	10.2	0.>	- 0	NO	ψ B	4 CI	us to	9 00	-0	10.00	H-0	+0	40	D- (.)	40	90	Φ.()	-0	-0	4.5	20	0.0	70	∞ U	90	50
Semester work	1	4	-	×		×	×		×	100	×	Sign.	7	×	×	×	×	_	-	-	×	×	×	×	7	×			
Final written exam		4	-	×	1	×	×	200	×	-	×	0-11	0.5	×	×	×	×	_	-	-	×	×	×	×	-	×			

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Methods of Teaching in Nursing

304 (N)

Code

Course	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General and	Seneral and transferable Skills	
Assessment Methods	-> 2 3 3 3 4 3 6 A	B B B B B B B B B B B B B B B B B B B	6 1 2 3 4 5 6 7 8 9	D D D D D D 1 1 2 3 4 5	D D D D	20
Semester work	×		×	×	×	×
Final written exam	×		*	x	×	- 14

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Reproductive Health

OS Understanding Shulls A A A A A B B B B B B C C C C C C C C C	Course	Knowledge &	Intellectual	Professional and Practical Skills	General and transmission
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× × × × × × × ×	Assessment Methods	- > > > > > > > > > > > > > > > > > > >	B B B B B B B B B B B B B B B B B B B	1 2 3 4 5 6 7 8	2
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English Language (level 4)

			Declarational Practical	General and transferable	ansferable
Course	Knowledge & Understanding	Intellectual skills	Professional and Fractical Skills	Skills	s
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Methods	- > > > > > > > > > > > > > > > > > > >	B B B B B B B 1 B B B B B B B B B B B B	- 2 3 4 5 6 7 8 9	1 2 3 4 5 6	7 8 9
	/			×	×
Semester work	>			-	×
Final written exam	×	×		,	







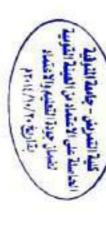
Code

315 (N)

Adolescent Health



Course	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General and transcensor
Assessment	· >	B B B B B B B B B B B B B B B B B B B	C C C C C C C C C C C C	D D D D D D D D D D D D D D D D D D D
Competer work	×	×	×	x x x x x
Semester Work	100	1	-	_
Final written exam	×	× × ×	*	



رنيس القسم العلمي أ.د/ ايناس قاسم









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

Course Maternal and Newborn Health Nursing Code 300 (N)

Course	C K	Knowledge & Understanding	至至	d 90	# %	\neg	=	Intellectual skills	tellecti skills	E I	:1530	7	3	ess	Professional and Practical Skills	Skills	P 07	Pra	3	2		9	1 8	1	S	Skills	"		Skills	5
Teaching	>	'>	٠,>	- 2	^ >	- 00	7 W	- W	- w	10 CD	φ W.	-0	H 0	90	40	w 0	90	40	*0	ФO	-0	120	40	P 0	50	0.0	7	∞ C	-01	_
Method	-	1	1	+				-	-	-	100	_	7	1	×	1		×	×		×	×	×	×	×	×	×	×	×	_
Lecture	×	×	×	×	×	×	×	×	-	>	5	1	-	-	-		1		4	1		×	×	×	×	×	×	×	×	
	×	×	×	×	×	×	×	×	-	×	×	×	×	×	×			>	>		3	1	1	13	_	1	_			- 1
Case study	3	_	_	_	$\overline{}$	_	_	-	-			×	-	×	×			×	×		×	×	×	×	×	×	×	м	×	
Simulators	×	×	×	×	×	×	×	×	_	>	2		-	-	_	1	1	1	-		-			×	×	×	×	×	×	- 4
	×	×	×	×	×	×	×	×	-	×	×	×	_	×	×		11-	- ×	,		,	_	-	-	_				+	
Group assumen	/	1	1	+	+	+	_	-	-	-		2	_	×	×	7		×	×		×	×	×	×	×	×	×	*	*	
Clinical practice	×	×	×	×	×	×	×	×	-	>	2		+	-	_	+	1			1	*	×	м	×	×	×	×	×	×	
Demonstration &	×	×	×	×	×	×	×	_	×	×	×	×	_	×	×				_		- 5	_			_					
redemonstration		1		_	-	-	\vdash	+	1	-	-	_	-	_	*	*	+	×	×	-	×	×	×		×	×	×	×	×	
	×	×	×	×	×	×	_	×	×	×	×	×	>	>	-	۲,	+	+	4	+	+	-		•	×	×	×	×	-	×
Simulators	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	-	- 14	×		-	- 2		_	_	_		_	-	





Code

Critical Maternal & Newborn Health Nursing 301 (N)



Course	물존	Knowledge & Understanding	Sta	E 86	8	-	-	s all	ellecti	Intellectual skills	-		77	Professional and Practical Skills	Si.	S al	sal and	P	36.	20		M	င္ပ	ner	=	Sh	Skills	ans	67	General and transferable Skills	
,	->	4 >	">	<4	4.2	2.5	- to	10 00	u E	B 4	S B	9 12	- O	12.0	- C	+ C	90	0.0	40	# O	90	-0	20	u.D	4.0	5	9.0	7	***	97	50
Nethods	× /	×	-	-	_	_	×	_	×	×	×	×	×	×	×	×	-		×	×		×	×	×	×	×	×	×	×	×	
T. J.	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	-		×	×		×	×	×	×	×	×	×	×	×	
Group discussion	×	*	>	_	_		-	3	3	1		_	18	188	_		+	1		1	L						4	×	×	×	1
Brain storming	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	_		×	×		×	×	×	×	1	>	. >	3	1	1
Clinical practice	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×						9								1	
	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	-
Case study					<		4		*	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	475
Simulators	×	>	1	>	3	>	1	1	1	1			13								1			1	+	-	+		×	×	+
Self-learning	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×		-	+	-	-	+
Demonstration &	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	- 1	- ×	- ×		
redemonstration	*		×	×	и	×	×	×	×	×	и	×	×	×	×	×		2	×	×		×	×	×	-	×	-	×		×	×
Seminar	,		-			_	- 83	-8	7					_		T	T	-			_	۲	-	H	H	-	H	H	1	1	1







Course Code

Obstetrics & Gynecological Medicine 302 (M)

Course	당조	der	Sta	Knowledge & Understanding	0042	ş 🗐	intellectua skills	Sua	_	70	Professional and Practical Skills	33	S	skills	s d	JE.	tic	=	2	C en	eneral and I Skil	. 2	skills	2	sfe	rab	7	
Teaching Methods	->	NA	w>	4 A 4 A 6 A	w	NO	₩ W	+ 0	0.10	-0	200	40	A 0	50	a U	40	M O	٠C	-0	20	9.0	40	20	70	× 0	4 D	50	100
Lecture	×	×	×	×		135	×	×		×	1000	×	x	×	×		×		×	×	×	×	×	-				
Group discussion	×	×	×	ж	-	-	×	×	1.00	×	- 1	×	x x x	×	×	-	×		×	×	×	×	×	×				\perp







Code

303 (N)

Population Studies and Family Planning

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1	distribution	Ġ	3
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Course	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General and transferable Skills
Teaching Methods	- ^ 2	B B B B B B B B B B B B B B B B B B B	6 1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Lecture	×	x x x	××××	x x x
		4	-	x x x x x x
Group discussion	×	×	× × ×	,
Brain storming	×	×	x x x	× × × ×







Course Code

Methods of Teaching in Nursing 304 (N)

Course	Knowledge & Understanding	intellectual skills	Professional and Practical Skills	Practical	Genera	General and transferable Skills	
Teaching Methods	A A A A A A A A A	B B B B B B B B B B B B B B B B B B B	B C C C C C C	7 8 9 7 8 9	D D D D	5 6 7 8	9 IO
	\ \ \ \ \		×		×	×	×
Lecture					-	-	×
Group discussion	×	10 Miles (2) (3)	*		×	>	
	×		×		×	×	×
Reading assignment		O II Y G	CEST		+	-	×
Croun discussion	×	4	×		x	*	
Otonb assessmen			×		×	×	
Role Play		10.00	×		-		







Course Code

Reproductive Health 305 (N)



Course	Knowledge & Understanding	intellectual skills	Professional and Practical Skills	General and transferable Skills
Teaching Methods	-> 2> 3> 4> 5>	9 B B B 3 B 1 2 3 4 5 6	8 C C C C C C C C C C C C C C C C C C C	D D D D D D D D D D D D D D D D D D D
Lecture	×	×	× × × ×	x x x x x
Group discussion	×	×	× × × × ×	x x x x
Seminar	×	×	x x x x	x x x x
Class activity	×	×××	x x x x	× × × × ×
300				







English Language (level 4)

306 (L)

Teaching ILOS	Understanding	Intellectual skills	Professional and Practical Skills	General and trans Skills	sferable
Methods	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	B B B B B B B	1 2 3 4 3 6 7 8 9	D D D D D D D D D D D D D D D D D D D	* D
Lecture	×	×		×	×
Group discussion	×	×	902		T
0	- 10 To 10 T	No.	100 May 100 Ma	,	×



Course	Knowledge & Understanding	ge & ding	_	Intellectual skills	tellect skills	s tua	=	7	Prof	ess	fessional and Practical Skills	ıal and Skills	E md	Pra	cti	<u>=</u>		G	ene	3	S	and tra	Sur	sfei	General and transferable Skills	e
Methods	- A A A A	ο.> ο.>	— в	2	in m	4 B B	6 B	-0	20	3 C	0.4	50	6 C	20	∞ O	90	- D	2	w D	0 4	5 D	0 D	70	∞ Ɗ	90	50
Lecture	x	26	×	×	×	×		25		×	×		×				×	×	×	×		×				×
Group discussion	×		×	×	×				1	×	×		×				×	×	×	×	×	×				×







Code

315 (N)

Adolescent Health

Course	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General and transferable Skills
Teaching Methods	- > 2 > 3 > 4 > 5 > 6	B B B B B B B B B B B B B B B B B B B	1 2 3 4 5 6 7 8 9	D D D D D D D D D D D D D D D D D D D
Lecture	×	×	×	× × × ×
- Comme				× × × × ×
Group discussion	×	×	× ×	



رنوس القسم العلمي أدار ايناس قاسم



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

Course name:- Fundamental of Nursing Part I& II

Code:100 N

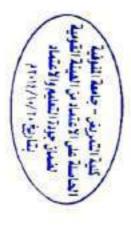
Eva Met	Evaluation Methods ILOs			*	<u>.</u>	Knowledge	100	25	,			.	1	Inte	tellect	<u>121</u>							100	Practical	teal				General & Transferable	rable
8	.\	>	>	>	>	>	>	>	É	1	3/	5	B			=	B	8	B		0	C	0	C	0	С	0	0	0	0
1		- >	د د	. >		A >	2	15	2	7	-	1	1		1		11	00	-				w.	4+	5	6	7	05	-	12
187		-	K	3	1	v	10	-	6.0	1	k	1			1)	1	4	4	<	<	×	×	×	×	X	×
_223	Mid term exam	×	×	×	×	×	A	/×	S	1	×		K	9	6	(0	11	N	to		>	>	5	>	٥	>	3			3
2	Semester Work	×	×	×	×	×	×	(>	À	œ.	\sim	9	<u>~</u>	o'	f X	5	3	=:	0		×	×	×	×	×	×	×	×	×	×
	Oral exam	×	×	×	×	×	1	4	8	3	4		4		N.	1		y	1	3	1	×	×	×	×	×	×	×	×	×
							6	É	10	E	K	1	17	10	10	E	10	K	10	E	4	×	×	×	×	×	×	×	×	×
4	Practical exam	×	×	×	×	×	×	Ž	<u> </u>	ž>	0>	=>	->	2	5	7	0:	S.	=	4	-					4		4	<	×
5	Final Exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		×	×	×	×	×	*	>	>	>	>	,	,



Course name: Psychology

Code: 103 S

22 22 24 25 26 27
A1 A2 A3 A4 A5 A6 A7 A8
Mid term × × × × ×
Final written exam × × × × × × ×



(17-18)

Course name: Anatomy

Code: 102 M

Evaluation methods						Com	Course IL	SO	5550				3
	A1	23	A3	A3 A4 A5 B1 B2	A5	81	82	В3	84	B5	86	D1	
Semester work (midterm)	×	×	×	×	×	×	×	×	×	×	×	×	
Final written exam	×	×	×	×	×	· ×	×	×	×	×	×	×	



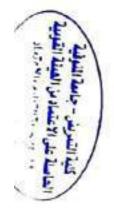
Course name: Computer

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Evaluation method		Midterm exam	Final written exam
	A1	×	×
		×	×
	A2 A3 B1 B2 C1 C2	×	×
	B1	×	×
Course ILOs	B2	×	×
se I	Ω	×	×
SO7	S	×	×
	C	×	×
	2	×	×
	D1	×	×
	D2	· ×	×



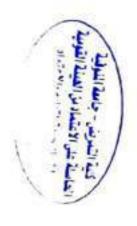
Course name: English								0	Code: 106 L	106	-								
valuation method	7								Course ILOs	se II	SO								
	-				1	3	i	5		0	2	2	RA	RS	B6	2	D2	3	D4
	A1	A2 A3 A4 A5 A6 A7	A3	A 4	A5	A6	A7	A8	Ą	81	82	83	4	83	00	5	20	1	2
mester work	1		2																
	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
nal written exam	3			8	3	Ü	•												1



Course name: English

Code: 106 L

A5 A6 A7	Cour.				B5 B6	B5 B6
	A2 A3 A4 A5 A6 A7	A&	A8 A9 B1 B2	A8 A9 B1 B2 B3 B4	A8 A9 B1 B2 B3 B4 B5 B6	A8 A9 B1 B2 B3 B4 B5 B6 D1



Course name: Histology

Code: 109M

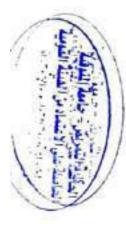
Evaluation method	ď								C	ours	Course ILOs	S				4		4
7//		A1	A2	A3	A3 A4	A5	A6 B1	B1	B2	В3	B4	85	B6	87		2)1 D2	112
Midterm .		×	×	×	×	×	×	×	×	×	×	×	×	×	×	200	×	200
Final written exam		×	×	×	×	×	×	×	×	×	×	×	×	×	×	377	×	2010



Course name: Parasitology

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Evaluation method	**	Midterm	Final written exam
	A1	×	×
	A2	×	×
	A3	×	×
	_	×	×
Col	A4 A5	×	×
Course ILC	A6	×	×
ILOs	B1	×	×
S.	B2	×	×
	83	×	×
	84	×	×
	D1	×	×



Course name: Microbiology

Microbiology	
Code:	
101 M	

Evaluation Methods								Cou	Course ILOs	LOs	-			2	-		
	A1	A2	A3	A3 A4 A5 A6 A7	A5	A6	A7	A8	A9	81	B2	В3	84	B5	В6	D1	
Semester work (midterm)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	· ×	×	×	×	



Course name: Physiology

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Final written exam	Semester work (midterm)	
×	×	A1
×	×	A2 A3 A4 A5 A6 B1
×	×	A3
×	×	A4
×	×	A5
×	*	A6
×	×	81
×	×	B2
×	×	В3
×	×	21
×	>	D2



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

Course ILOS	teaching	Lectures	Group discussion	Brain storming session	Problem solving (situation)	Assessment	written and midterm exam	Final written
	<u> </u>	×	×	×	×	×	×	×
Knowledge& Understanding	15	×	×	×	×	×	×	×
ledg	5	×	×	×	×	×	×	×
8	T 10	×	×	×	×	×	×	×
C _D	O B	×	×	×	×	×	×	*
ders	O 20	×	×	×	×	×	×	×
tan	4 ×	×	×	×	×	×	×	×
ing	∞ >	×	×	×	×	×	×	×
	· >	×	×	×	×	×	×	
Stage III	₩ B			- 1	_			×
Und K	2 6					-		_
Knowledge& Inderstanding	w #	×	×	×		×	×	×
1 2		×	×	×		×	×	×
Knowledge& Understanding	u œ	×	×	×		×	×	×
68	e @	×	×	×	×	×	×	
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Knowledge& Understanding	2							
Une	۵					-	-	-
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	2	×	*	*		-	-	
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Knowledge& Understanding	2	×	*	×	×	×	-	-
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de	40	×	×	×	-			
201	2	×	×		-		×	
ding	₩ 0	-	- 1	×	-	* >	×	
	9	- 20	200	300		-	-	-
	5 0	*	**	×	*	× ,	*	
	- 001/	×	×	×	×	× ,		

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

Course ILOS		Knowledge& Understanding	vled	e &	ç	de	25	E I	3.0	_	e	E 6	. S.	1 de	Knowledge& Understanding		~	10%	Knowledge& Understanding	L Uni	3	5	=	7,8 4			~	MOTE	Knowledge& Understanding	& U	nde	S(a)	ding		
teaching method	2	22	23	4 4	Or to	0 11	4 >	∞ >		۰>	N 5	-	wo	A 0	v =	on 00	 N n	w n	2	۵	8.	4.0	00 m	w n	2	20	ω 0	2	95	0.0	7 0	2	os □	3	5 o
Lectures	×	×	×	×	×	×	×	×	_	×	-		×	×	×	×						\pm			×	×		*	×		×	×			_
Group	×	×	×	×	×	×	×	*		×	_		×	×	×	×			*						×	*		*	×		×	×			
Brain storming session	ж	×	×	×	×	*	×		×	×			×	×	×	×									*	×		×	×		×	~			
Problem solving (situation)	*	×	×	×	*	×	×		×	×						*						_			×	×		*	*						
Assessment	×	ж	ж	×	×	×	×		×	*			×	*	×	×							_		×	×		×	×		×	*			-
written and midterm exam	×	×		ж	×	×	×		×	×			×	×	×	*									(14	×		×		×	×		×		
Final written exam	×	×	×	х	*	×	× ×		×	×			×	×	×	×										×	-		×	×	×	_	×		

بشال بود التميم والاعتماد

د. ترسين عير

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

Course ILOS		Kno	wied	20%	ā	H.	253	Knowledge& Understanding	- 57	 FX	der H	State of	Knowledge& Understanding	24	5	WO	Knowledge& Understanding	C.	ŝ	2	dig	- 50		- 1	7	now	Knowledge& Understanding	5	100	dane	29	.55	
teaching	<u>n</u>	H2	£	4.0	Un =	0 1	~ >	∞ >	۷ >	 N 8	w #	a 0	v =		 ъ с	- ·	2	D.	8	× 0	# n	9 0	2	. 0	n 0	2	8		٠.0	2	* 0	3	5 0
Lectures	×	~	×	×	×	×	×	×	×		×	×	×	×		-							×	×		×	×		×	×			
Group	×	*	×	ж	×	×	×	×	×		×	*	×	×		-	4						×	×		×	*		*	×			
Brain storming session	×	×	×		*	×	×	*	×		×	×	×	×									×	×		×	×		×	×	-		
Problem solving (situation)	×	×	×	×	×	×	×	×	×					×									×	×		×	×						
Assessment	×	×	×	×	×	×	×	×	×		×	×	×	*									×	×		×	*		*	×	-		
written and midterm exam	×	×	×	×	×	×	×	×	×		×	×	×	×									×	×		×	×		×	×			
Final written exam	×	×	×	×	×	×	×	×	×		×	×	×	×		-							×	. *		×	×		×	×			



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Course ILOS		c	Knowledge& Understanding	TST W	an adg	din	40			22	, a	Skills	Intellectual Skills	2		-	2	fess	Professional and Skills	al and Skills		Practical	tic	2		_	č	2	and	7	30.5	E	ble	General and Transferable Skills	S
teaching	E	£	t.		un de	g. 6	2	۷ ه			N 8	7 G	v =		o. 10	H 0	NA	wn	2	. 0.	8	7.0	m ^	9 0	2	N 0	₩ 0	2	8	• 0	40	90	M D	8	5 0
Lectures	×	×	×	×	×	×	×		×	×	×	×	^	-	_	-	-	-							×	×	×	×	×	×	×				-
Group	×	×	×	×	×.	×	×		×	×	×	×	×	_		-	-	-							×	×	×	×	×	×	×				
Brain storming session	×	×	×	×	×	×	*		×	×	×	×	×			-		-							×	×	×	×	×	*	×				
Exercises	×	×	3.0	×	×	*	-	×	×	×	×	×	×	-				-							×	×	×	×	×	×	×				
Assessment	*	×		×	*	×		*	×	×	×	×	×												×		×	×	×	×	×				
written and midterm exam	×	×		*		×	7152	×	×	×	×	×	×												×	34111 2022	*	×	×	· ×					
Final written exam	×	×		×	×	×		×	×	×	×	×	×												×	×	×		,	-	-				

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

Course ILOS	teaching method	Lectures	Group discussion	Brain storming session	Exercises	Assessment	written and midterm exam	exam x x
	2.	×	*	×	×	*	×	×
c -	£	×	*	×	×	×	×	×
Knowledge& Understanding	a	×	×	×	×	×	×	/ ×
TSt:	- A U	×	×	×	×	×	×	×
a de		×	ж	×	×	×	×	×
E &	0 L	×	×	*	×	×	×	×
1-	ě	×	×	×	×	×	×	×
	< υ	×	×	×	×	×	×	×
		×	×	×	×	×	×	×
In	₩ @	×	×	×	×	×	×	×
Sk	wo	×	×	*	×	×	×	×
Skills	A 0	×	×	×	×	×	×	×
Intellectual Skills	(A ES	_			-			
Profes	σ α					- 1		
	N o		_			_		
	w n							
ions	2							
Skills	а							
S	2.							
1	7.0							
actical	a n							
20	- 0							
	01	×	×	×	×	×	×	×
6	~ 0	×	×	×	×	×	×	×
cne	w 0	*	×	×	×	×	×	×
3	2	×	×	×	×	×	×	ж
and	5	*	×	*	×	×	×	×
2		×	×	×	×	×	×	×
Ins.	4.0	×	*	×	×	×	×	×
era	8							
ble	. 0							
General and Transferable Skills	9							
5								
	16 D		23.75			4	1	







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

Course Maternal & Newborn Health Nursing Code 300 (N)

Course	G K	Knowledge & Understanding	sta	nd	1 8	94	7	Ξ	ellect	Intellectua skills	<u> 10</u>		Pr	Professional and Pract	85.	S	al and Skills	8 E	Ta.	ctica	=	8	S	ene	ral	SI	nd tra Skills	Sur	General and transferable Skills	able	- 3
Assessment Methods	->	12>	w >	<4	w>	0.>	- =	12 ₩	ωB	4 =	w to	6 H	⊢ ∩	20	40	+0	40	6 C	40	≫ O	40	-0	20	w.0	+0	5	6.0	7	∞ □	D 9	M B
Semester work	× /	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×	-	×	×	×	×	×	×	×	×	×	
Midterm exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	
Final practical exam	×	×	×	×		×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	
Final oral exam	×	×	×		×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×		×	×	×	ж	×	×	



Critical Maternal & Newborn Health Nursing 301 (N)

Course Code

Course	유지	Knowledge & Understanding	Sta	ad ge	1 S		-	, E	ellect	Intellectual skills	=	_	P .	Professional and Practic Skills	Sign	S	al and Skills	s Id	'n	CH:	<u>=</u>		ç	30	=	1S	nd tra Skills	, H	General and transferal Skills	able	k - 97
Assessment	->	N >	ج دیا	<+	w>	0.>	- B	N III	W ED	+ ₩	S B	6 E	− n	20	40	0.4	50	00	40	∞ ∩	· 0	- 0	40	9 D	+ 0	50	9 D	40	≈ D	9	20
C	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	_		×	×		×	×	×	×	×	×	×	×	×	- 1
Semester more													1												<	4	4	×	×	×	
Midterm exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	*	1	>	>	1 5		2	1
Circl practical ovam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		-	×	×		×	×	×	×	×	×	×	×	и	
Fillar practical course	000					1			1	18		1	1		T	T		1				•	4	1	4	*	×	×	×	×	
Final oral exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		2	- 24	->	>		->	5			
									T	1				1				Ţ		<		×	×	×	×	×	×	×	×	×	
Final written exam	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		4	×	×		>	>	>	,	3	3				





Obstetrics & Gynecological Medicine 302 (M)



Course	Knowledge & Understanding	Knowledge & Understanding	tan	dir	20 K		Ξ	tellecti skills	Intellectual skills	=	_	Pro	fes	sio	nal and Skills	ills	ssional and Practi Skills	act	ical		0	en c	ž	S	nd tra	San	sfer	146	
Assessment Methods	->	12 >	4 2	W D	0>	- =	NB	ww	+ =	5 B	0 H	-0	MO	3.0	+0	0.0	210	91.0	e 0	- 0	20	w D	T 4	50	9.0	70	∞ □	90	50
Midterm exam	×	×	×	×				×	×		_	×		×	x x	×	-	×	-	×	×	×	×	×	×				
Final written exam	×	×	×	×				×	×			×		×	×××	- ×	-01	×	-	×	×	×	×	×	×				









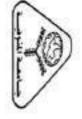
Code

303 (N)

Population Studies



Course	Knowledge & Understanding		ntellectu skills	旦	Profes	Professional and Pract Skills	nal and P Skills	ractical		ç,	ner	General and transfera Skills	nd tra Skills	Sur	fera	ble	
Assessment Methods	- > 2 > 3 > 4 > 3 > 4 > 3 > 4 > 4 > 4 > 4 > 4	- ta	B B B	5 B	- C	₩ C	e C	7 C C	- 0	20	3	D D	60	D 7	00 D	90	10
Semester work	×	×	X	×		×	×		×	×	×	×	×	×	= 0.000		
Final written exam	×	×	×	×		×	×		×	×	×	x	×	×			







Code 304 (N)

Methods of Teaching in Nursing



Course	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General and tran	nd transferable Skills
Methods	- A A A A A A A A A A A A A A A A A A A	B B B B B B B I B B I B I B I B I B I B	1 2 3 4 5 6 7 8 9	D D D D D D 1 2 3 4 5	D D D D D 6 7 8 9 10
Semester work	×	x	×	×	×
Final written exam	×	X	×	× ×	×

i.





Code

305 (N)

Reproductive Health



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



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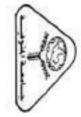


English Language (level 4)

306 (L)

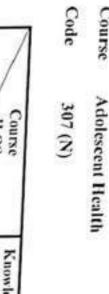
Code

Course	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General and tr Skill	ransferable ls
Assessment Methods	- A A A A A A 5 6	B B B B B E 1 B E	B C C C C C C C C C C C C C C C C C C C	D D D D D D D 1 2 3 4 5 6	7 8 9 D
Semester work	×	×	×	x	×
Final written exam	×	×		×	×



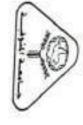






ILOS Assessment	Understanding	Intellectual skills	Professional and Practical Skills	General and transferable
Methods	^ ^ ^ ^ ^	B B B B B	2 2 2 2	122
Semester wart	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9	D D D D D D D D D D D D D D D D D D D
MON DISCOURSE	×	X X X	1	
Final written exam			>	× × × ×
	3	× ×	×××	× × × × ×









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

Course Code

Maternal and Newborn Health Nursing 300 (N)

Course	U .	Knowledge & Understanding	wk	dg	din &	ac	722	. 6	tellecti skills	Intellectual skills	1		Pr	ofe	ssio	Professional and Practical Skills	al and Skills	s I p	EL,	tic	=		ຄ	neı	2	SI	and tra	ans	General and transferable Skills	ab	
Method	/ ->	2 >	ω>	4>	w>	6/>	- w	12 E	wB	4 B	5 B	φ. B	-0	20	ωO	40	NO.	ø. U	-4 C	∞ ೧	0 O	-0	ND	ωD	₽ □	3 D	D D	7	∞ ∪	9 D	
Lecture	×	×		×	×	×	×	x x x x x x x		x x x	×	×	×	×	×	×	_		×	×	_	×	×	×	×	_	×	_	×	×	533
Case study	×	×	×	×	×	×	×	×	_	×	×		×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	5330
Group discussion	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	*	×	7-9.71
Demonstration & redemonstration	×	×	×	×	×	×		×	×	×	×	×	×	×	×	×		9500	×	×		×	×	×	×	×	×	×	×	×	1915/6/2011





Course Code

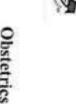




Course ILOS	G K	Knowledge & Understanding	Sta	ind	ing	**	_	ate	ntellectual skills	tus	=		Pro	Professional and Pra Skills	101	SI	al and Skills	P	Tac	E.		300015	င္ပ	ner	至	Sh	nd tra Skills	ans	General and transfera Skills	ble	221
Teaching Methods	->	~>	w >	4>	w>	0.>	- 0	28	u B	40	u D	0.00	-0	20	NO.	0.4	0.0	00	40	∞ O	90	-0	20	3 0	40	40	0.0	70	∞ □	⊕ □	50
Lecture	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	\dashv	_	×	×	\perp	×	×	×	×	×	×	×	×	×	
Group discussion	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	-	_	×	×		×	×	×	×	×	×	×	×	×	
Brain storming	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	
Case study	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	_
Demonstration & redemonstration	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×			×	×		×	×	×	×	×	×	×	×	×	







Code

Obstetrics & Gynecological Medicine 302 (M)



Course ILOS Teaching Methods	-> 5×	now der	Knowledge & Understanding		ing	- w	12 W I	skills BBBBB 2 3 4 5	→ B Ect	U (2)	6.0	- C P	20	S.C.	40 20	onal and Practical Skills C C C C C C C C C C C C C C C C C C C	~ U R II	70 7	∞ C Cti	⊕n <u>≅</u>	- 0	ଦ୍ଦ ପ	o D D		Sk Sk	92	Skill t	nd tran Skills	°° □ □ □	trans
ecture	Ī	I	1	+	+	T	t	t	t	t		Г	t	t										_	_	_	4	4		0 1 0
- Contract C	×	×	×	100	×			×	×			×		×	×	x x x	×		×		×	×	-	×	×	-	×	x x	x x	x x
Case study	4	4	<	1	8	T				1	T		1	1		L	-					П								
	>	>	>	×				×	×			×		×	×	×××	×		×		×	×	F.17	×	_	×	×	x x x	x x x	x x x







Code Code

Obstetrics & Gynecological Medicine 302 (M)

Course	5 x	nde	rsta	nd He	iding	**	-	s nte	skills	ntellectua skills	-		20	rofessional and Practi Skills	ion	al and Skills	ll a	P	acti	5		0	cne	72	al and Ski	and tra	S I	sfe	de	6	
Teaching Methods	->	~>	₩>	< 4	~>	0.>	- 8	2 8	ω @	4 5	ν E	9 12	-44	200	3 C	W.O.	0.0	70	∞ n	9.0	-0	20	9 D	40	S D	6 D	-3 D	on 17	90		20
Lecture	×	×	×		×	-			×	×	-	×	~	-	×	2	×	_	×		×	×	×	×	×	×		7	1	-	-1
Case study	×	×	×		×	+			×	×	+	×	-		×	×	×	-	×		×	×	×	×	×	×			+	+	







Code Code

Population Studies 303 (N)

Course	Ex	Knowledge Understand	Sta	dge &	ing &	94	-	s III e	tellecti skills	× E	=	- 522	7	ć	Si	\$ E	nal and Skills	fessional and Practica Skills	25	E C	-		3	icr	=	Sk	and tra	E	65	General and transferable Skills	
Methods	->	NY	4>	4>	42	0.>	0	74 tt	See CO	+ =	15 E	0.00	-0	10.0	40	-0	9.0	0.17	*0	_	9.0	7.0	14.0	20	40	50	2.0	40	* 0	0 D	50
Lecture				×	×	-	×	×	_	×		×			×	×	×	-	-	-	-	×	×	×	×		×	×			
Class activities	1			×	×	-	×	×		×		×	-		×	×	×	~	-	\rightarrow	-	×	×	×	×	77	×	×			
Research assignment				×	×	-	×	×		×		×	_	- 181	×	×	×	- "	-	-	200	×	×	×	×	5000	×	×			



Country Andread Little



Reproductive Health

Lecture	Methods	Course	Code 305 (N)	Course Reproductive regim
×	-> 2 > > 3 > > 3 > > 3 > 3 > 3 > 3 > 3 > 3	Knowledge & Understanding		Callin
x x x	B B B B B B B B B B B B B B B B B B B	Intellectual skills		
× × × ×	1 2 3 4 5 6 7 8 9	Professional and Practical Skills		

Class activity

Seminar

×

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50

Group discussion

General and transferable

Skills





English Language (level 4)

306 (L)

Code



Course ILOS Teaching	Knowledge & Understanding	Intellectual skills	Professional and Practical Skills	General ar	d and transferabl Skilb
Methods	1 2 3 4 5 6	B B B B B I	B C C C C C C C C C C C C C C C C C C C	D D D D D D D D D D D D D D D D D D D	5 6 7 8
Lecture	×	××		×	×
Group discussion	×	×		×	×



THE STATE OF





Code

307 (N)

Adolescent Health



Course	Kno Und	wled	Knowledge & Understanding	99	-	, nt	tellecti skills	R CT	=		Pro	ics.	Sio	nal and Pract Skills	sal and	P	act	ica		0	en	cra	al and tra Skills	and tra	2 2	sfe	rab	~	
Methods	->	w>	< 4	0>	02	₩ 00	w to	+ 01	00 B	0 D	-0	NO	40	0.4	40	0.13	70	90		~0	- U O	40	40	0.0	70	∞ □	90	1000	중모
Lecture	_	-	×		×	×	×	×		_			×	×	-	×		-	-	×	×	×	×	-	×	-1	-	-	×
Group discussion		-	×		×	_	×	×	000				×	×	-	×	_	-	200	×	×	×	×		×	-	-		×



رئيس القسم العلمي أ.د/ ايناس قاسم

كلية الثمريض قسم الثمريض النفسي والصحة النفسية

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

Tide	C 2	E 8	9.3	£ £	르	Knowledge and Understanding		11			5	2 €	cct	Intellectual skills	8	7	20				Skap	Professional and Practical Skills	rac	6 2	(F.)	Gene and trans ble Si	General and transfera	7 3 -
<u>Method</u>	->	12 > 62 > 42 >	<i>ω</i> >	4>	6 > 2 \	φ>	۷>	∞ >	@>	0->	- B	19 T	₩ ₩	4 3	VΨ	0.00	-4 ₽	∞ □	9 22	0 - 8	-0	10 (1)	₩ C	0.4	WΩ	2	D) D2 D	40
Periodical practical exam											×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	*	×	×
Periodical oral	×	×	×	×	×	>	×	×	×	×																		
written and midterm exam	×	×	×	×	×	×	×	×	×	×																		
Final practical exam				- 1							*	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×:
Final oral exam	×	×	×	×	×	×	×	×	×	×					- 20													
Final written exam	×	×	×	×	×	×	×	×	×	×					5 m													



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

الم المريس المالي والمساور

	teaching	Midterm exam	Final
	le o	в	written
Z	->	×	×
nd nd now	14.2	×	×
3 6	ω >	×	×
3 75	<4	×	×
	w>	×	×
1 1000	6×>	×	×
=	- 5	×	×
Intellectual skills	2 8	×	×
lec	w B	×	×
tu ₂	4.00	×	×
2	3.3	×	×
£	6 H	and the state of t	×
	-1 B	×	×
	> ₩ W	×	×
	9 8	×	×
Profes Skills	-0	×	×
ill of	14.11	×	×
3	WIT	×	×
On	+0	×	×
	w.O	×	×
nd	9.0	×	×
3	40	×	×
9E.	∞ ∩	×	×
Professional and Practical Skills	00	×	><
	0-0	×	×
Gener and transf able Skills	- 0	×	×
General and transfer able Skills	20	×	*
무 본	± 0	×	×



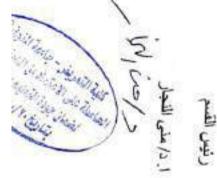
رئيس القسم

ComScience / Line Income!

كلية التمريض قسم التمريض النفسي والصمحة النفسية

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

-	Understanding	erst erst	and	ling		E	ellect	Intellectual skills	Kills		Pro	Professional and Practical Skills	onal d Sk	and		Gener	nera	General and transferable Skills	E G	Ξ	0
Method	- 3	143	W >	4 5	W >	三	155	EH	Ŧ	ES		C1 C2 C3	0	2	W.O.	D1 D2		133	+0	0 D	000
Periodical practical exam						×	×	×	×	×	×	×	×	×	×	×	28	×	×	×	×
Periodical oral exam	×	×	×	×	×									W.							
written and midterm exam	×	×	×	×	×	×	×	×	×	×					1						-15-
Final practical		1				×	×		4		•									1	
T. Committee									3	-	- 8	Š	7000	- 10			3	>	>	>	×
Final oral exam	×	×	×	×	×	×	×	×	×	×											
Final written	×	×	×	×	×	×	×	×	×	×										10	



كلية التمريض قسم التمريض النفسي والصحة النفسية

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

		C 7	nd	Knowledge and Understanding	and	ling			<u> </u>	2	5	20	Intellectual skills	7	Profession al and Practical	General and transferable Skills	8 6 E	25	and
Method of teaching	->	105	4>	4>	4.2	5 >	42	-=	2 5	43	+ =	u I	o- 122	-2 E	None	Ŋ	_	D2	22 133
Midterm	×	×	×	4			-		+	1		3	- 23		200000000000000000000000000000000000000				
exam		9		>	×	×	*	*	×	×	×	×	×	×		×		×	×
Final written	×	×	-	4		-			-										
100	У	×	×	×	×	×	×	- ×	× ×	×	×	×	×	×		×		×	×



رنيس القسم

CarriScannar - New Year-

Matrix of program ILOS with The courses of Psychiatric nursing كلية الثمريض قسم التمريض النفسى والصحة النفسية

Tide		a K	Knowledge and inderstanding	owled and erstan	nd ige	- BO (5)	201	Ξ	Intellectual skills	¥ 5			7.7	30.0	tic s	Professional and Practical Skills	X 2	× =		1		= 0	2 2	2 5	5, 5,	General and transferable	÷ =	00	Ξ.	General and transferable Skills	10.70
	->	202	4.3	->	خرين	0>	- H	$\sim \mp$	4.2	4.0	W 20	9.2	-0	N 0	20	- 0	w n	21.0	-2 (5)	× 0	00	- =	2 O		4 D	, 0	, O	10	6.0	0	
Psychiatric	×		_	_	C 8		1			I	T	I			Γ	1	1			15		3		13	13	2	200	13	- 1	3	
mental health Nursing	>		>	>	*	×	×	×		×		×	×		×				×	1		×			×					×	
Psychiatric	1	_	1	4							t			Г																	
medicine			>				×			×															×			\neg	\neg	×	
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Human				4		4		1		1	+	T		15		>				Г		×		×	-					×	
relation	9					>							×	×					×				×		×					×	

رئيس القم اد/بني النجار

المناسلة على الأعتباء في المناطقة الترقيق المناطقة المنا

Matrix of course ILOS and Evaluation methods

Course name: Microbiology

Code: 101M

Evaluation methods				IL	os		
	AI	A2	A3	BI	B2	В3	Di
Midterm	×	×	x	×	×	×	×
Final written exam	×	×	×	×	×	×	×



Matrix of undergraduate pharmacology course domain and evaluation methods for I semester

Domain1 Domain2 Domain3 Domain4
Domain Cour 3.2.4 X
Domain Coun 3.2.4 X
Own
Domain4 4.1.1 X







Matrix of computer course domain and evaluation methods

منسق البرزامج : دما تم مولایم	Final written exam	Computer lab	-1			Evaluation methods	
- 1	×	×	Ξ	C			
الجودة: ماءعادل	×	×	1.1.2	ompe	Don		
منسق الجودة: د-سيماءعادل	×	×	1.1.1 1.1.2 1.1.3	Competency1.1	Domain1		
	×	×	1.1.4	-		Cours	
	×	×	4.1.1	_		Course Domain	
A [×	×	4.1.2	Compet	Domain4	B*	
الفيخ:	×	×	4.1.3	Competency4.1	ain4		
or F	×	×	4.1.4				

Matrix of General medicine domain and evaluation methods

	• Final written exam	•Mid-term exam		Evaluation methods	
Ÿ	*	×	LLI	PRO	
اليخ	×	×	1.1.2 1.1.3	FESSION/ PRV	1
The State of the S	×	×	1.1.3	PROFESSIONAL AND ETHICAL PRACTICE	
البردادين البردامج :	×	и	114	THCAL	
/	*	м	2.1.1		
منسق الجودة:	×	и	2.1.2	IOLISTIC P	
نظ ک	×	м	2.1.3	Domain 2 HOLISTIC PATIENT-CENTERED CARE	
	×	м	2.1.4	VIERED CA	Course domain
	×		2.2.1	R	
ij.	×	*	3, 3.2	Domain 3 MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY	
15	×	×	4.1.4	Domain 4 INFORMATICS AND TECHNOLOGY	
	×	×	5.1.1	Domain 5 INTER- PROFESSIONAL COMMUNICATI ON	



Matrix of Surgery and its specialties domains with evaluation methods

	Evaluation methods
(1'1')	Do
2.1.1	Domain I
£.1.1	Ē.
¢ †11	
4 1.1.5	
< 7.1.2	
e ETT	Do
4.1.2	ma
< 1.2.2	Domain 2
₹ £.2.3	
< S.2.5	
× 7.5.1	
E.E.	Doma
× +:6::	main 3
× 1.2.	Domain 4
× 1.1.	
× 2.1.	Domain 5
× 5.1.	15

منسق المقرر:

و مريد مادل

منسق الجوده:

دنین اللیم: ۲-۷ ۲۰ ۲۰ کارلیار

Matrix of English language course domains with evaluation methods

	Evaluation methods	Competency	Domain
	LLI		7
	1,1.2	1.1	Domain Professional and ethical practice
	1.1.3	Competency	nal si fice
	133		Z
	2.1.1	722	
	2.1.2	2.1. Competency	
	2.1.3	PICAGON PRO-CHESTS (1)	
-	2.1.4	1	표
ř	2.1.5		NS SE
	2.1.6		Pasi
		2.2.	<u>Dimain 2</u> Holistic Patient Centered
	2.2.2	Competency	cate
	2.2.3		2
	2.2.4		
	2.2.5		
Į	2.2.6		
l	3.1.1		2
	3.1.2	3.1 Competency	<u>Distant 3</u> Manage people, work environment and quality
	3.2.1	200	Diessin 3 ple, work en quality
		3.2 Competency	F 10
	3.3.2	3.3 Competency	Todamen
	3.3.3	-	and and
	3.3.4		
	4.1.1	4.1	Tech Tech
		Competency	Domain 4 Informatics and Technology
	5.1.2		College
	5.1.3	5.1 Competency	Dumain 5 Inter professional Communication
	5.1.4	001000000000000000000000000000000000000	esional
-			







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

Code 300 (N)

domain	Pro amo	Domain 1- Professional and Ethical Practice	ion hic	EE.	1922	Holi	stic	P	tien	Domain 2- atient Cent	<u>Domain 2-</u> Holistic Patient Centered Care) Jan	. C	2	2007	W	ana	66	103	<u>Domair</u> Manage People Work Quali	Work E. Quality		Envi	100	3- Environment and y	2 3	D.		=	무현물	tha	Domain 4- ormatics ar fechnology	Domain 4- Informatics and Technology		Con D	ofes I	Domain 5- Inter- Professional Communication	ē. =
	ņ	1-1 Competency		1		00	2-1-	2-1- Competency			0	om 2	2-2-	Ž	-	0	3-1- Competency	3-1-	2	2	3.2. Competency	3.2.		_	3-J.	7		0	41-	41.	1	2	±2-	1-2-			5-1	
Methods		12	WF 5	***		60 m 10		4-14	W-14	- 11 11		40.00	A 10 10	(p. 12 12	e 1212	10	14 - W	w = u	4-4	- 63 50	N 10 La	U N L	4 10 6		29 40 60			-11	n-+			-10 14	44.44	ع دو ب		14 14 14	us = 10	4 + 10
Periodical Practical Exams	.*	×	×	×	×	×	×		- ×	×	×	110	*	×	×		×		-			×	- ×	-	-	_	×		×	×	×		×	**	×		×	
Mid-Term Exam	×	×	×	×	×	×	×		×	×	×	-	×	×	×		×		-			×	-	×		-	×		×	×	×		×		×		×	
Final Clinical Exam	×	×	8	×	×	×	×		*	×	×		×	×	×		×			_	-	×		×	-	-	×	-	×	*	×			*	×		×	
Final Oral Exam	×	×	×	×	×	×	×		34	×	×		×	×	×		×	-				×		×	_	_	-	×	×	×	×	-	-	×	×		×	-
Final Written Exam	×	×	×	×	×	×	- 24		- 14	×	×		×	×	×		×	- 1	-	-		×		×		_	500	×	- 1	×	×	-		×	×	-	×	







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

Competency Competency Competency Competency 1	Course	Domain 1- Professional and Ethical Practice	sion. thica	-5.		(olis	Holistic Patient Centered Care 2-1- 2-2.	ž lo	2 1	Domain 2- tient Cent	12	rec	2.7. 6d C	7.	72	3	3	Manage People Work Environment and Quality 3-1- 3-2- 3-3-	Po	_ §	0 % 0	Domain Work I Quality	ity		9	7 20	4 =	6 H 050 I						Informat Techno	Informat Techno	Informat Techno	Informat Techno	Informatics and Technology 4-1- 4-2-	Informatics and Technology 4-1- 4-2-	Informatics and Technology Co
X X X X X X X X X X X X X X X X X X X	1-1 Competency	tency	-		_	omp	2 ÷	Q			2	1	2.	5		0	i u	G +	Ž.		0	2	3-2 ompe	3-2- ompetenc	3-2- Competency	-	-	-	Con	3-3- Competency	3-3- Competency	3-3- Competency	3-3- Competency Can	3-3- 4-1- Competency Competency	3-3- 4-1- Competency Competency	3-3- 4-1- Competency Competency	Competency Competency Com	Competency Competency Competency	Competency Competency Competency	Competency Competency Competency Com
* * * * * * * * * * * * * * * * * * *	10		W	755			8-4	$\varphi_1 = \chi_2$	0 - 14		14 14 14	W 10 10	# 10 to	W 14 IV	000		0-9	-	444		-13.5		222	223		444	4 PA 64	1 2 3 4 2 3 1 3	2 2 3 3 3 4 4 4 2 2 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 3 3 3 4 4 4 3 3 3 3 3 4 4 4 1 2 3 4 1 2 1	3 3 3 3 4 4 4 3 3 3 3 3 4 4 4 1 2 3 4 1 2 1	3 3 3 3 4 4 4 3 3 3 3 3 4 4 4 1 2 3 4 1 2 1	3 3 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 3 3 3 3 4 4 4 4 4 5 3 4 1 2				
* * * * * * * * * * * * * * * * * * *	. 80	×			-			7- 7			×	-	×	×	×	-	×			2.00	HEX.	55543.0	×	×	×					×	×	×	× × ×	×	× × × ×	× × ×	× × × ×	× × × ×	× × × ×	× × × ×
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x x x x x x x x x x x x x x x x x x x		×					-		_		×		×		×		×			_ 12		10000	×	×	×					×	× ×	× × ×	× × ×	× × ×	× × ×	× × ×	× × ×	× × × × ×	× × × × ×	× × × × ×
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Matrix of program domain with Evaluation Method for Pediatric Nursing

Program	Evaluation		Practical exam	Oral exam	Written final exam
	SE 3	-=			×
ofes d et	practice 1.1 Competen	1.E		×	
Domain 1 Professional and ethical	practice 1.1 Competency	ب ت	+		×
- 51-	4	4	+	×	
-		12	-		×
101	Com	13 13	×		×
St.	2.1. Competency	ter	×	×	
÷.	ene	A N	×		×
nii I	*	(A +s			×
Domain 2 Holistic Patient Centered		e - 14		×	3
Cla	02	w . w		3	×
<u> </u>	Com	93 (94 ° 14		×	37 1
red 2	pet	- ut	0		- 74
	2.2. Competency	A - 30 - 34	5	×	
	*	612		. 1	
		The second second second second		XXX	
en ha	- C 14		-	×	
E E	C 13.1	D W		×	25
O III	1pc	u u	1	×	
<u>Domain 3</u> Manage People Work Environment and Quality	3.1 Competency		1	×	
عا دُ	Con	- 2		×	2
Domain 3 e Work Env	3.2. Competency	.1		×	F
ŽE:	(cn	N . N . W	+		
ğ ω	S	w . w . w			×
100	3.3 Cor	- 2			×
B	omj 3	33 : Gr : Gr	×	-	
E	ete		×	X	
	3.3 Competency	24	×	×	
##	0	-£	×	×	
Sh e	Ĭ,	10	×		×
	4.1 ipete	w +	2	Н	×
<u>Doma</u> Informatics Technology	4.1 Competency	¥±	×		
<u>Domain 4</u> Informatics and Technology	3.5	-#	×		
155	1 g t	444	×		
	ř	Gr + 12 - 4-	×		
7 E.	ς ς	- 22	out evil	×	
Dor Inter profes	JII D	D. H. D		×	
Domain 5 Inter professional	Communication 5.1 Competency	ć		×	
	7 2	4.2	-	-	-



Matrix of Critical Care Nursing domains with Teaching Methods

Course domain	Pro eth	main ofession ical actice	onal	and		olisti	c Pat	ient	Cen	<u>Do</u>	mai d	n 2						Ma En	nag	e Pe	mai ople nt ar	n 3 Wor	rk uali	ity	Info	orm:	in 4 atics	Inter	maii	al
Teaching methods	1.1	Comp	eten	cy	2 Co	2. ompet	ency		TAINE .				A.				58	3.1 Co	mpet	ency						4.1	ency	Descripto	5.1 peten	
	1.1.1	1.1.2	3	1.1 A	2.2	.2,2	3	2.2	2.2	2.2.6	2.2	2.2	2.2	2.2	2.2	2.2	2.2	3.1 .1	3.1	3 .1. 3	3. 1. 4	3.1	3.1 .6	3.1	4.1	4.1	4.2.1	5.1.1	5.1.2	5.1.3
1-Interactive teaching	x	x	x	x			*	T.	GC.	LZ.	7	Oi	11	Q1		B	-594	x	x	X	х	x	x	x				x	x	×
2-Lecture	x	x	x	x	х	x	X	x	x	x	v	x	x	140	715		12.7	1		355										1
3-Online Discussion					X	X	X	X	X	X	X	X	X	X	X	X	X	X	Х	X	X	X	X	X	X	X	X			+
4-Practical Skills (Demonstration and Redemonstration)						х			x	5			x	х	х	х	х		х			x					×			
-Case Senario							х	х	х	х	х	x	x	- 7		x	x					-	1	+	+	+	-	1	-	x

رنيس القسم العلمي رنيس القسم العلمي المراد الحراد الحراد الحراد الحراد المراد المراد المراد المودم المعلم

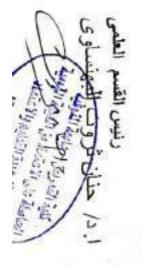
Matrix of Critical Care Medicine domains with Teaching Methods

Ta a	2-Online Discussion	1-Lecture		Teaching methods	Course	
A The Angel of the State of the		×	- F	Com	Profession and ethic practice	
STEEL STEEL		×	1.1.2	nal Holistic Pa		
1		×	3			
	×	×	2.2.1			
-	×	×	222	tency	: Patient	
	×	×	2.23	tency		
1	×	×	22		Domain 2 tered	
	×	×	2.2.5		2	
	×	×	2.6			
	×	×	77			
	×	×	3.1.1	3.1 Competency	Domain 3 Manage People Work Environment and Quality	
	- 4	2X	4.1.1	Tech Com		
	95.0	×	5.1.1	5.1 Competency	Inter professional Communicati	
	× ×		5.1.2	ency	mal nicati	



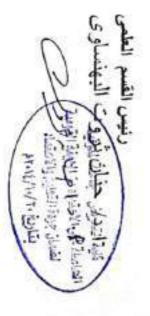
Matrix of program domain with Teaching Method for Pediatric Nursing

rrogram		Teaching method		Lectures	Group discussion	Power point Presentation
D	an Pr	S = 4	+ E	×		×
I	d ed	practice L.1 Competer	7 =		×	×
Domain 1	Professional and ethical	practice L.1 Competency	42	×		×
'	- =	4	4	×	-	
1	=	02	10		×	-
	2	2.1. Competency	N N	×	-	- C
	Sti	pe	U N		×	×
		C	4 10	×		×
	l ii	4	ys 14	5	×	×
Domain 2	Holistic Patient Centered		6.11	100	×	x
12.	S.	012	N. N	100	_	
=	Te:	Com	10. 10. 10	×	×	0
160	ba	2.2. Competency	- 848	1013	×	x x x
	-	5	/a . W . W	162 1		
		The sale	52	37.	×	××
		1000	W H . 19	野兽	1	~
	2 2	Co.	m. m. w	X X X	-	×
	nd la	0 1	10. ii. ii	×	-	×
	O #	pet		0	-	×
	Manage Peo and Quality	3.1 Competency	7	-	+	XXXXX
0	-	100	F-5	K	×	×
Dor		Con	1 L	160	×	×
omain 3	Work Environment	2. Competency	3.2	100	×	×
=	ক্র	enc	10. 10. te	-	-	
~	- 3.'		W. N. W	×	×	×
	90	3.3 Competency	-12	-	×	x x x
	Be	a a	13. W. W		^	
	=	ete	W . W . W	×	-	×
		ç	5 to	×	×	XX
	75	0				
	Informatics Technology	4.1 Competency	2=	×	×	×
Ď	2 1	Pg 41	u	×	×	×
Ĭ	9 5	200	The second secon	×	×	
Domain 4	Informatics and Technology		۶±			×
4	-	4.2 Compete ncy	- t	×		×
		2 pete	H14	×	+	×
-			(u - 1) - de	×	-	×
ă	Inter	Com	- 2	×		×
Ĭ	cssi	ope	M + W	-×	-	_
Domain 5	Inter professional	Communication 5.1 Competency	513		-	XX
J.		n	77	×		552
_			***	×		×



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

domain	/	Teaching method		Lectures	Group discussion	Power point Presentation
Pro	pr	රී <u>1</u> 1		×		×
Profession: and ethical	practice	mpe	PE		×	×
Professional and ethical	ë	1.1 Competency	r:	×		×
-		M	4	×		×
H	2	0.1	H. H. 19		×	×
2	2.1.	9	n n	×		×
Domain 2 Holistic Patient Centered		Competency	W 12		×	X X X X X X
G P		CD CD	A	×	-	2
ä		ç	w u	-	×	-
2 D	- 1		0:10		\neg	-
O B				-	×	
Domain 2	22	01	W. W	10	×	XXX
12		and :	n. n. n	×		×
2	. 1	Competency	- L12		×	×
	-		4. 10. 10		×	_
	2	4	. 12	- 0	×	×
1	1	19	5 5 612	5	^	_
	4	1000	Un	×		×
2 2	2	Con	- H . H . W	XXXX		XXXXX
	1	E	13. μ. ω	×		×
- F	1	25	ω. . ω	×		×
Manage Peop		Competency			×	×
Domain 3 ple Work Environment	,	Con	- L		×	×
Domain 3 e Work Env		Competency	1.2		×	×
E =		383			×	×
3.13	1	4	w. w. w	×		×
3		Co. 3.3	- 5		×	×
Ē		Ĭ,			+	
ä		ete	نية ، نيا ، نيا	×	×	~
		3.3 Competency	2.2	×	1	XXX
E	10	4.1 Competency	-£	×	×	×
0.1	Chi	B 4	14 . m . 44	×	×	×
	1010	4.1	w +	×	×	×
3 3	Lechnology	icy	⊁±	×		×
Domain 4			- p	×	-	×
1		4.2 Compete ney	444	×		×
		8	Q . 10 . A	-	+	11.1.1
=	P	0 0	- 2	×	-	×
Do	rof	OM		×		
E	58	5.1 peter	61 N	×	+	×
Domain 5	professional	Communication 5.1 Competency	FTS	×		×
(Ot			1 M			×



Matrix of program domain with Teaching Method for child psychology

domain	Teaching		.,	Lectures	Group discussion
Pro	I.I	+ =		×	
fess	practice 1.1	25		-	×
Professional and ethical	- 8	4:			
=				×	
H	012	par		-	-
91	Com	H	10 -		×
St.	per	m , 10	64 -	×	
Ë	2.1. Competency	13		×	×
E. 1-	3	m . 10	un .	-	×
Holistic Patient Centered		6 i- 14			-
C 13	02	n. 11			×
ite II	Con	N . N		-	×
2 12	Tpe .			×	-
1,587	2.2. Competency	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	20	-153	×
	•3		A		×
		5 2			×
		14 . 14	u	-	
2 3	Co	4		XXX	
E 2	9 -		10.	V	-
O #	pet		w -	×	1
<u>Domain 3</u> Manage People Work Environment and Quality	3.1 Competency		1	390	×
F D	3.2. Com	1 32			×
Domain 3 e Work Env	mpe .	- 12			×
E E.	petency			_	×
- IS	Ġ.		w.	×	-
ron	Co.	- 5			×
Be	ap S	٠. س		×	+
=	6	0 · W	64.		×
	3.3 Competency	4 5		×	1
J E		±±			×
£ 6	B 4		40 -		-
	cte 1		7 4.		X
Domain 4 Informatics and Technology		7 7	h		
12	4.2 Compete	-\$		2	
	mpci	4 14			
	6				1
Do Inter profe	0 0	- 22		×	T
ofes	da da		14.	×	+
Domain 5 Inter professional	Communication 5.1 Competency	55		×	
Un	y ion	24		×	+



Matrix of program domain with Teaching Method for Nursing Rehabilitation

domain	Teaching method		Lectures	Group discussion
8 715	ुटा स र	F.E	×	+
Professional and ethical	practice [.1 Competency	r =		×
sion	ice	L.r		+
- 15	.ą	₩ <u></u>	×	4
	2.11	*		-
log.	2.1. Competency	p. =. p		×
isti	npe	ψ	×	
c P	ten	A 13	-	×
ä	વ	y w	×	×
Domain 2 Holistic Patient Centered		6-11		-
CH		m. pr. pr		×
E E	Con	N. N. N		×
15	2.2. Competency	u t	×	
-	. CE			×
1	્ર	4. 10. 10		×
		In 22		×
		W N - 10	×	
Ma	Co	 ω	XXX	
On	#	p w	×	
Manage Peo and Quality	3.1 Competency	w., w. w	×	
<u>Domain 3</u> Manage People Work Environment and Quality	, ,5	* 11 %		×
le W	3.2. Competency	ដ្ឋ		×
Omain 3 Work Em	per	- 23		×
E =	enc	14 14 · W	-	-
13		gas tas te	×	×
6	Co. 3.3	- t		×
me	di di			1500
=	ete		_×	7.0
	3.3 Competency	7.5	×	×
7.1		±±	- 33	14
ch for	Ĭ,			×
no ma	Pete	y		×
Domain 4 Informatics and Technology	4.1 Competency	+£		×
an				
4 2	4.2 Compete ncy	- t		
	mpet	444		
	ē	54 1 84 - A4	-	-
Inter profe	0 0	1242	8	
ig e on	ogip omm	12. 1. 75	×	
Domain 5 Inter professional	Communication 5.1 Competency	5		-
Un	y lion	2.2	×	
		F =	×	



Matrix of program domain with Teaching Method for Pediatric surgery

Program domain	Teaching method	- 3y	Lecture with simulated discussion	Demonstration and re demonstration at faculty pediatric nursing labs Case Studies
Professional and ethical	L1 Cor		×	
nai fessi eth	1.1 Competency	7 11	×	
n l ona ical	ene		×	
		A	× -	
H	Con	1. 1. 2	×	
Domain 2 Holistic Patient Centered	2.1. Competency	p 12		
E.	octe	ω. →. N	×	
Par	ney.	A. m. N	1613	
8 ID		5 2		
Domain 2 ient Centere		0 - m	×	
en air	Con	m. 10 . 10	×	
ter	Dig ?	n. n. n	×	
à	e e	w 13	×	
	2.2. Competency	A No 30	×	
	32.0	510	×	
	761	W W. N	×	
Z as	C ₀			
d C	E -	12. m. W		
en en	ete	ω . ω . ω		
Domain 3 Manage People Work Environment and Quality	3.1 Competency	4 = 9*		
Domain 3 le Work En	3.2. Competency	1 2	×	
ma	nper	L 12	×	
E I	(en	13 . 13 . 60	×	
13		Q1 . 23 . G1	×	
Top I	C 33	- 2	×	
B	B 3	سا ، سه ، دو	×	
2	ete	(u + (u - (u)		
	3.3 Competency	24		
H F				
ech for	en .	N. H. A		100
	Pete	W. H. A	-	
Doma Informatics	4.1 Competency	1 25		
Domain 4 Informatics and Technology	-	- 5		
	4.2 Compete ncy	11 12 14	6	
	te	(u · 10 · 12		
7 F.	Comp	- 27	×	



مصفوفه اساليب التعليم مع النواتج

Course topics		Professiona I and ethical	опа	H	Holistic Patient Centered	c Pa	tier	Ĉ	ente	Ted.	red Mana Quali		- 11		EO	Manage Quality	ty ge F	cop	Manage People Work Environment and Quality	0rk	En	F 15	Ē.	E	100	1000		- 5	3	Hi C	Informatics and	-			Inter	-	
				S	Competency	ton	4		1				1			18											9	Lechnology	no	200				3	professional	E.	96
	7	by are tice	L	-	-	-	5		-	OII	Competency 2	ncy	2		- 0	Comp	petency	Ċ	Š	Competency2	cten	3	77.7	Competen	per	CE		Competency	Pe	enc	3	Co	Compet	-	Communicat	THE REAL	-
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Discussion			-	×	×	-	×	×								1		1		1	+	+	-	+	+	+	-	-	-	_							
Clinical practice			-	-	4	<	001	1	1	1	1	1	1		1		T	>	>	1	×		×	+	-	-	-	L	×	×		×	×	×		E	
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INSTA PAST	E			XX	_	×	×	×							×		Ü	H		×			×	-	-	_	-				7		7	1	1	+	
rain storming	×			x		×	×			×	×	_	×	×					1	× :	1	+		+	+	1	+			T						+	
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-	010		+	+	+	+			-	-	*	+	×	×					T	×	1		×	-	⊢	L	L			×				-	100	×	
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Medical Statistics

Course topics Pr	pn	-: -: -	I ochies	on	Brain storming X	Demonstration x	Blended learning X
Professional and ethical	practice	27:	4	×	×	×	×
ions	n	ω	×	×	×	×	×
(E		4	×	×	×	×	×
Ho	S	-		×	×	×	×
istic	臣	ю		×	×	×	×
Holistic Patient Centered	Competency1	w		×	×	×	×
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Š		0		×	×	1	×
inte	S	-		×	×	1	×
E.	ğ	2		×	×		×
	eter			×	×		×
	Competency 2	4		×	×		×
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0.7		6		×	×		×
Manage	Competency 1	-		×	×		×
lity	pet	ы		×	×		×
Peo	CILC	w		×	×		×
Manage People Work Environment and Quality	_	4		×	×		×
Wor	Competency2	-				1	×
K E	pet	-		T		+	×
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Informatics and Technology	Competency 1	2	-	-	_	*	3
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D.	Compet ency2	-	-	4 2	-	*	-
	Compe ency2	-	+	-	-	×	- 1
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Inter	9 6	-	T	1	+	-	- 1
Inter	On Communicati	3.3		+	×	×	- 1
onal		Les .			×		- 1
2.	2	- 4	+	-	-	×	- 1

Community medicine & epidemiology

Course topics			Lecture.		Discussion	Case studies.	Brain storming	Demonstration	Blended learning
and ethical	practice	2	x x		×	×		×	
al Holistic Patient Centered	Competency1	1. 1 2 3 4 5				x x x	x x x	x x x	x x x x x
Centered	Competency 2	6 1 2 3 4 5				×	x	x	×××××
Manage Peop Quality	Competency 1	6 1 2 3 4	_	xx	1		×××	×	× ×
Manage People Work Environment and Quality	Competency2	7		-			,		, , , , ,
	Competen cy3	1 2 3 4	_			-		x x x x	
Informatics and Technology	Competency 1		×	×		x	-	x x x	-
	Compet on ency2	1	*	×	×	×	×	X X X X	
professional	on	12 U						X X X	





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

Code

314N

domain	Professional and ethical	d Holistic Pati	Domain 2 ient Centered	Manage Peo	Domain 3 Manage People Work Environment and Quality	ironment	Domain 4 Informatics and Technology		Domain Inter profession
teaching	practice	2.1. Competency	2.2. Competency	3.1 Competency	3.2. Competency	3.3 Competency	4.1 Competency	Compete acy	Communica 5.1 Competer
	1 1 1 3	1 2 2 2 2 2 2	2 2 12 1 12 12 12 5	. 2 . 3 . 3 . 3	32 32 3 3 1 2	11 3 3 33 1	11 4 4	444	1 5
		3		5 1. 2.	u .	22 .	2 ·	Ü.	14.
Lectures								-	x x
Group					×			-	7.01
Brain storming					×				× ×
Problem					>		_		_
solving (situation)					×				×
Another									F

/	Methods of teaching			Lecture	Group Discussion	Clinical	Practice	Presentation	Brain storming	ducadon	Assignment	Role play	Case study
and	Cog	- =			×			×					
and ethical	I.1 Competency	25		×									
ical	iene:	<u>ت</u> ي				4				Γ			
255713	-		4		4	1	1		×	T			
3	Con				×	4		×					×
97 93	Competency		100 H			5	1			1			×
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ancii Centered		- 20	9		×				×	L			
13	2.2. Con			×	-	1							
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	1	. 12	i.	1									J.
	1	10	w + + + +	1		1	Ŧ	14					
2 3	C ₀₁	-	H. H.	4	>		1			L			
Manage People Work Environment	3.1 Competency	-	N	1		1	-	4	×	1			
age		-	w	+	-	+	*	+		H		-	
7	ng l	94			8					ı			
· 5	0 3	94	L	1	×		,	1		1	H		H
e Work En	3.2. Competency	and the		1	100	1	100	+	-	-	-	-	-
ork.	pete	-	i.		××	-	×	1		L	1		
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100	Com		N. L. L	-	-	-	×	-	-	L	L		L
EST	peta	pet	w - to - to			\vdash	-	+	-	-	-	-	1
	3.3 Competency		- 5				×	1		-	-	-	-
_	0.000	+	- 6		-	1	-	+	-	-	_	_	_
10	om cc		W		×	-	_	+	_	_			
	Technology 4.1 Competency				-	-	-	+	-	-			
dic om	Technology 4.1 Competency		⊁±					+	+	-	-		-
Domain 4 Informatics and		-	- t	-	100	-	-	+	-	-			
41-	4.2	жу	444	-	×	_							
	4.2 Compete		P . H . +		-	_	×						-
-			- 2	-	-	-	_	1				-	-
Do	professional Communication 5.1	competency	1.5	-	×							T	-
13	2.1 Sign	3130		_			×			-	-	+	-
144	4 5	Ç	- 12				×	1	-	1	-	-	_
Domain 5	5		7 W	_							400		

Matrix of General medicine course domain and teaching methods

Teaching methods			Modified lecture	Discussion with small groups of students	Videos	Simulation	July "	
Domaia I	PROFESSION	E	и	я	×		منسق الورنامج : جامع الدولة إدين الدينة الدورية معرب الامتعاد	
1	JCE SSIONAL /	1.1.2	*		*	*	منسق اليرنامج كلية التعريض - جامعة المتواية العاملة على الافتياء من العينة القربية العاملة على الافتياء من العينة القربية	
	PROFESSIONAL AND ETHICAL PRACTICE	ETT	*		(14)	*		
	į	Ę.	×	*	*	-		
	HOLISTIC PATIENT-CENTERED CARE	HOLISTIC PATIENT-CEN	21.1	*	*	*	*	يق ع
			2.1.2	*	*	×		منسق الجودة:
Domain 2			IDNI-CEN	11.3	*	×	×	× ×
Course domain		21.4	*	*		-	. 44	
omain		E .	22.1	*	*			12
Donala 3	MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY	3.1.2	*	*		*	رنيس القسمة المراجعة	
Domain 4	TECHNOLOGY TECHNOLOGY	417	*	1/4		*	٥. د عبرالماه المبلخ	
Donain 5	INTER- PROTESSIONAL COMMUNICATIO N	51.1	*					





وثيقه توصيف مقرر الكفايات



Quality Assurance Unit

Wenoutha University





توصيف مقرر دراسى بناء على الكفايات المعايير الإكاديميه المبنيه على الكفايات الريل 2017

المنوفية			جامعة:
	noufia University		
التمريض	Facultyکلیة:	of	Nursing
: التمريض الباطني	قسم		الجراحي
	al Surgical Nursing		
خ اعتماد التوصيف: الفرقة / 1		NT	
	Fundamental ofاسم المقرر : First and second sen)	U	بيانات المقرر : الرمز الكودي : 100N
المستوى:	(First and second sen	iesters)	10011
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•	كل – عملى ساعة) (45 عدد الساعات	(180 ساعة) في ك	
راسي لمدة عام أكاديمي كامل	فصل در		
A A B B B			

2 - Aim of the course:

<u>2- هدف المقرر:</u>

• 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

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	nurse and its	Medication adminstrationSafety	Demonstr ate responsibilit y and accountabilit y for giving medication to patient	Blended learning 50% using Webex and Micro soft Team	• Powerp oints presentation	periodic practical exam at the end of each rotation - Mid-term
400	Fact	• Ethics	Practise nursing code of	 Modified lecture for discussion with small groups of 	• Simulat ion	exam 7th Week
	nurses' code of ethics and professional conduct for ethical decision making. 1.1.3Practise nursing based on policies	• Urinary elimination	ethics during decision making	• Clinical Skill lab	• Videos	-Final practical and oral exam -Final written exam
	and procedural guidelines considering patient/ client rights.	 Nursing process 	• Utilize critical thinking skills and clinical competences needed when	- Simula tion and Case studies		





trate	applying
responsibility	urinary
and	catheterlization
accountability	guidelines
for care	
within the	considering
scope of	patient's rights -
professional	
and practical	
level of	Utilize
competence.	nurse
	regulato
	ry
	function
	in
100	designi
107	ng
	framew
The same of the sa	
67 40	ork for
- 100	nursing
1000	process

Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
2.1Provide holistic and evidence-based nursing care in different practice settings.	olistic and and focused bio- vidence-based psychosocial and environmental assessment of health	• Describe the responsibilitie s of the nurse in meeting the psychological needs of the patients with pain	Online learning using telgram	Powerpoi nts presentat ionVideos	 periodic practical exam at the end of each rotation Mid-term exam 7th Week 	
		Health assessment	pain	• Active learning using lecture for discussio	• Simulati on	- Final practical and oral exam





	LOVE LOS LOSSES					
	2.1.2Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	Nursing process	Integrate health history, physical examination data to support decision	n with groups of students • Online learning using telegram and whats	VideosPowerp oints presentati on	-Final written exam - Final practical and oral exam
		Urinary elimination	0 6	app groups		- Final written exam
	Facu	Bowel elimination	Formulate nursing care plan to adult individuals with common problems.	Online learning using telegram and whats app groups	VideosPowerp oints presentati on	- Final written exam
6000	2.1.3Provide holistic patient-centered respecting people diversity.	• Pain	• Synthesizes assessment data to	Online learning	• Videos	• Final written exam
		• Asepsis	formulating nursing diagnosis to patients with common bowel elimination problems.	using telegram and whats app groups	• Powerp oints presentati on	• Final written exam
		• Patient		learning		





TOP, GP 7950					
	Oxygenat ion	• Assists patient to make informed health care decision.	using telegram and whats app groups • Active learning using lecture	VideosPowerp oints presentati on	 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.		M	• Active learning using lecture	• Powerp oints presentati on	 Final practical and Final written exam Final written exam
Facu Quality	lly o	Synthesize clinical evidence in order to solve problems related to patient	• Online learning using telegram	Powerp oints presentati on	
Menjall	Fra L	• Provide evidence patient care as regard asepsis	1511	• Powerp oints presentati on	
		• Deliver variety of patient activities in		-	





	1000.000.0000					
			the context of their problems Analyze process of oxygenatio			
2.2Provide 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	Develop a teaching plan for patients when taking medication for pain managment	• active learning using lecture	Clinical skill labPowerpoi nts presentat ion	- periodic practical exam at the end of each rotation
	Facu	• Pain	• Formulate health education for patient with pain	- Online using discussi on with small groups of students and case studies	Powerpoi nts presentat ionVideos	- Mid-term exam 7th Week -Final practical and oral exam -Final written exam
	uality i	• Communi cation	rame	eι	mi	Final written
	Wengu	TIA L	Apply communication skills effectively	• active learning using lecture	- Powerpoi nts presentat ion	exam
	2.2.3. Participate in informal and formal methods of teaching	• Ethics	with surgical, nursing and medical staff in inter- professional, social and	• active learning		• Final written exam





h n	hat correspond to the nealth of patient/client needs and abilities in different healthcare settings.	-	therapeutic context.Use ethical codes in nursing ca	using lecture	- Powerpoi nts presentat ion	-
h c e F e	2.2.5 Communicate nealth information and coordinate health education/ promotion activities effectively according to patient/client needs.					-

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	conducive to the	• Patient activity • General	• Conducts appropriate Nursing activities skillfully and in accordance with best evidence based practice.	 Clinical Skill lab Simulati on andCase studies 	 Powerpoints presentation Simulation 	 periodic practical exam at the end of each rotation Mid-term exam 7th Week Final practical and oral exam Final written exam
	workload and apply time-management	skill applied	time	disscussio n using	• Powerpoints presentation	• Final





(1000 to 60)	1000					
	principles for meeting responsibilities.	for all curriculu m	effectively and set priorities.	whatapp group and telegram		practical and oral exam
3.2Provide 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 curriculu m	• Apply communic ation skills effectively with surgical, nursing and medical staff in interprofession al, social and therapeutic context.	• Simulati on 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 curriculu m	 Measure critically the outcomes of nursing activities. Use problem solving skills. Conduct 	Clinical Skill lab	SimulationVideos	• Clinical exam





	s appropriat e nursing activities skillfully and in accordance with best evidence based practice.
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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.	different sources of data related to advanced standards of practice and patient care. 4.1.2Apply technology and information management tools to support safe care and evaluate their impact on patient	• General skill applied for all curricul um	• Apply communication skills effectively with surgical, nursing and medical staff in interprofessional, 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	
with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Collaborate interprofessional 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 interprofessional 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

	. 61	C1 4	D	4 4 1
List of topics	of hours	f lecture	Practical/	
	heory)	eory)	(Hours	,
	2	1	P	T
Orientation and introduction to the	3	1	10	2
Safety				
Body mechanics	14			
Oxygenation	3	1	10	2
ogy of respiration				
Factors affecting respiratory function		1.00	10.1	
Health	5	2	20	4
nent				
Genera				
ment				The Control of the Co
Thorax	1			
assessment	1		- AL	.20
Cardio r system assessment	9-10			
Abdom				
essment	55F 1	STITE	cime	40
Quiz	121	AMI	2.11.17	
Urinary elimination	3	1	10	2
Factors affecting micturition				
Catheterizing urinary bladder	IIII/a	1010		101110
Irrigating the catheter using closed		LHAG		
n system	2	1	10	2
Bowel elimination	3	1	10	2
affecting bowel elimination			. / 1	5.57
g and ramoving a hadner or using!				
g and removing a bedpan or urinal				
stering a cleansing enema				
stering a creatising chema				
Mid term	3	1	10	2
Medic	6	2	20	4
edication				





Types of pain Fluid and electrolytes • First aid and basic life support	3	1	10	2
Pain mangment and sleep Factors affecting pain experience Types of pain	6	2	20	4
stering intradermal stering subcutaneous stering Intravenous injection		10		
stering Intramuscular injection	8			
ral medication tion of parenteral medication				
medication stering medication by inhalation				

List of topics	of hours (theory)	f lecture neory)	ical/ t ours	
Course overview			•	Γ
Objectives				
Contents				
Teaching methods				
Evaluation system				
Assigments	3	1	0	2
Nursing history				
Historical perspective				
Definition of nursing				
Role and function of the professional nurse				
Contemporary nursing practice	3	1	0	2
Asepsis	5	2	0	4
Chain of infection control				
Type of nosocomial infection.				
Risk factors for nosocomial infection				
Clinical signs and symptoms of infections.				
Quiz 1	1			
Values and ethics in nursing	3	1	0	2
and development of values	10. 11. 1			
	N. S. S. P. L. P.	A.		
Ethics and ethical decision making				
Patient activity	6	2	O	4
s affecting body alignment and mobility	aram 3			
Exercise (effects of exercises and immobility on		SCOTTON.		
body systems)				
Basic human needs	1	1	0	2
			O	2
Mid term exam	2			
Nursing process	6	2	0	4
Assessments				
Nursing Diagnosis				
Planning				
Intervention and implementation				
Evaluation			<u> </u>	
Vital signs	6	2	ρ	2
Body temperature,				
Pulse and respiration				
Blood Pressure				



Simulation



nunication	3	1	0	2
ssion and discharge	3	1	0	2
oral and practical exam	3	1	0	2
	45 hours	week	50	30
 Blended learning 50% using Webex and MS Team Modified lecture for discussion with small groups of students Videos 	التعليم والتعلم Teachir	بياليب -5: ng and Lear	ning N	Methods

Quality Assurance Unit





- 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 Teaching and Learning Methods of Disables.

7Students assessment- تقويم الطلاب:

5	a.1-Periodical	proctical	owoma
J.	a. 1-1 CHOUICAL	practical	Chains.

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.

اً المستخدمة:

••

الأساليد

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

Time التوقيت:





77 M 195			
Weighting of Assessmen	nts (for each semester)		
Final term exam	120		
40%			
Oral exam	30		
10%			
Clinical exam	30	ب	توزيع
10%		الدرجات:	
Semester work	80	Mark Distribution	
26.6 %			
Midterm exam	40		
13.4 %	V / 6 /		
Total	300		
100%	andhor of My	rain er	
قائمة الكتب الدراسية والمراجع	-8List of References	ising	
8. a.1- Course Notes: 1 Part 1 &2	notes in fundamental of nursing	Course noteأ- مذكرات	
8.b.1- Recommended F	Books	ب۔ کتب مقترحة Recommended Bool	ΚS
Craven R & Hirnle C	C. (2017). Fundamentals of		
nursing human healtl	n and function 7th Edition.		
• Potter P & Perry A. ((2018). Clinical Nursing Skills		
and Techniques 9th I	Edition		
Berman A., Snyder S	S, & Frandsen G. (2016). Kozier		
& Erb's Fundamental	ls of Nursing, 10th Edition		





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

Faculty

منسق المقرر رئيس القسم أ.م/سميرة ابو العزم أ.م/سهام عبدالعليم د/هناء الصياد د/هناء المدبوح د/فايزة كامل د/رحاب عمر

Quality Assurance Unit





توصيف مقرر دراسى بناء على المعايير الاكاديميه المبنيه على الكفايات الريل 2017

المنوفية

Faculty of Nursing

جامعة: Menoufia University كلية: التمريض

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

بيانات المقرر:

الفرقة / المستوى: First Year(الفرقة / المستوى: 2 nd semester)	اسم المقرر: Microbiology	الرمز الكودي : 101 M
FOLC UII)	عدد الساعات المعتمدة: نظرى	التخصص :
Quality As	surance Unit	

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:





Competency	Key elements	Course subjects	Subject objectiv	Teaching Methods	Media used	Assessment methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1Demonstr ate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	• Introduction to microbiolog y	Defi ne micr obio logy	Active learning lecture	Powerpoints presentation	• Final written exam
praetice	1.1.2 Apply nurses' code of ethics and professional conduct for	• Sterilization and disinfection		Active learning lecture	• Videos	• Final written exam
QU	ethical decision making. 1.1.3 Practise nursing based on policies and	Hypersens itivity reaction	• know infection n control practice	 Modified lecture for discussion with small groups of students 	• Powerpoints presentation	• Final written exam
(1/2)	procedural guidelines considering patient/ client rights. 1.1.4 Demonstrate	IFFa C	• Desc	Active learning	• Powerpoints presentation	• Final written exam
	responsibility and accountability for care within the scope of professional and practical	Autoimm une diseases	hyperse nsitivit y reactio n to patients	lecture		





	level of competence	M	• Desc ribe rehabili tation with autoim mune disease s to		
Facu	tly of	Nurs	patients		

Jality Assurance Unit

Menoutha University

TAIS JOHN BY MEET ZITA





Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
2.1Provide 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
ssure	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span. 2.1.3Provide holistic	 Applied microbiolog y 	Illustrate antimicrobia l chemothera py.	- Modified lecture for discussio n with small groups of students	Powerpoints presentationVideos	• Final written exam
	patient-centered care respecting people diversity.	 Immunity to viral 	Differentiate	- active learning	• Powerpoints presentation	• Final written exam
	District Mark I	infection	between specific and non specific	using lecture	• Videos	
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	 Antimicrobi al chemotherap y 	 Analyze the complications of antibacterial chemotherapy in egypt. 	- active learning using lecture	Powerpoints presentationVideos	• Final written exam



2.2Provide 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.	General bacteriology	Compare between gram positive and gram negative bacilli	-	Active learning using modified lecture	-	Powerpoints presentation	-	Final written exam
framework.	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	 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





Competency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Assessment methods
3.1Demonstrate effective managerial and leadership skills in the provision of quality nursing care	3.1.1Plan and implement change conducive to the improvement of health care provision.3.1.2 Organize own workload and apply timemanagement principles for meeting responsibilities.	• Immunity to viral infection	 list characteri stics of gram negative ccoci. Mention structure of viruses 	- Simulati on	- Pow erpoi nts pres entat ion	- Final written exam
3.2Provide 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 anatomic al structure of the pancrease Commun icate with colleague s about anatomic al basis in diseases. 	- Active learning using modified lecture	- Vide os	- Final written exam
3.3 Review health	3.3.1 Implement					





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

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.	• 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
	4.1.2Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.		Jante	ris(L)		





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

List of topic	No. of hours	No of lectures	Tutorial/ Practical
	9-2-8	R VOIL	Tractical
Introduction to microbiology	2hrs	1	
General Bacteriology	8hrs	4	
Structure of the bacterial cell	2hrs	1	
Bacterial physiology	2hrs	resolves !	Transition in
Antimicrobial chemotherapy	2hrs	The state of the s	THE PERSON NAMED IN
Sterilization and disinfection	2hrs	Les Polences	EWA
Systematic bacteriology	8hrs	<u>4</u>	X
Gram positive cocci	2hrs	1	
Gram negative cocci	2hrs	1	
Gram positive bacilli	2hrs	1	
Grain positive bacini	2hrs	1	F.:
Gram negative bacilli			
<u>Immunity</u>	8hrs	4	
Hypersensitivity reaction	2hrs	1	-
A SUPPLIED A	2hrs	Toron I	7117
Autoimmune diseases	A contract of the last		11117
Transplantation immunology	2hrs	of the second second second	
Vaccination	2hrs	HVETSIE	C
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 Teachin دُوي القدرات المحدودة and Learning Methods of Disables.

7Students assessment- تقويم الطلاب:

 Mid-term exam. Final written exam.	ality Assi	Taloga III	الأساليب المستخدمة: -ج
10000000	THE PARTY	THE THE STORY	Methods used
Assessment Schedule			
Mid-term exam	at 7 th Week of the course		Timeالتوقيت : ـد
Final written exam	at 15 th Week of the course		
Mid-term examination	20%		
-Final-term examination	80%		توزيع الدرجات: -ه
-Total	100%		Mark Distribution

Course Notes:	Course noteأ- مذكرات
Recommended Books	ب- كتب مقترحة
• Davidhizar, R., Dowd, S. & Newman-Giger, J. (2016). Text book of Microbiology	Recommended Book
• 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:

Menoufia University
Faculty of Nursing

Menoufia University

كليه: المريض عليه Pacuity of Nursing

قسم : التمريض الباطني الجراحي Medical Surgical

تاريخ اعتماد التوصيف:

2- بيانات المقرر:

الرمز الكودي : المستوى: First المستوى: Year(1st & 2nd semester) Anatomy : 102 M





-	نظری	ع معتمدة:	التخصص :

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 على الكفايات: specification based on Competencies

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	1.1.1Demonstrate 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





			T		T	1
	1.1.2 .Apply nurses' code of ethics and professional conduct for ethical decision making.	• Central and periephral nervous system		- Online	• <u>Video using</u> <u>zoom</u> • Powerpoints	_
1	1.1.3. Practise nursing based on policies and procedural guidelines	(0)	-Identify the function of endocrine	learning	presentation using zoom	
	considering patient/client rights.	uliy	system	irsin	 Video using zoom Powerpoints presentation 	
(EC)	uality	• Endocrin	urain	00	using zoom	T. 1
	Mene	system	-Describe anatomy of urinary system	Online l <u>earning</u>	1y	Final exam
	1.1.4 Demonstrate responsibility and accountability	• Urinary	-		-	
	for care within the scope of	system				Final exam





	1	professional and practical level of competence.				
			-			
			A		5	
	Fo	culty		irsinc		-
1	wellt			cel	hit	
	Men	outra				
		(F) = 115		SCHUK	5010	





ncy	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Ass m
de and -based care in	2.1.1 .Conduct holistic and focused biopsychosocial 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	- <u>Fin</u>
	Faci		Nursi	ng		
	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 -Digestive system	-provide nursing care for patients with CNS -provide nursing care for digestive disorders.	 Face to face learning use modified lecture Face to face learning 	-Powerpoints presentation with video Powerpoints presentation with video	- <u>Fin</u>
						- <u>Fina</u>





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





	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		100			
453	informal and formal			-		
	methods of teaching that	- 23	Direction of the Control of the Cont		-	
	correspond to the health					-
ng	of patient/client needs		0.07			
	and abilities in different					
	healthcare settings.	direcir	101			

Domain No:3

etency	Key elements	subjects	objectives	Methods	Wiedia used	method
monstrate ive gerial and ship skills provision quality g care	improvement of health care provision. 3.1.2 Organize own workload and apply time-management principles for		Janve	SILY	-	-
	meeting responsibilities.					







Teachtragaille Stainneamailtige





ovide a	3.2.1 .Apply leadership	-		-	-	-
working						
nment	manage risks to provide					
prevents	safe care that best					
for						
ts and	interests of individuals,					
rs.	families and					
90 7	communities.					
			23	-	-	-
	3-2-2. Act to protect					
MARI	patients and their	reime	0.00			
	families from unsafe,	12.11.16				
	illegal, or unethical care					
Review	3.3.1.Implement		Tati B			
care	standardized protocols		A SHAREST	-	-	-
mes in the	when providing nursing	ALCOHOL:	1000			
of quality	care considering quality		30.			
tors and	improvement and				Charles and the Control of the Contr	
marks to	patient's safety.				333	
re the					100	
te goals						
improving	THE DESCRIPTION	THE STATE OF	LUDIO DE LOS DE SER			
uality of	1500-11000	57.11.53				
g care.						

Domain No:4

etency	Key elements	Course	Subjects	Teaching	Media used	Ass
·	·	subjects	objectives	Methods		m





ize	4.1.1 Use different	- Introduction	-Integrate the	-Face to face	-Powerpoints	Fina
ation and	sources of data related	to the course	skills to apply	learning using	presentation	
logy to	to advanced standards		anatomical data	group		
in health	of practice and patient		during clinical	Discussion		
ivery,	care.		examination of			
ınicate, e			patient			
dge and	/ x		7.0			
tdecision	4.1.2 . Apply					
for	technology and					
care.	information	-	1	- 1	-	-
V	management tools	10			70	
	to support safe	01 0	* A 100 A 100 A 1	D		
Canny	care and evaluate		Danily A	Viscalii III	I Date of	
G.Yella	their impact on	20	GCT AND	TO S	48000	
3050	patient outcomes.					
120	- N		11.			
	N N	TOE	ulty of	Nursi	nci	
	-					
		uality	Assur	elntes	Unit	6

Domain No:5

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





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







				4:_محتوي المقرر
	Total hours of	NO.of Lectures	Academic advising	Course Content
	topic(theory/practical)	Lecture=2hrs	hours: Tutorial	
			/practical	
e	2hrs	1	•••••	
	2hrs			
1	2hrs	1		
	2hrs	1		
	4hrs	2	11.51	
		ssulidin	ce Uni	
		a Univ	ersity	
ral	2hrs	1		
m:	2hrs	1		
act-				
ls &				
ease				
leen				





	Ch. Ph. Mrs.			Commission banks among
	<u>2hrs</u>	<u>1</u>		
;	4hrs	<u>2</u>		
	2	1		VIII
	2	1		100
	4hrs	<u>2</u>	iculty o	Nursin
	2	1	Comp. P	17013111
ary	2	Quali	y Assu	ance
the		Mer	outra C	alvers
e	2hrs	1		
	2hrs	outta U	Alversi	l.V
	30 hrs	15lectures×2hrs= 30 hrs		





 Blended learning 50% using Webex a 	and MS Team		
 Modified lecture for discussion with 	:5- أساليب التعليم والتعلم		
• Videos			Teaching and Learnin
Simulation			Methods
Break learning tasks into small	steps.		
Multimedia Education			790
 Provide regular quality feed 	back.	. 30	6- أساليب التعليم والتعلم للطالب ذوي القدرات المحدودة
 Present information visually 	and verbally.	A West	· ·
 Use diagrams, graphics and pic 	ctures to support instruc	tion.	Teaching and Learning
 Provide independent practice. 			Methods of Disables.
 Model what you want students 	to do.	F 9.1	
hit ti the mod.	raculty.	OT MUIS	ing
7Students assessment - تقويم الطلاب			THE PERSON NAMED IN COLUMN
1- written midterm exam	III Y ASSI		الأســـاليب و
2 - final written exam			المستخدمة:
1213			Methods used
Assessment Schedule			***
Assessment 1 periodic practical exam at t	the end of each rotation	and quiz 4 th Week	
Assessment 2 Mid-term exam	7	^{7th} Week	Timeالتوقيت: -ز
Assessment 4 Final written exam	end o	of semester	
Weighting of Assessments (for each se	mester)	C) G) LL	
- Mid –term examination	(20 grades)	20%	توزيع الدرجات: -ح
- Final-term examination	(80 grades)	80 %	Mark Distribution
- Total	(100 grades)	100%	Walk Distribution
8List of Refer- قائمة الكتب الدراسية والمراجع	rences		<u> </u>
Zakaria.H , Anatomy for nurses, (2016)	5 th ed		أـ مذكرات
, , , , , , , , , , , , , , , , , , , ,			Course note





- Recommended Books

-Todd R. Olsom. Student Atlas of Anatomy . 4rd ed, 2017.

- Licht, H. (2018) Clinical Anatomy 5th ed.

ب کتب مقترحة Recommended Book







Course specification based competence Undergraduate

2019-2020

Critical care Nursing & Emergency Department













توصيف مقرر دراسى بناء على الكفايات المعايير الإكاديميه المبنيه على الكفايات ابريل 2017

جامعة: المنوفية Menoufia University كلية: التمريض Faculty of Nursing قسم: تمريض الحالات الحرجة والطوارئ تاريخ اعتماد التوصيف: 3- بياثات المقرر:

الفرقة / المستوى : الثانية (ترم اول وثاني)	اسم المقرر: تمريض الحالات الحرجة والطوارئ			الرمز الكودي: 201
تطبیقی بالمعامل (90 ساعة لكل ترم)	• '	نظری 2 ترم اول 2 ترم ثانی گری (30ساعة - تطبیقي (لا یو		التخصص: تمريض الحالات الحرجة والطوارئ

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.







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				
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	Faculty	of Nu	rsing		
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Me III	lity Ass	Ultein	e li	TI B	

Domain No. (2) HOLISTIC PATIENT-CENTERED CARE

Domain 110	(2) HOLISHOT			311141			
Competency	Key elements		Course Subject	Course Objectives	Teaching Methods	Media used	Assessment Methods
	2.1.1 Conduct holistic	-	Stroke	- Identify	Lectures+ online		-Case scenario
and evidence-	and focused bio-	-	trauma	psychological	Discussion	Audiovisual	-Critically Assessment





based nursing	psychosocial and		disorder after	Practical	Material	Tool
care in different practice settings.	environmental assessment of health and illness in diverse settings		stroke,Post truma	Skills(demonstration and redemonstration	Data show	-Written exam -Oral exam
	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	-Discuss treatment modalities of different type of Angina,MI shock. Dysrhythmias.	Lectures+ online Discussion Practical Skills(demonstration and redemonstration Case scenario	Audiovisual Material Data show	-Case scenario -Written exam -Oral exam -ECG strip interpretation
	Facul ality A	Management of Respiratory Disorders - Respiratory faluire - Pulmonary embolism Acid base distrubance	Manage respiratory disorders,.	g Unit)		-ABG interpretation -Written exam - Critically assessment tools
The state of the s	lengu	(Respiratory Acidosis, Respiratory Alkalosis) - Pain management	vers	1y		





	2.1.3 Provide holistic patient-centered care respecting people diversity.	in critically ill patients Management critically ill patients with Hepatic Encephalopthy (HE),DKA - Post MI - Stroke	Mange pain for critically ill patients DKA And HE -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	ty of N	ursin	g		
(QU	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





	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communitie	-Mechanical ventilation	patient with cardiac event and neurologic event - 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	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 scenarioOral ExamWritten Exam
based on the needs/problems of the patient/client within a nursing framework	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 scenarioOral ExamWritten Exam
1	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 scenarioOral ExamWritten Exam
QU	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 scenarioOral ExamWritten 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 					
Que	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.		sing e Ui			





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					
(C)Ve	3.2.2 Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	- Endotracheal and tracheostomy suction	- Apply endotracheal and tracheostomy suction under complete aseptic technique	Interactive teaching Lecture Case Scenario -Practical skills Demonstration and	-Audiovisual material (data show) educational Videos	 Oral Exam Written Exam Case scenario Direct Observation of Procedure
14/10	3.2.3. Promote a research environment that supports and facilitates	- ABG sample -Enteral and	- Apply safety measures during drowing Arterial blood sample	Redemonstration		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
	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	-Practical skills Demonstration and Redemonstration	Audiovisual material (data show) educational Videos	of Procedure Skills - Objective Structured Clinical Examination
Review health	3.3.1. Apply leadership skills, and decision making in improving the	sura	nce	Unii		
care outcomes in the light of quality indicators and benchmarks to achieve the	in improving the quality of nursing care by using the existing resources	a Un	vers	t.y		
ultimate goals of	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			 	
Que	nursing care 3.3.4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	SUIGI SUIGI	ursin nce ways		





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,	4.1.1. Use different sources of data related to contemporary standards of practice and patient care	- Trauma	-Seek learning opportunities and integrates new knowledge into clinical practice	Lecture Case Scenario	Auidovisual material	Clinical and written exam Case Scenario
manage knowledge and support decision making for patient care.	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





				T	T	T
	4.1.3. Evaluate					of
	the impact of					Procedure
	computerized					Skills
	information					
	management on	1.1				
	the role of the					
	nurse in					
	providing holistic					
	patient-centered					
	care					
	4.1.4.	ASTERNA AST	S 35-60			
	Use and evaluate	707 NO. 1111				
	information	207 1 NO. III				
	management	LOV A VALUE				
V 10	technologies for	The Control of the Co		1.7		
. Dr. 2	providing the	W seems W No.	- AE 3			
	holistic patient			1		
1000	care in different			1.0		
100	health care					
Valley"	settings	ar and Mirr	ECTION CO.			
1.00		A COLLINE	2.11-17-1			
- Y	4.2.1	10	Conduct focus	T4	A: -1:1	- Direct
	DISCOURT OF STREET	Neurological	assessment to	-Lecture +	Auidovisual	
4.2 .Utilize	Retrieve, and	assessement	take sound	discussion	material	observation
information	manage data to		decision	Case csenario		of Procedure
information	make decisions		decision			Skills
and	using	man from some	CONTRACTOR OF			- Written
communicatio			SECTION OF THE	P-1		
n technologies	information	and property				Exam
in the delivery	management		100			-oral exam
of atient/client	system for					Jiai Chain
care.	providing					
	•		-0			•





	holistic patient				
	care				
	4.2.2.				
	Apply	-/			
	communication				
	technologies that	9			
	support clinical	ACCES 600			
	decision making,	A7-0. A7-	700		
	care	- ADV NO			
- 10	coordination, and	AV A W			
N 1	protection of	tay in Vision			
. D	patients' rights.	N ARRA W NA	- AC 3		
Mary Control	4.2.3.				
1	Apply technologies and information	y of Nu	sing		
_	systems to				
TOWN	support provision	ssuraine	e U	251.25	
Va.YaYa	of safe nursing	SET OF THE PARTY O			
	care practice to		252		
(4)	individuals, families, and communities	a Unive	STSTEY	/-	





Domain No. (5) INTER-PROFESSIONAL COMMUNICATION

raculty of Nursing

Quality Assurance Unit

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

61





Collaborate	5.1.1 .	-	Rehablitation	- Apply	Interactive	Audiovisual	-	Critically
with	Maintain inter-		of patient after	communication	teaching	Material		assessment
colleagues	professional		1	skills in		Patient		tools
and members	collaboration, in a	-	MI	interprofessiona	Lecture	educationaVideos	_	Oral exam
of the health care team to	variety of settings			l, social and				Oral Cxalli
facilitate and	to maximize	-	Stroke	therapeutic		Teaching		
coordinate	health outcomes	-/		context.	Case	Brochure	- Writ	ten Exam
care provided	for the patients,	1			Scenario			
for	families and	7		- Communicates				
individuals,	communities			effectively with				
families and	5.1.2.	- 11		patients and				
communities.	Function within	- 3		relatives				
	behavioral norms	- ///		Totatives				
V 10	related to the	1133	W Allega		6.			
P 0	interdisciplinary	100						
	communication	-17		0				
1000	and the health				P			
	care organizations							
VIII-9"	5.1.3.	177		TECHNICI	7			
	Use standardized	L'Y'		712117				
	communication	150						
	approach to							
FAD YING	transfer care	m.			2012			
Va.VaTe	responsibilities to	10.70						
2550000	other							
100.00	professionals to			and the second second				
40717	facilitate	11.0		CASTER SHIP	10/4			
11.00%	experience				/			
	transitions across							
	different							
	healthcare							
	settings							





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

Quality Assurance Unit





			4- <u>محتوي</u> المقرر ·
No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	Course Content
2	1		
2	1		
0	-		
	The same		
2	1		
	hours (theory)	hours (theory) 2 1 2 1	hours (theory) lecture (theory) tutorial (Hours No.)





Shock Syndrome	4	2 (online)		
-Hypovolemic shock	2			
-Cardiogenic shock	2			
Respiratory System	<u>6</u>	3		
-Arterial Blood Gases interpretation&	2	1		
Buffering System (Traditional + Online)	2	1		
-Acid-base Disturbance	0.000			
-Respiratory Acidosis	CI	(online)		
-Respiratory Alkalosis	9			
-Weaning Criteria and methods of weaning from mechanical ventilation	2	1		
more and the second		(Online)		
Neurological System	4			
- Assessment of neurological system.	2	1		
- Management of coma		Online		





• Total hours of Hospital area(<u>first semester</u>)	90 hrs	lecture	90	
• Total hours (<u>first semester(lecture)</u>	30 hrs	15 lecture		
Pain management in critically ill patients	2	1 online		
 Resuscitation Equipment Cart 	10.00			
 Code Medication 	2	1 online		
 Resuscitation Team Members 	2	1 online		
 Cardiopulmonary Arrest & Code Management 	4	<u>2</u>		
- Parenteral nutrition for critically ill patients.	2			
- Nutritional Assessment and Enteral nutrition for critically ill patients.	2			
patients.		online		
Nutritional Assessment & Management of critically ill	4	2		
		online		
	2	1		





Торіс	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)
• <u>Second semester</u>	<u>4</u>		
-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: hemothorax pneumothorax Cardiac Tamponade Stroke: (Online + Traditional) Ischemic Stroke 	2 <u>2</u>	1 online 1 online	





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











• Interactive Teaching	
• Demonstration	
• Redemonstration	
Case Scenario	5_ اساليب التعليم والتعلم
• Simulation	Teaching and Learning Methods
Audiovisual Material (Data show /education video)	
Online Methods for teaching as (watsapp, Telegram and	
Menofia education platform)	
THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAM	6- اساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
	Teaching and Learning Methods of Disables
Students Assessment	7- تقويم الطلاب:

Quality Assurance Unit

Faculty of Nursing





5. a.1-Periodical prac	tical exams to assess prac	tical and intellectual skills.	
5. a. 2- Mid-term exam	m to assess the knowledge	e and understanding.	
5.a.3- Semester work			ط الأساليب المستخدمة:
5.a.4- Final oral exam	n to evaluate knowledge a	nd understanding and communication skills.	Used Methods
5. a.5- Final clinical e	exam to assess professiona	al and practical skills.	Oseu Methous
5. a.6- Final written e	xam to assess the knowle	dge and intellectual skills.	
Assessment Sch	edule		
Assessment 1 period		at each rotation	
Assessment 2 writte		8th week	ي- التوقيت: Time
_	oractical and oral exam	14th week	
Assessment 4 Final	written Exam	15th week (end of semester)	
Weighting of Asses	ssments (for each seme	ester)	
Final term exam	for each semster	40 %	
Oral exam	for each semster	10 %	ك توزيع الدرجات:
Clinical exam	for each semster	10 %	Marks Distribution
Semester work	for each semster	40% included 10% of midterm	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
Total		100 %	
(COLUMN)	Lis	t of References	6- قائمة الكتب الدراسية والمراجع
	BY ARREST OF THE		أ- مذكرات Course note
The Armer	and the state of the state of	Complete and a second second	ب۔ کتب ملزمة Required Books
41/21/200			(Text Books)





• Urden ,L., Stacy, K.,& Lough, M.(2020). Priorities in Critical Care Nursing. 8 th.ed. ELSEVIER Company

ج۔ کتب مقترحة Recommended Books

- 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 Editition; 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 نبیل

رئيس القسم







توصيف مقرر دراسى بناء على الكفايات الكفايات الريل 2017

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

4- بيانات المقرر:

الفرقة / المستوى : الثانية (ترم اول وثاني)	Critical care medicine : اسم المقرر	الرمز الكودي :202
عملی	عدد الساعات المعتمدة: نظرى 2 2ترم اول	التخصص:
Quali	y Assurance	Unit
30ساعة)	عدد الساعات الكلية: نظرى ((T1)(V)

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
Men	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence	Sity	<u></u>			



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 biopsychosocial and environmental assessment of health and illness in diverse settings	- Stroke	- Identify psychological disorder after stroke	Online Lecture	Powerpoint	Written exam
seungs.	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
Wen	2.1.3 Provide holistic patient-centered care respecting people diversity 2.1.4. Advocate the patient/client	-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
	needs/problems within the			-	-	





大利·特別·特殊			and the same of th			
	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 injuryStroke	-Develop different referral methods to assist the patients with acid base disorders and family to receive continous care.	online Lectures and discussion	Powerpoint	
Fo	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	dursing				
Qualit	y Assure	ince Ur				
2.2 Provide health education based on the needs/problems	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
of the patient/client within a	2.2.2. Assess factors that influence the patient's and family's ability, including					



200 May 19695			The second secon		
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.			 	
Qual	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	ince U		 	
1416	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities	iversity			





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					
tare.	provision. 3.1.3. Organize own workload and apply time-management principles for meeting	TBI Stroke	Apply the safe and timely mangment of patients with TBI and stroke	Online lecture	Powerpoint	Written Exam
Men	responsibilities. 3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team	rsity				

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		¥	26	A
74		of W	UN	Que .

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CE DE MO.			ر جسامعت المسوميت			
3.2 Provide a	3.2.1 Apply leadership skills		- Apply safety	Lectures and	Powerpoint	Written exam
safe working environment that prevents harm for patients and	to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.	Stroke	care when deeling for patients with stroke	dicussion		
workers.	3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.					
Fa	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment	rsi n g				
Men	3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment	er¥(t)	74			



health

light of quality

ultimate goals of

indicators and

benchmarks

improving

quality of

nursing care.

achieve

outcomes in the improving the quality

			9			
Review	3.3. 1 Apply leadership skills,		- Apply quality of	Lectures and	Powerpoint	Written exam
care	and decision making in	Traumatic	care to improve	dicussion		
s in the	improving the quality	Brain Injury	patient life			
quality	of nursing care by using the					
rs and	existing resources.					
arks to						
the	3.3.2 Participate in quality					
goals of	improvement process to					
ng the	enhance nursing care					
f	rendered and patient/client					

3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety

Utilize

evaluate the effect of

of nursing care.

indicators and benchmarks to

improvements in the delivery

quality

outcomes.

3.3.3

Apply Septic Shock new Lectures Powerpoint Written Exam guidelines protocol for management

Domain No. (4) INFORMATICS AND TECHNOLOGY

patients

of

septic shock to enhance quality

patients seftey

care and

with

. 78	THE WE NAME

The sale where			(جسامعية ألمنوفيسة			
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	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	m	Identify new sources of data for management of patients with TBI	Lectures	Powerpoint	Written Exam
support decision 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 Fac	4.1.3 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	31119				
Meno	4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different health care settings	75(1)	4			

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(-	سامعية المنود	

CONTRACTOR OF THE PARTY OF THE		C	ال جسامعسه المدوعة		
4.2 Utilize	4.2.1 Retrieve, and			 	
information and	manage data to make				
communication	decisions using				
technologies in	information management				
the delivery of	system for providing				
patient/client	holistic patient care.			 	
care	1 -				
	4.2.2 Apply	5 750			
. 117	communication				
100	technologies that support				
100	clinical decision making,				
27 40	care coordination, and	- 40.70			
	protection of patients'	h-4751107			
	rights.			 	
Con or	other set bler	colleger.			
L.O.C.	4.2.3. Apply technologies	SHIG			
ν.	and information systems				
SHOW SHOW IN	to support provision of	and the same			
NATION AND	safe nursing care practice				
Sevenna &	to individuals, families,				
	and communities				





	Competency Key elements		Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
	Collaborate with colleagues and members of the health care	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.	- TBI - Stroke	Apply effective communication skills in interprofessional, social and therapeutic contex	Lectures and dicussion	Power point	written exam
١	team to facilitate and coordinate care provided	Function within behavioral norms related to the interdisciplinary communication and the health care organizations.					
	for individuals, families and communities.	5.1.3. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare	sing				
	Men	5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members					





Topic	Total No. of hours 30hrs	No. of Lecture 2hr/ Lecture	Academic advising hours: Tutorial/practical
Sepsis	2hours	11ecture	-
ABG	2hours	11ecture	
Traumatic brain injury	4hours	2lecture	-
Hemorrhagic shock	2hours	1lecture	-
Pulmonary disorders	4hours	2lecture	-
Arrhythmias	4hours	2lecture	-
Cardiogenic shock	2hours	11ecture	
ECG	2hours	1lecture	
Stroke	4hours	2lecture	
Septic shock	2hours	11ecture	
Diabetic ketoacidosis	2hours	1lecture	
Total	30 hrs	15 lectures	





	(جامعة المنوفية)				
• Lecture	/ Disscusion				
	nt ethods for teachin and Menofia edu		n)	Te	15 اساليب التعا aching and ing Methods
Neursing				رات المحدودة T	6- اسالیب التعلی نطلاب ذوی القد eaching and Methods of Disables
Maising			L.	•	7_ تقويم الطلاب
				Students	assessment
5. a.1- Mid-term exan	n to assess the knowledg	ge and understanding	g.	· · · · ·	tı tı Evi
5.a.2- Final written ex	am to assess the knowle	edge and intellectua	skills.	ىتخدمە:	ر الأساليب المس
				Us	sed Methods
	edule en midterm exam at written Exam	7th week 15th week	(end of	Time	م التوقيت:
Weighting of Asses	sments (for each sen	nester)			
Mid term exam	30 %			: =	ن- توزيع الدرجا
Final term exam	70 %			Mark Dic	tribution
Total	100 %			Mark Dis	andul
List of Refere	ncoc		2 -	لدراسية والمراج	م قائمة الكتب ا
List of Keleft	11003			-, <i></i> ,-,-	,

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









Course Specification for Undergraduate Students by Competencies

8





Medical Surgical Nursing Department

Part II

2019-2020

Faculty of Nursing

1131177

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 (3 rd level)

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





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

اريخ اعتماد التوصيف:

5- بيانات المقرر

الفرقة / المستوى:Second Year	Medical Surgical Nursing : اسم المقرر	الرمز الكودي : 200 N
تطبيقى 6 بالمعامل 6 (90 ساعة) <u>تطبيعي (90 ساع</u> ة) في كل فصل دراسي <u>نمده عام احاديمي</u> كامل	عدد الساعات المعتمدة: نظرى عدد الساعات الكلية للفرقة الثانية: نظرى (45ساعه) عملى (Medical : التخصص Surgical Nursing

- 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	Course Outline	Teaching	Media	Assessment
I I		objectives		Methods	Used	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	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





1000108-1000		,	Company of the control of			
	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	patients with different medical surgical conditions • Utilize critical thinking skills and clinical competences needed when providing nursing care to adult individuals with different	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.	 Simulatio n 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 - Performanc e checklist
	_				-	
(C)VIC	ility A	SSUMMEN	nce Unii)			





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

					D011111 No. (2): F	Tonsuc I aucit-
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 Simulatio n and Case studies Seminar 	 Powerpoints presentation Simulation Video and recording using Webex, Telegram, Microsoft Teams 	Final oral examFinal written exam
Que	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 - Discussio n with small groups of students - Simulatio n and Case studies	 Powerpoints presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom 	 Final oral exam Final written exam Performanc e checklist





	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 	- Discussio n with small groups of students - Simulatio n and Case studies	- Simulation - Videos and recording using Webex, Telegram,	- Final oral exam - Final written exam
QUE	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 Performanc e checklist









10 CH 10 TH 10 CH	(m	man June , manuscriptor			
2.2.6. Utilize	-	-	-	-	l
information from					l
variety of reliable					l
sources for planning					l
and improving					l
health promotion					l
and health education					l
activities.					l





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

				` /	<u> </u>	
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 timemanagement 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
Qual	3.1.4 Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	ance Ur		-	-	-

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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
F	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	Nursing	-	-	-	-
Qual	evidences to maintain safe work environment.	ance Ur	III)			
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	alversity	-	-	-	-





100 May 1985						
	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.					
(entrail	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	_	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	1.1	- Clinical lab training		
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making for patient care.		a team. • Communicate effectively with all staff members in interprofessional context to improve patient's		- Seminar	- Role play	- Observational checklist
	4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	Use information technology.		- Simulation and Case studies		
Fa	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	lursing	-	-	-	-
Men	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	nce Un				
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	-	-	-	-	-





A Address		-	ر جسامعت المدوم		
	patient care.				
	4.2.2- Apply				
	communication				
	technologies that				
	support clinical				
	decision making, care				
	coordination, and				
100	protection of patients'	45-50-50			
- 111	rights.				
107 - 67	4.2.3. Apply				
100	technologies and				
200	information systems to				
	support provision of				
	safe nursing care				
To con	practice to individuals,	Average or			
17:00	families, and	Antairid			
Ψ.	communities.				





Domin No. (5): Inter- Professional Communication

				Don	m 140. (3) . mter- 1	Totessional Communi
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 interprofessional 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 interprofessional 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 studyRole play	- Observational checklist
Quality	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	ince U		-	-	-





	members.			







		أولا القصل الدراسي الأول:			4- <u>محتوي</u>
	No. of	No. of lecture (theory) Practical/ tutorial (Hours No.)		المقرر:	
Торіс	hours			Course	
	(theory)	(theory) (Hours No.)			Content
Unit 1: Concepts			P	T	
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	l				
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	No. of lecture	tuto	tical/ orial rs No.)			
Unit 1: Hepatology	(theory)	(theory)	P	T			
	3	1	8	2			
• Management of patients with different types of hepatitis	3	1	8	$\frac{2}{2}$			
Management of patients with liver cirrhosis	3	1	8	$\frac{2}{2}$			
 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			





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

Edculty of Nursing





			7. a.	1-Periodical practical exams.	
				7. a. 2- Mid-term exam.	
			7.a	.3- Semester work	س- الاساليب المستخدمة:
			7.a.4- Fina	l oral exam.	Methods used
			7. a.5- Fir	nal practical exam.	
54				7. a.6- Final written exam.	
- 1	Assessment 1	Periodic practical exam at the end o	f each rotation	Assessment Schedule n and quiz 4 th Week	
	Assessment 2 N	Aid-term exam		7 th Week	ع- التوقيت: Time
	Assessment 3 Fi	nal practical and oral exam		14 th Week	1
100	Assessment 4 Final w	ritten exam		end of semester	
10	Meno	Weig l Final written exam	hting of Asses	ssments (for each semester) 40%	
		Oral exam	30	10%	
CONTRACTOR OF THE PARTY OF THE		Final practical exam	30	10%	ف- توزيع الدرجات:
Carle 1		Semester work	108	36 %	Mark Distribution
	Midterm exam	12	4 %	(10 % from semester work)	
1012		Total	300	100%	
List o	f Reference			S	8- قائمة الكتب الدراسية والمراجع
		8. a.1- Course Notes: teacher not	es in Medical	Surgical Nursing	أ- مذكرات Course note

ج۔ کتب 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- کتب مقترحة Recommended Books	8.b.1- Recommended Books - Herdman T. and Kamitsurus S. (2017). Medical Surgical Nursing Assessment and Management of Clinical Problems. 10 th ed. Elsevier company
	-Boon N, Colledge N, Walker B and Hunter J. (2016): Davidson's principles and practice of medicine. 20 th .ed. London. Churchill Livingstone. - Perry. A. G, and Potter, P.A. (2016). Clinical Nursing Skills and Technique. 3 rd ed. St Louise, Missouri. Mosby.

منسق المقرر رئيس القسم

أ.د/ وفاء حسن عبد الله





نموذج رقم (12) توصيف مقرر دراسى ناء على المعايير الإكاديميه المبنيه على الكفايات ابريل 2017

جامعة: المنوفية كلية: التمريض قسم: الباطنى الجراحى ناريخ اعتماد التوصيف:

6- بيانات المقرر:

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

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.

صيف 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 Electrocardiography INT 3: Basic imaging& x ray	Describe cardiac, chest, abdominal, electrocardiog raphy, basic imag& x ray examination	 Modified lecture Discussion with small groups of students 	Powerpoint presentationSimulationVideos	■ 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: Enderinology End 1: Thyroid	 Recognize risk factor, causes, clinical manifestation, diagnostic measures, of different medical disorders 	 Modified lecture Discussion with small groups of students 	Powerpoint presentationSimulationVideos	Mid term examFinal written





	diseases End 2: Diabetes	 Describe the medical management of adult patients with, diabetes mellitus, renal stone and stroke. 			exam
Facu Facu Quality Mengli	Unit 3: Nephrology N1:Urinary tract infection N2: Nephrotic syndrome N3:Acute and chronic renal failure	 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	• Mid term exam Final written exam





	Facul	y of N	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 presentationSimulationVideos	Mid term examFinal 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			
	Facul	ty of N	understanding, trust, respect, empathy and			
1.1. Demonstrate knowledge, understandingres ponsibility 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 presentationSimulationVideos	Mid term examFinal written exam





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		cell failur	neurological, integumentary	
			and musculoskeletal	
			disorders	
		1		
		4000	ACCUPATION.	
		10 0		
		11 1 W.		
- 1	1007	pay A Vie		

Domain No.2 .Holistic patient-centered care

V		ilty of N				.Holistic pat
Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment
	Menol	Ifra Usi	versity			

1	
War of	Walle of the Party
Drovida	2

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(-	جسامعسة المنود)

100000000	THE ST.		Comments			
l. Provide solistic and vidence-based sursing care in lifferent practice ettings.	2.1.1.Conduct holistic and focused bio- psychosocial and environmental assessment of health and illness in diverse settings	Unit 5: Rheumatology Rh1:Rheumatoi d 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 examFinal 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 presentationSimulationVideos	Mid term examFinal written exam





Quality Assurance Unit

No.	
190	The services

"Or of the	G.		ونيستا	(جسامعسة المذ		
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	 Manage time effectively and set priorities. Use problem solving skills 	 Modified lecture Discussion with small groups of students 	■ Powerpoint	Mid term examFinal written exam
	100	Cardio2:-			presentation	
	III and	Ischemic			Simulation	
		Heart			SimulationVideos	
1	W ar	disease			. = 3. = 2.2	
	Faci	Cardio3:- Hypertension				
		Cardio4:-				
	Jality	Heart Failur)		
	vlenot	Ifia U				

THE OF NOT

(جامعة النوبية)

2.1. Provide holistic and evidence based nursing care in different practice	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 presentationSimulationVideos	Mid term examFinal 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	Assur	Nursing ance Uni		-	-





	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 presentationSimulationVideos	Mid term examFinal written exam
	2.2.2. Assess factors that influence patient's and	ilty of	Nursing			
	family's ability, including readiness to learn, preferences for	Assur	ance Uni			-
	learning style, and levels of health literacy. 2.2.3. Participate in informal and formal methods of teaching that correspond to the health of	IFIN U	niversity			





patient/client needs				
and abilities in				
different healthcare				
settings.	3.3			
2.2.4. Apply	200			
educational				
principles and				
counseling	11			
techniques		A CONTRACTOR OF THE PARTY OF TH		
appropriately and	S 100	A. Orrange		
effectively with	OA	0		
diverse	YA MI A	VA		
populations.	Blocky M	Olegania IIII IIII		
2.2.5 Communicate				
health information		9		
and coordinate	- VEST V - V			
health				
education/promotio	Mary only	Myrreginer		
n activities	HEYOU	Nursing		
effectively				
according to				
patient/client	VALUE OF THE STATE		300	
needs.			199	
2.2.6. Utilize			200	
information from	and the second second			
variety of reliable	DENIS U			
sources for	31 111 20			
planning and				
improving health				
promotion and				
health education				
activities.				





Domain No.3

Managing People, Quality and Work environment

	1	~	g 11 . ot			pie, Quanty and
ompetency	Key elements	Course	Subjects Objectives	Teaching	Media used	Assessment
		Subjects		Methods		Methods
		3				
		1				
.1 Demonstrate	3-1- 1 Apply	1				-
effective	leadership skills		A ACCOMPANY			
nanagerial and	to manage	A 100 1	N. DITTER	-	-	
eadership skills	personnel to	VA DE L	60			
the provision of	maximize health,	IIILLAW A	Warner III			
uality nursing	independence and	1000	Vicesia (III III III)			
care	quality of life for	OI 17 Acres		-		
The same of the sa	individuals,					
7	families, and					
100	communities.	111.00	4.1			
	2.1.2 DI 1	HTV OI	NUISING			
- V	3.1.2 Plan and		110101110			
	implement change conducive			-		
ALCO VI	to the			355	_	
W. G. Y.	improvement of	10 124 W			_	
Charles and the	health care			200		
	provision.	make the	and the second second second			
	71.72 (3.16)					
	3.1.3 Organize	0.000				
	own workload		100			
	and apply time-					
	management					
	principles for					
	meeting					
	responsibilities.					





	3.1.4		-	-	-	
	Demonstrate	-				
	controlling					
	techniques for the	7.4				
	work flow and					
	patient outcomes					
	through	16				
	delegating and	1				
	supervising		A ACCORDING TO A			
	members of the	100	0. 11 11 11 11			
	nursing team.	VA - 207 - 1	22/4			
.2 Provide a safe	3.2.1 Apply	IN. W. A.				-
working	leadership skills	162107				
nvironment that	to recognize and		-			
revents harm for	manage risks to	300000000000000000000000000000000000000		-		
atients and	provide safe care					
workers.	that best meets	11				
N.	the needs and	LITY OF	Numero			
	interests of	and and	TAMES IN STREET			
	individuals,					
10000	families and	O TO SERVICE		The contract of		
AT 69 11	communities.	PAVSON III	ame Uni	100		
100.00	3-2-2. Act to	I TO COLUMN		307		
	protect patients					
70	and their families	DECIDENCE OF	AND THE RESIDENCE OF THE REAL OF			
	from unsafe,	ATTO W	THE PROPERTY OF THE PARTY OF TH			
111	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.	alty of	Nursing	-	-	
Man	chvironinent.	Accur	ance Ilni			
ealth care utcomes in the ght of quality indicators and enchmarks to chieve the ltimate goals of nproving the uality of nursing care.	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the		alversity		-	-





	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 presentationSimulationVideos	Mid term examFinal written exam
	3-3- 3. Utilize quality	ну о	Noising	-		-
	indicators and benchmarks to evaluate the	Assur	ance Uni)		
	effect of improvements in the delivery of nursing	IFIN U	alversity		-	
	care. 3.3.4 Implement standardized protocols when providing nursing					





F 79		Committee				
	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, ommunicate , 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 presentationSimulationVideos	Mid term examFinal written exam
4.2. Utilize information	4.2.1 Recall, and manage data to	ASSUM(ince Uni	(I)		-
and communicatio n technologies in the delivery of patient/client care.	make decisions using information management system for providing holistic patient care	Ma Us	Iversity		-	
	4.2.2- Apply					





0.0			(major)		
	communication				
	technologies that				
	support clinical				
	decision making,	- /			
	care coordination,				
	and protection of	1			
	patients' rights.				
	4.2.3. Apply	10-0A	A STATE OF THE PARTY OF THE PAR		
	technologies and				
	information	A MI A N	A		
	systems to support	anay m.y			
	provision of safe	COLUMN TOWNS			
	nursing care				
	practice to				
	individuals,	Ave of	Mary and in our		
	families, and	TACOL	MILIERIFIC		
	communities.	- 10			

Domain No.5Inter- Professional communication

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching	Media used	Assessme
Let Coll (A)	Manage Say	3 (((((((((((((((((((Methods		nt
						Methods
5.1 Collaborate with	5.1.1 Collaborate	Neuro1:- Stroke	Demonstrate nursing	Modified	Powerpoint	■ Mid term
colleagues and	inter-professional		care considering	lecture	presentation	exam
members of the	relation, in a	Neuro2:-	- Considering		_	





health care team to facilitate and coordinate care provided for individuals, families and communities.	to maximize health outcomes for the patients, families and communities	Peripheral neuropathies	quality improvement and patient's safety	 Discussion with small groups of students 	SimulationVideos	Final written exam
Fac	5.1.2 Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.	Nursin	g	-	-	-
Wens	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	ance Mersi	Lyya Lyya	-	-	





Light Tries		Commission of the same		
	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.)	حتوي (Cou Cont
Unit 1: Introductory course		_		
INT1: Examination of cardiac, Chest examination, Abdominal	2	1	_	
Examination.				
INT 2: Basic Electrocardiography				
1. INT 3: Basic imaging& x ray				
Unit 2: ENDCRINOLOGY		1	_	
End 1: thyroid diseases	2	1		
Sternie energeneering				
End 2: Diabetes	2	1	-	
Unit 3: Nephrology	2	1	_	
N1: Urinary tract infection.				





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





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





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

- اساليب التعليم والتعلم:

Teaching and Learning Methods

1. Lecture

2- Discussio

3- data show

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





1. Lectures 2- Discussion 3- data show	ر- لأساليب المستخدمة: Methods used
Assessment 1 written midterm exam 9 week Assessment 2 final written exam at the end of the semester	- التوقيت : Time
20 % Mid-Term Examination 80 % Final Examination Total 100 %	- توزيع الدرجات : Mark Distribution
List of References جع	- قائمة الكتب الدراسية والمرا
	l Books (Text Books)
Bailey and love's (2017): Short Practice of Surgery 26 th ed.the London, Queen Mary's	
Course Notes	Dentistry, London, UK Course note مذكرات
Notes in general medicine for nursing	Course note
Trotes in general medicine for nursing	
Recommended Books	ـ كتب مقترحة
Boon N, Colledge N, Walker B and Hunter J.(2017): Davidson's principles and practice of medicine. 20th.ed	Recommended Book
.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, 11 th ed., New York. Mosby Company	

منسق المقرر





نموذج

توصيف مقرر دراسى بناء على المعايير الأكاديمية المبنية على الكفايات

ابريل 2017

جامعة :المنوفية كلية: التمريض قسم:التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

1. بيانات المقرر:

V	الفرقة / المستوى : الثانية	Surge.	ry & its specialties اسم المقرر:	الرمز الكودي: M 207
'n	عملی	2	عدد الساعات المعتمدة: نظرى	التخصص: Medical Surgical Nursing

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	Assessm ent Metho ds
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 		exam Final written exam

	3
-	1
Company of	
THE OF THE	

OF OF MAN			(***	الرجسامعسة المنوعي		
1.1 Demonstrate knowledge, understanding, responsibility and	Apply nurses' code of ethics and professional	Peri-operative care.Shock.	Recognize risk factor, causes, clinical manifestation,			exam Final written
accountability of the legal obligations for ethical nursing practice	conduct for ethical decision making	 Bleeding. Intestinal obstruction. Hernia. Fracture. Neurosurgery 	diagnostic measures, of different surgical disorders Describe the surgical management of adult patients with, shock, bleeding, intestinal	students	recording using Webex, Microsoft Teams, and google classroom	
Qual	ty As	SUIGN	obstruction, hernia, fracture, neurosurgery.			





7.8 ME 79.50			(
1.1Demonstrate knowledge,	nursing based	Peri- operative care .	■ States lines of treatment for	■ Modified lecture	■ Power point presentation	■ Mid term exam
understanding,	on policies	principles of	adult	Discussion with	■ Simulation	Final written
responsibility and accountability of	and procedural guidelines	plastic surgery Burn	individuals with patients	small groups of students		exam
the legal obligations for ethical nursing practice	considering patient/ client rights	 Radical mastectomy & breast conservative surgery Wounds 	presenting with the most common surgical disorders. Demonstrate		Microsoft Teams, and google classroom	





Faculty of Nursing		 Cardiothoracic surgery Neurosurgery Appendicitis Fracture 	nursing care according the needs for adult individuals with patients presenting with the most common surgical disorders.	
	Faculty	of N	irsing	

INTERIORIES DISTRESSED



TOP OF WAR				(a	رجسامعت المنوعي		
1.2. Demonstrate knowledge,	Demonstrate		•	Utilize critical thinking skills	Modified lecture	Powerpoint presentation	
understandin g responsibility and accountability of the legal obligations for ethical nursing practice	and accountabilit y for care within the scope of professional and practical level of competence.	 principles of plastic surgery Burn Radical mastectomy & breast conservative surgery Wounds Cardiothoracic surgery Neurosurgery 		and clinical competences needed when providing care for adult individuals with patients presenting with the most common surgical disorders.	■ Discussion with small groups of students		
Qual	ty As	AppendicitisFracture		e Un			





Domain No. 2. Holistic patient-centered care

Competency	Key elements	Course Subjects	Course objective		Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	holistic and focused biopsychosocial and environmental assessment of health and illness in diverse settings	care principles of plastic surgery Burn Radical	 Analyze symptoms signs construct differential diagnosis common presenting complaints. 	& and a for	 Modified lecture Discussion with small groups of students 	Simulation	





	■ Fracture			
holistic nursing care that addresses the needs of individuals, families and communities across the life span	principles of plastic surgeryBurnRadical	■ 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 	 Mid term exam Final written exam





			surgery.			
2.1 Provide holistic and evidence based nursing care in different practice	holistic patient- centered care respecting people diversity	BurnRadical	nursing care	 Discussion with small groups of students 	presentation Simulation	
Que		NeurosurgeryFracture	nce U	y Y		





2.1 Provide holistic and evidence based nursing care in different practice **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context **Note of the patient/client needs/problem s within the Egyptian health care system and the personal context needs of the patient of the pat	symptoms & signs and construct a differential diagnosis for common presenting complaints.	 Modified lecture Discussion with small groups of students 		
--	---	--	--	--





2.1.5 Utilize		-	-		-
different					
community					
resources for					
referral to					
assist the					
patient/client		ARTER ATTENDA			
and family					
through					
transitions					
across the					
continuum of		_M			
care	SEY-YEL			-	
2.1 CEwamina					
2.1.6 Examine evidence that		ittrsind	i i		
underlie		i mirani S			
clinical					
nursing		0.00	200		
practice to					
offer new					
insights to		WASHINGTON	WV0		
nursing care		K-11-2017)		
for patients,					
families, and					
communities					





based on the needs /	2.2.1 Determine health related earning needs of patient/client within the context of culture, values and norms	plastic surgery Burn	related learning needs	 Modified lecture Discussion with small groups of students 	 Power point presentation Simulation Videos 	Mid term examFinal written exam
Que	ity A	surgery Neurosurgery Appendicitis Fracture	nce l			





fa in p fa rv p lo	2.2.2. Assess factors that influence the patient's and family's ability, including eadiness to learn, preferences for earning 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	Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	care. principles of plastic surgery Burn	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 examFinal written exam





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

Quality Assurance Unit





2.2. Provide health education based on the needs / problem of	2.2.5 Communicate health information and coordinate	care. principles of plastic surgery	 Utilize health information effectively according patient needs 	Modified lectureDiscussion with small groups of	Power point presentationSimulation	Mid term examFinal written exam
patients/ client within a nursing frame work learning style, and levels of health	health education/pro motion activities effectively according to patient/client needs.	Radical mastectomy & breast conservative surgery		students	■ Videos	
literacy	facul	Wounds Cardiothoracic surgery	lursing			
TV/A	enou!	Neurosurgery Appendicitis Fracture	wersit	у		
2.2. Provide health	2.2.6 Utilize information	Peri-operative	 Demonstrate information for 	Modified lecture	Power point presentation	Mid term examFinal written





. 1	C			- 5:	- 6:	
education	from variety	care.	planning and	Discussion	Simulation	exam
based on the	of reliable	■ principles of	improving	with small	■ Video and	
needs /	sources for	principles of	health	groups of	recording using	
problem of	planning and	plastic surgery	promotion and	students	Webex, Microsoft	
patients/	improving	■ Durn	health		Teams, and	
client within	health	Burn			google	
a nursing	promotion	Radical	education		classroom	
frame work	and health		activities			
learning	education activities	mastectomy &	100 100 100 100 100 100 100 100 100 100			
style, and levels of	activities	breast	Formulate			
health		conservative	appropriate			
literacy	(B) Y //	surgery	management			
nteracy	- 9	_J ARR. V	plans for			
1000		Wounds	individual	P		
1		- 0 1: 11				
VIII.	COCTU	Cardiothoracic				
		surgery	presenting with			
		- November	the most			
TO VIVO	History A	Neurosurgery	common	PER TIL		
F. C. Valo		Appendicitis	surgical			
			disorders.			
7020	Service II	Fracture	4,50,40,5	100		
18.33	- 1105030		1.5)		



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

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
	3-1- 1 Apply					-
effective	leadership skills to					
managerial and	manage personnel to				-	
	maximize health,		50.790			
	independence and			-		
quality nursing	quality of life for					
care	individuals,	D. V. Alexander				
V 107	families, and	7 100201				
D. 200	communities.	ACCORATE NO. 20				
Why of the	3.1.2 Plan and					
	implement change					
VIII.	conducive to the	2 2 2 3 3 3		_		
	improvement of	ZOOT NU	nsim ci			
	health care		0000			
_	provision.					
(A)	3.1.3 Organize own	CL IVOTO		23		
Va.Vala	workload and apply			UFF.		
	time-management					
785/2016-	principles for		SARAVITHANA			
11/1/5	meeting		53 F S4 T/W			
11.0	responsibilities.					
	3.1.4 Demonstrate		10.0			
	controlling					
	techniques for the					
	work flow and					
	patient outcomes					





	through delegating and supervising members of the nursing team.		
3.2 Provide a safe	1 1		-
environment that	leadership skills to recognize and		
prevents harm for			
	provide safe care	AND ADDRESS OF THE PARTY OF THE	
	that best meets the	ACTOR OF THE PERSON NAMED IN COLUMN TO PERSO	
- 19	needs and interests	.07 . 10.	
- 186	of individuals,	W A NAME IN THE STREET	
V 100	families and	y an transfer the later to the	
(A)	communities.		
The same	3-2-2. Act to protect patients and their		
	families from		
VIII.37	unsafe, illegal, or	and the first of the same of t	
	unethical care		
. V.	3-2- 3. Create a		
ALC: UNDER	research		
Tening	environment that		
Server 1	help in		
	maintaining safe		
7077/20	environment.	2) [[] [[] [] [] [] [] [] [] [] [] [] [] [
1000	3-2- 4. Apply		
	research methods		
	related to area of		
	practice that		
	enable and use		





	the best evidences to maintain safe work environment.					
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.			-	-	-
Qual	Participate in quality improvement process to enhance	 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 	exam • Final written exam





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





1.00 to 100 (1905)		-	
nursing care.	mastectomy &	surgical disorders.	classroom
	breast		
	conservative		
	surgery		
	Wounds		
	Cardiothoracic		
	surgery		
	Neurosurgery		
	Appendicitis		
	Fracture		
Facult	y of Nu	rsing	
Quality A	suram	ce Uni	
That is a season in the	or filling hear	AsportTuesco	





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 	 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 	CAUTT
Me	nouth	AppendicitisFracture	ersity			











DOMAIN NO 4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assess ment Meth ods
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 	Discussion with small	 Power point presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom 	





		Neurosurgery				
		- A				
		Appendicitis				
		Fracture				
	4.1.2. Apply		-	-		-
	technology and					
1.0	information	ATTO: ATT				
2/8	management					
- 607	tools to support	AF 1 700 III				
	safe care and					
10	evaluate their					
- 10	impact on		000			
1000	patient					
1	outcomes.					
107	4.1.3. Evaluate		SIDCE		_	
	the impact of		21112		_	
	computerized					
CONTRA	information		900	750		
VENTA	management on		e Uni	J#7		
	the role of the		200			
31/91/10-	nurse in		APACTIONS.			
11/1/0	providing	A PARTIES	2112017/30			
	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.		 Peri-operative care. principles of plastic surgery Burn Radical mastectomy & breast 	 Synethesis management data to make decisions for providing holistic nursing care 	 Modified lecture Discussion with small groups of students 	Power point presentationSimulationVideos	Mid term examFinal written exam
Qua	ity As	conservative surgery Wounds Cardiothoracic surgery Neurosurgery	e Uni			





	■ Appendicitis
	■ Fracture
4.2.2- Apply communication	
technologies tha	
support clinica	
decision making	A CONTRACTOR OF THE STREET
care	
coordination	
and protection of	
patients' rights. 4.2.3. Apply	
technologies and	a Usalingsanishtay
information	
systems to	
suppor	
provision of safe	
nursing care	





STATE STATE		Cam	(جسامعت أغنوه	
prac	tice to individuals,			
fam	lies, and			
	ommunities.			
7.0		-		
100				
07 6				
V 1	THE PARTY AT VIS			

Domain No: 5. Inter- Professional communication





Competency	Key elements	Course Subjects	Subjects	Teaching	Media used	Assess
		Course Subjects	objectives	Methods	Tyledia asea	ment
			.			Meth
						ods
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 	 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 examFinal written exam
Qua	ity Av	 Wounds Cardiothoracic surgery Neurosurgery Appendicitis 	e Uni			





		■ Fracture				
health care team to facilitate and	within	 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	





The of their	(2	رجسامعية المنوفي
	■ Cardiothoracic	
	surgery	
	Neurosurgery	
	Appendicitis	
	■ Fracture	
10		
- 17		
V 100	ON Y JEE O' WHEN IN THE SERVICE OF T	

Quality Assurance Unit

Menouth Duriversity





5.1 Collaborate 5.1.3 App	ly Peri-operative	Exhibit	Modified	Power point	■Mid term exam
with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities. with standardiz communic approach transfer care responsibility to other profession to facilitate experience transitions across diffihealthcare settings	care. cation to principles of plastic surgery lities Burn als Radical mastectomy & breast	standardized therapeutic	 Modified lecture Discussion with small groups of students 	 Power point presentation Simulation Videos and recording using Webex, Microsoft Teams, and google classroom Image: Team of the control /li>	• Final written exam





100 MB 79050			And a series		
	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-

Quality Assurance Unit





Торіс	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)			
2. Peri-operative care	2	1	Course Content			
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:CraniotomyProlapsed Disc Surgery	2	1	_			
9. colorectal cancer : diversion surgery	2	1	_			
Mid Term Exam						





2	1				
2	1				
2	1		_		
2	1		_		
2	1		_		
2	1		_		
30 hours	15				
-30	week				
5.3 Seminars	and conf	erences.	Teaching and Methods	d Learning	
6.1 Group discussion 6.2 Class activity					
6.1	Group dis	scussion	يم والتعلم للطالب دة القدرات ذوي	المحدو	
6.1	Group dis	scussion		المحدو Learning	
6.1	Group dis	scussion	ِدة القدرات ذوي Teaching and	المحدو Learning Disables	
	2 2 2 2 2 30 hours 5.2 (5.3 Seminars)	2 1 2 1 2 1 2 1 2 1 30 hours 15 week 5.1 5.2 Group dis 5.3 Seminars and conf	2 1 2 1 2 1 2 1 30 hours 15	2 1 - -	





sessment 2:- Final writter	exam at the end of the term	essment 1:- Mid term exam at 9 week	ب-التوقيت : time
■ Mid term exam	20%		ج-توزيع الدرجات :
Final Examination	80%		Marks distribution
■ Total	100%		
List of References	by A Vall	جع	 إ- قائمة الكتب الدراسية والمرا
 Course Notes: Notes in 	general surgery for nursing	4520	أ- مذكرات
			Course note
 Essential Books (Text 		1.0	ب-كتبملزمة
 Bailey and love's (201 of Medicine and Denti 		ed.the London, Queen Mary's School	Required Books
of Wedletile and Bench	All John Committee of the Committee of t	THE STATE OF THE S	(Text Books)
Basic Nursing Essentia	ls for Practice		ج-كتبمقترحة
 Short Practice of Surg 	ery	A TANA	Recommended Book

منسق المقرر رئيس القسم





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

Amenoufia University : جامعة

کلیــة: Faculty of Nursing

Medical Surgical Nursing : قسم

تاريخ اعتماد التوصيف:

7- بيانات المقرر:

Second year	الفرقة / المستوى:	قرر:	Pharاسم الم	macology	الرمز الكودي : 204 M
	عملی	30	نظری	عدد الساعات المعتمدة:	Medical : التخصص Surgical Nursing

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:





Practice

Domain No. (1): Professional and Ethical

Competency	Key elements	Course objectives	Course Outline	Teaching	Media used	Assessment
				Methods		or
		2				Evaluation
1.1	1.1.1	.Identify the roles of	1- Introduction to			
Demonstrate	Demonstrate	professional nurse in relation	Pharmacology		- Powerpoint	Final
knowledge,	understanding of the	to medication administration	2- Drug regulation		presentation	written
understanding,	legislative	and patient education in both	and approval		presentation	exam
responsibility	framework and the	acute and community health	3- Drug classification	Modified	- Video and	CAdili
and	role of the nurse	settings	4- Principles of drug	lectures	recording	
accountability	and its regulatory	. Explain the correct measures	administration	lectures	using	
of the legal	functions.	to ensure the prevention of	5- Drug therapy		Webex,	
obligations for		medication errors	consideration		Microsoft	
ethical nursing	acon,	. Define the pharmacological	throughout the		Teams, and	
practice.		terminology pertinent to	lifespan		google	
		specific classifications of	6- Medication errors		classroom	
		medications in relation to	tissue)			
70/1/25		drug effects on commonly	ENV			
15-35-		occurring diseases.	-7.			
	1.1.2 Apply	-	-	-	-	-
	nurses' code of					
	ethics and professional					





WAS THE STORES	(جسامعسة المتوفيسية)
conduct for ethical decision making.	
1.1.3 Practise nursing based on policies and procedural guidelines considering patient/ client rights.	
1.1.4Demonstrate	
responsibility and	of Nursing
accountability for	
care within the	Uternee Unit
scope of	
professional and	DISTRUMENTAL BOOK
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.		5		-	-
Qual	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	of Nursin Urance			-	-
Me	2.1.3 Provide holistic patient-centered care respecting people diversity.	Universi	ty.		-	-
	2.1.4 Advocate the patient/client needs/problems				-	-





	within the Egyptian					
	health care system					
	and the personal					
	context.	St.				
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.				-	-
- 10	2.1.6 Examine					
1000	evidence that					
	underlie clinical					
VIII F	nursing practice to offer new insights to	75f MITTERIM				
1	nursing care for	DI 14012111				
	patients, families,					
WALLEY WALL	and communities					
2.2	2.2.1 Determine	-Apply educational principles	Central Nervous	Modified	- Powerpoint	- Final
Provide health	health related	and counseling techniques	System stimulants	lectures	presentation	written exam
education based on	learning needs of	appropriately and effectively	A. Antidepressant and			OMAIII
the	patient/ client within	with diverse populations.	Antipsychotic agents			
needs/problems of	the context of	* Communicate health	B. Antianxiety,			
the patient/client	culture,	information and coordinate	Sedative, Hypnotic			
within a nursing	values and norms.	health education/promotion	agents			





framework.		activities effectively	Psychotherapeutic		
Traine work.		-			
		according to patient/client	agents		
		needs.	D. Autonomic		
	- 5	-Utilize information from	Nervous System		
		variety of reliable sources for	Agents		
		planning and improving	E. Anesthetic agents		
100		health promotion and health	F. Analgesic (Pain		
- 07		education activities.	Management) agents		
. 10	The state of the s		G. Anticonvulsant		
Jan Jan			agents		
Qua	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.	of Nursin Urance		 -	-





	2.2.4. Apply			
	educational			
	principles and counseling			
	techniques			
	appropriately and			
	effectively with			
	diverse populations. 2.2.5 Communicate			
5/6				
. 107	health information	C. 300		
- 10	and coordinate	(A - WA)		
V 10.	health	" VE		
100	education/promotion			
1000	activities effectively			
VIII C	according to	of Mirror		
	patient/client needs.	of Nursin		
	2.2.6. Utilize			
(All land	information from	Urance		
Service L	variety of reliable	Olicine a		
70-70-9	sources for planning	File Dones and		
IMIG	and improving	ON BREET PR		
	health promotion			
	and health education			
	activities.			





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.			-	-	-
Qual	3.1.2 Plan and implement change conducive to the improvement of health care provision.	of Nursin Urance				
Me	3.1.3 Organize own workload and apply time-management principles for meeting responsibilities. 3.1.4 Demonstrate controlling techniques for the	Universi				





	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.	of Nursin			-	-
Qua	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 D: :	I	
			D. Diuretics		
			E. Drugs for Fluid,		
			Electrolyte and Acid-		
	100		Base Disorders		
	3-2- 3. Create a			-	-
1.00	research				
107	environment that				
	help in		100		
N 184	maintaining safe	w. Alegali III			
Jan 201	environment.		0.00		
	3-2- 4. Apply		1107		
	research methods				
(May 6	related to area of		me."		
	practice that				
- V.	enable and use				
ALC: U.C.V	the best evidences		THE PARTY NAMED IN		
	to maintain safe				
	work		SAMME		
100000	environment.				
10/1/2	101112	UPSTRUCK STRUCK	17474		
3.3	3-3-1 . Apply		- Y	 -	-
Review health	leadership skills,				
care outcomes					
in the light of	and decision				
- Silv or					





quality	making in		
indicators and	improving the		
benchmarks to	quality of nursing		
achieve the	care by using the		
ultimate goals	existing		
of improving			
the quality of	resources.		
nursing care.	3-3-2. Participate	CA WALLER CO.	
× 10.	in quality	A Visit III	
	improvement		
	process to		
No.	enhance nursing	of Nursing	
	care rendered and		
COUNTRY	patient/client	LIVE TO CO. LIVE TO CO.	
re. Yerel	outcomes.	UreineelUnii)	
70-710-	3-3- 3. Utilize	Transfer to concentrate of the second	
ME	quality indicators		
	and benchmarks		
	to evaluate the		





1000 100 1000							
	effect of						
	improvements in						
	the delivery of	5/					
	nursing care.	0					
	3-3-4. Implement	Implement standardized	<u>Drugs for</u>	Modified	-	Powerpoint	- Final
	standardized	protocols when providing	Gastrointestinal	lectures		presentation	written exam
- 111	protocols when	nursing care considering	<u>system</u>				
S 1875	providing nursing	quality improvement and	A. Drugs for Peptic				
1 0	care considering	patient's safety.	Ulcer Disease		-	Video and	
- 10	quality improvement		B. Drugs for Bowel			recording	
	and patient's safety.		Disorders			using	
VIII F	deulty	of Nursin	C. Drugs for Nausea			Webex,	
		57 17 51 5111	and Vomiting			Microsoft	
CONTROL OF	214 3 0004	March March 1	D. Drugs for			Teams, and	
	TAV AVSS	Uramce	Nutritional Disorders			google	
	STATISTICS OF		POSITIVE AND A SECOND			classroom	
TR. 25 Face	A SECTION AND INCIDENT	TO DOWN HAVE A SECURITY OF	Herbert Co.				

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
Me	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on	Universi	Ly.	-		





	patient outcomes. 4.1.3. Evaluate		
	the impact of		
	computerized		
	information		
	management on the role of the		
	nurse in		
	providing holistic		
	patient-centered		
	care.	Disable A Visable III III	
1	4.1.4. Use and		
	evaluate		
N N	information	ulty of Nursing	
	management		
60	technologies for	Assurance Unit	
-	providing the		
	holistic patient	Tita Usingerstiye	
	care in different		
	health care		
	settings		





4.2. Utilize	4.2.1 Recall, and	-	Ξ	-	-	-
information	manage data to					
	make decisions					
and	using					
communicatio	information management					
n technologies	system for					
in the delivery	providing holistic patient					
of	care	04.788				
patient/client	4.2.2- Apply communication	A Visit III III	1			
care.	technologies that	Anna, VCOB, To Al Citi				
Market	support clinical					
	decision making,					
Var F	care coordination,	of Nursing				
	and protection of	or marging				
	patients' rights.					
(A)	4.2.3. Apply	I Palace II	37.30			
F. Vale	technologies and	Olemee A				
	information					
T(V) (10)	systems to support provision	Ulbert Carrier Carlow	0			
1000	of safe nursing	State of the state				
	care practice to	9.1				
	individuals,					
	families, and					
	communities.					





Competency	Key elements	Course objectives	Course Outline	Teaching Methods	Media used	Assessment or Evaluation
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. 	of Nursin Urance Universi	o Unit)			
	5.1.3- Apply standardized	Apply standardized communication approach to	Drugs for Immune System Modulation	Modified	Powerpoint	- Final written exam





	communication	transfer care responsibilities	A. Drugs for	lectures	presentation	
	approach to transfer	to other professionals to	Inflammation, Fever,			
	care responsibilities	facilitate experience	and Allergies			
	to other	transitions across different	B. Drugs for Bacterial			
	professionals to	healthcare settings.	Infection			
	facilitate experience		C. Drugs for Fungal,			
2/0	transitions across		Protozoan and			
- 07	different healthcare	C . 30.	Helminth Infections			
	settings.	A Visit	D. Drugs for Viral			
Jan Jill			Infections			
1000	5.1.4 Utilize			-		
100	communication	and the same of th				
1	styles that diminish	of Nursin	C.			
	the risks associated					
Call Call	with authority	I VOID CO	TOTAL PARTY			
Se. Vale	gradients among	urance	STILL OF			
100.000	healthcare team	for all the second	Holoso			
1515	members.	ON MELSI	T/A			





	Unit 1: Introd	luction to Pharmacology	3- محتوي المقرر:
	1. Drug regulation and approval		
	2. Drug classification		Course Content
	3. Principles of drug administration		
	4. Drug therapy consideration throughout the lifespan		
	5. Medication errors		
		Unit 2: Central Nervo	us System stimulants
	1. Antidepressant and Antipsychotic agents		
	2. Antianxiety, Sedative, Hypnotic agents		
1	3. Psychotherapeutic agents		
1	4. Autonomic Nervous System Agents		
	5. Anesthetic agents		
	6. Analgesic (Pain Management) agents		
	7. Anticonvulsant agents		
,	Marrier of Mirreiner	Unit 3: Cardiova	scular Pharmacology
١	1. Drugs for Heart Failure		
	2. Drugs for Hypertension		
	3. Drugs for Dysrhythmia		
Ì	4. Drugs for Angina, Myocardial Infarction and		
	5. Cerebrovascular Accident		
	6. Drugs for Lipid Disorders		
	TOTAL DESIGNATION	Unit 4: Drugs for Her	natological Disorders
	1. Drugs for Coagulation Disorders		
	2. Drugs for Hematopoietic Disorders		
	3. Anemias		
	4. Diuretics		
	4. Diuretics		





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

ـ تقويم الطلاب: students assessment				
Student Assessment Methods	أ_ الاساليب المستخدمة			
5.1- written mid term exam to assess the students' Intended Learning Outcomes	المستخدمة			
of Course.				
5.2 – written final exam to assess the students' Intended Learning Outcomes of				
Course.				
Assessment Schedule	ب- التوقيت			
Assessment 1 midterm exam Week 6				
Assessment 2 final exam at the end of the first term week 15				





		Comme bart.			
	Mid-Tern	V n Examination	Veighting of A 20 marks	Assessments 20%	ج- توزيع الدرجات
	80 marks	80%	Final Examin	ation	
		Total	100 marks	100%	
			List of R	eferences	6- قائمة الكتب الدراسية والمر
	A	10	6.1- Co	ourse Notes	أ- مذكرات Course note
Omer, A., H, Ph					
6.2.a-Fox KA,	Opie JJS, White HD, e	et al: Drugs for	the Heart. Ant	ithrombotic	ب- كتب ملزمة
agents:Platelet in	hibitors, anticoagulant	ts, and fibrinoly	tics Philadelp	hia, PA:	Obligatory Books
		Elsevier Saund	ers, 2019, pp 2	293–340	
6.2.b-Fishman W	H, Cheng-lai A,	&Nowarkas J	: Pharmacolo	gy,4th ed.	
Ph					
tv Assu	lidince	Unit			
SEA TO STANCE		6.3- Per	riodicals, Web	Sites etc	ج- كتب مقترحة
CAMPINE DE L'ANDRE DE	THE PERSON	THEND			Recommended Books

منسق المقرر





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

جامعة : المنوفية كليـة: التمريض

قسم: التمريض الباطني الجراحي

تاريخ اعتماد التوصيف:

عـ بيانات المقرر:

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

- 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.



توصيف المقرر المبنى على الكفايات



Course specification based on competency:

: Professional and ethical practice 1 Domain No. $\,$

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
Demonstrate knowledge, understanding, responsibility and accountability of the egal 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 immunocompromise d 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	The second secon		
	procedural	ACCORDANGE AND ACCORD		
	guidelines	AP 90. BETTER 1		
1	considering	AP 1 30		
1	patient/ client	P. A. Waller		
١	rights.			
H	1.1.4 Demonstrate			
	responsibility and			
	accountability for			
	care within the	ZOT NUISING		
	scope of	2, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,		
	professional and			
٢	practical level of	CHILD TO THE STATE OF THE STATE		
k	competence.	STATE OF THE STATE		

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

Methods

THE WE WANT



2.1 Provide holistic nd evidence-	2.1.1. Conduct holistic and focused bio-	-	Essential nutrients and their sources Digestion,	-	Interpret food labels and nutritional information	- Modified lecture	- Powerpoint presentation	-Quizes - Written final
are in different practice settings.	psychosocial and environmental assessment of health and illness in diverse settings.	No. of the last	absorption , metabolism of food, Food labels and interpretations Nutritional assessment Eating disorders Therapeutic nutritional plan for some diseases such		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	- On Line Discussion	- Video and recording using Webex	exam - Individual assignments
	Fact	JI A	as diabetes.		gastrointestinal, liver, renal or metabolic diseases as well as calculate caloric requirement for human being according to age, sex and health status.			





Continue of Domain No. 2: HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessm ent Methods
2.1 Provide dolistic and evidence-based dursing care 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 lectureOnline 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 lectureOnline 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	2//				
	context.					
		1 -				
	2.1.5 Utilize	(A)-(A) (A)-(A)	2-1-2			
	different community	N 200 NA III II	-	- -		-
	resources for referral	V0 AP. 1. V0. III III				
	to assist the	Blacky A Victorial				
	patient/client and	/ELV 10223	I SAIN			
	family through	SE D' ADDA VI ES.	- LUC 201			
100	transitions across the					
700	continuum of care.					
70		All the second second				
	2.1.6 Examine	rity of Nurs	am or			
		and the same	11113			
	evidence that					
1000	underlie clinical		The second second			
AT (FIG.)	nursing practice to	A CCI II/OI DIV	- 1			
100.	offer new insights to	micele like like				
	nursing care for					
	patients, families,	HIROTES TO DUNCTION AND	DAY THE SALE			
	and communities		E STEEDING			



PATIENT-CENTERED CARE

Continue of Domain No. 2: HOLISTIC

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessme nt Methods
2.2 Provide health ducation 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.	Assuraine In the Line In the	sing e Unit			

	-		
		1	
		1	6
3	1	of the	The same



	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 -
V	2.2.5 Communicate health information and coordinate health	ilty of Nur	sing	-		-
	education/promotion activities effectively according to patient/client needs	Assuranc	e Unit			
	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education	ITTA UNIVE	ersity.			





activities.

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

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
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.	y of N	Ursing	-		-
	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	ssureir	rensity			-





	nes for the work flow ent outcomes through ating and supervising 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. Act to protect patients families from unsafe,			-		-
	gal, or unethical care 3-2-3 . Create a	ly of N	ursing			
V.	research	1.0			-	
	environment that help in maintaining safe	ssurar				
78/67	environment.	tiles fritzerin				
1/2	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 health are outcomes in the ight 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.	A to v	Ursing	-	-
QU	Participate in quality improvement		nce Unit		
10	process to enhance nursing care rendered and patient/client outcomes. 3-3. Utilize quality		versity		





indicators a marks to evalu the effect provements in y of nursing car	te of ne				
Implem standardi protocols will providing nurs care consider qua improvement spatient's safe	interactions; and Food allergies and implications to patient safety and ty	 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	Media used	Assessment
			100	Methods		methods





4.1. Utilize	4.1.1 Use different	-	-	-	-	-
information and	sources of data					
technology to	related to advanced					
underpin health care	standards of					
delivery,	practice and patient					
communicate,	care.					
manage knowledge		ed taction				
and support		0. (555)				
decision making for		70.	710	-		
patient care	information	700				
	management tools	Water III	Mark.			
F 10 A	to support safe care	VALUE OF				
- 10	and evaluate their	3 8 45	20-20			
1000	impact on patient					
VIII V	outcomes.	P				
7 10	4.1.3. Evaluate the	T NUITS	n cr			
V.	impact of					
	computerized					
A ANNOTH	information	Vollaveza				
We. Valali	management on the	No. III Long				
	role of the nurse in					
70/10505	providing holistic	DAY DOOR OF	C/FIROVO			
0.16.1	patient-centered	V 3 3 1 1 1 2 3 2 3 1 1	211717			
	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.	manage data to make decisions using information	MITTER!		-		
Quali	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	reince	Unit		_	





Charles Ages		جسامعسة المنوفيسة		
The Marian	systems to support provision of safe nursing care practice to individuals, families, and	المنواسة المنواسة	.,	
	communities.			

Domain No. 5: INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
Collaborate with olleagues and nembers of the health are team to facilitate nd coordinate care rovided for ndividuals, 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 lectureOnline Discussion	Powerpoint presentation	- Written exam - Individual assignments
	5.1.2 Interact within behavioral norms related to the	-	-	-	-	-





commu	ciplinary unication				
and the	health				
	care				
organ	nizations.				
5.1.3	Apply		_	_	_
stan	dardized				
commu	unication				
approach	to				
transfer	care				
responsib	ilities to				
Jr (1) 40	other				
profession	nals to	40			
The same of the sa	facilitate				
ex	perience				
transition	s across	ursing			
A 11-00 I	different	Unstruct			
	cultificate				
	settings.				
5.1.4	Utilize				
commu	unication	nce Unit			
styles	that				
diminish	the risks				
associated	d with	A PROPERTY OF THE SAME			
10000000	authority	C - 11 - 11 - 1 y			
gradients	among				
healthcare					
n	nembers.				





Annual Said .				
			3- محتوي المقرر:	
No. of	Lecture	Tutorial/	Carres Carretaint	
hours	No.	practical	Course Content	
2	1	-		
2	1	-		
4	2	-		
4	2	-		
4	2	-		
4	2			
4	2	-		
2	1	-		
26	13	-		
hours	lectures			
			5	
			-أساليب التعليم والتعلم	
- Group work - Online teaching - Online teaching				
	4 4 4 2 26	hours No. 2 1 2 1 4 2 4 2 4 2 4 2 4 2 2 1 26 13	hours No. practical 2 1 - 4 2 - 4 2 - 4 2 - 4 2 - 4 2 - 2 1 - 26 13 - hours lectures -	





لا يوجد حيث لا يوجد طلاب ذوي القدرات المحدودة		6أساليب التعليم والتعلم للطلا ing Methods of Disables
	ressment : 7- تقويم الطلاب	
5.1- Written midterm examination to assess knowledge. 5.2- Final written examination to assess knowledge.	lge and understanding.	ش- الأساليب المستخدمة: Methods used
Assessment 1 Midterm exam Assessm	nent 2 Final exam	ت- التوقيت : Time
Mid-Term Examination Final-term Examination 80 degrees (80 %) Total	20 degrees (20%) 100 degrees (100%)	ث- توزیع الدرجات : Mark Distribution
List of References	احع	- 5- قائمة الكتب الدراسية والمر
	<u> </u>	3- قاعد العلب الدراسية والمر
	out of lecture notes 6.1-	أ- مذكرات Course note
 Michele G., Sylvia, E., Suzanne D. (2016). Nutritional F. Applications, A Nursing Approach. (Sixth Edition). Crodner, M., Escott, S., & Dorner, S. (2016). Nutritional I. Applications. 4th ed.; China. Mosby. Elseveir 	out of lecture notes 6.1- Foundation and Clinical	





رئيس القسم Faculty of Nursing Quality Assurance Unit

منسق المقرر

- 85 -





نموذج توصیف مقرر دراسی بناء على المعايير الأكاديمية المبنية على الكفايات ابريل 2017

> جامعة : المنوفية جامعة:المنوفية كلية: التمريض قسم:التمريض الباطني والجراحي تاريخ اعتماد التوصيف:

					1-بيانات المقرن
	Second Y	الفرقة / المستوى :::Year الفرقة / المستوى		Pathology: اسم المقرر	الرمز الكودي: M 205
fell		عملی	2	عددالساعات المعتمدة: نظرى	التخصص : Medical Surgical Nursing

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

y	Key elements	Course Subjects	Subjects Objectives	Teachin g Method	Media used	Assessmen t Methods
1.1 Demonstrate	1.1.1.	197 - 130.		S -		_
knowledge,	Demonstrate	W. A. Wall	-			
understanding,	utilizing of the	7 · · · · Vissell				
responsibility	legislative		1. 11. 21			
and	framework					
accountability of	and the role of					
the legal	the nurse and		Tristmeri			
obligations for	its regulatory		1131113			
ethical nursing	functions					
practice	1.1.2			12.30	-	
F. Valal	Apply nurses' code of ethics			UU.		
T(V) (200)	and professional		control than			
1500	conduct for		3-11-111-11			
	ethical decision		160			
	making					
	1.1.3 Practice					
	nursing based					
	on policies and					





Charles Assess			(
	procedural guidelines considering patient/ client rights 1.2.5. Demonstrate responsibility and accountabilit y 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 	 Utilize critical thinking skills 	 Modified lecture Discussion with small groups of students 	 Power point presentation Simulation Videos 	Mid term examFinal written exam
Mei	TOUT	function	ersity			





Domain No. 2 Holistic patient-centered care

Competency	Key elements	Course Subjects	Subjects Objectives	Teachin g Method s	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 environment al assessment of health and illness in diverse settings	ty of	versing			



The second				جامعة المنونية))	
	Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	 Alterations of Cardiovascul ar 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.	(P)	Power point presentationVideos	 Mid term exam Final written exam





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 	manifestations of selected disease processes and health	 Modified lecture Discussion Group work 	Power point presentationVideos	Mid term examFinal written exam
Canina	ditto V	Ved IV	clinical settings.	The second		
1/2/1/	2.1.4 Advocate the patient/client needs/proble ms within the Egyptian health care system and	Ma Way	versity		-	_





	e personal				
	ontext				
2.1.					
	different				
	community				
	ources for				
	erral to				
ass					
_	atient/client		0		
and	-				
- 100	through				
o or	transitions oss the				
	oss the ntinuum of		20 20. 20		
COI	care.		NEEDS ALIP		
	carc.				
2.	1.6 Examine		ursina		
	vidence that	and the same	ministra		
	nderlie				
	inical			E-100	
	arsing		nce Un	UIF .	
	ractice to				
	ffer new		COLEMPS THAN		
ir	sights to		A STATE OF THE PARTY.		
	arsing care				
	or patients,				
	milies, and				
CO	ommunities				





2.2. Provide	2.2.1	_	-	-		-
health	Determine	_				
education	health related					
based on the	learning					
needs/	needs of					
problem of	patient/client					
patients/	within the					
client within	context of					
a nursing	culture,		APPENDED.			
frame work	values and					
learning	norms					
J /	2.2.2. Assess	may M. Vile				
levels of	factors that influence the		76 46.78			
health	patient's and				-	
literacy	family's ability,					
100	including		TIECHNOT!			
1	readiness to learn,	TACOLLIA	0121117			
	preferences for					
TO TAKE	learning style,		A STATE OF THE STA	T100		
M CO MITE	and levels of			1 (0)		
	health literacy.		AA-A-AB-AA	0.00		
100.00	2.2.3		and the state of the state of			
460	Participate in		VERSILV			
110	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.					
Communicate health information and coordinate health education/pro motion activities effectively according to patient/client	Cardiovascular function Alterations of Pulmonary 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 	 Modified lecture Discussion Group work 	Power point presentationVideos	Mid term examFinal 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.			
health education based on the needs / problem of patients/ client within a nursing frame work	2.6 Utilize information om variety of reliable sources for anning 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 examFinal written exam





	N		
0			

			DOMAI	N NO.(3) Ma r	naging People, Qu	nality and Work e
Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
effective managerial and leadership skills in the provision of	leadership skills to manage personnel to maximize health.	a Ulate	ersity.	-	-	-





	3.1.2 Plan and			
	implement change			
	conducive to the		-	
	improvement of			
	health care	1.7		
	provision.			
	_			
	3.1.3 Organize own			
	workload and apply	the second second		
	time-management	ATTION ADDRESS.		
1/0	principles for	A7-61 A7-61		
. 107	meeting	67 . 30.		
	responsibilities.	7 - A - MA III		
V	3.1.4 Demonstrate	y A Vietti III III		
. Jr	controlling	The second second	1	
- 100	techniques for the	Apple Valley Apple		
10000	work flow and		0.5	
	patient outcomes			
VIII C	through delegating	of Nursing		
	and supervising	COLLYUNG		
- V	members of the			
	nursing team.			
3.2 Provide a safe	11 /		550	-
	leadership skills to	Mark and the second	100	
environment that			- 61635	
prevents harm for		at the property of the same of the same of		
	provide safe care	a University	V4	
workers.	that best meets the			
	needs and interests	100		
	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	74			
	research				
	environment that	0.			
	help in				
	maintaining safe	ATTENDED			
2/0	environment.	A7-0. II-II-II			
- 107	3-2- 4. Apply	07 . 700			
	research methods	V A Washington			
V 100	related to area of	/ Washington			
. 100	practice that	ARRA VIOLET AL			
Management	enable and use				
	the best				
(C	evidences to	of Nursin	PT.		
	maintain safe	OCT IN PROPERTY	-		
	work				
THE RESERVE OF THE PARTY OF THE	environment.		ALCOHOL: N		
T (P) I II I I I	TAY YAVA				
3.3 Review health	3-3-1 . Apply	A SANCELLA	-337	-	
care outcomes in	leadership skills,				-
the light of quality	and decision		47/1/2		
indicators and benchmarks to	making in		- 7		
	improving the		100		
ultimate goals of	quality of nursing				
improving the	care by using the				
quality of nursing	existing				
care.					





	resources.					
	3.3.2		-		-	
	Participate in					
	quality			-		-
100	improvement		70.00			
- 19	process to					
- 10	enhance					
V 107	nursing care	7 · · · · · Viewill				
- No	rendered and		- AL 30			
VALAN	patient/client		3=0707			
	outcomes					
V 5	denth		reimer.			
	And have builted to the		13/11/13/4			





3.3 Review	3.3.3 Utilize	-	-	-	-	-
health care	quality					
outcomes in the	indicators and					
light of quality	benchmarks to					
indicators and	evaluate the	-0				
bench marks	effect of					
achieve the	improvements					
ultimate goals	in the delivery	200				
of improving	of nursing care	A 60				
the quality of	_	AV. No. III				
nursing care.		07 A NA . III				
V 10.	00 7 15	A MESSI				
D 201		Carrier W. Dill				
The same						
VIII.3" C	mounth	wat Min				
	denil)	VOOL IN U				
				-		
A STATE OF THE STA	DELL'E VIVE	DAY NEWSTAND		Tibe.		
TO HIS	TAY YAVA	STILL		- 100		





3.3 Review	3.3.4 Implement		_
health care	standardized		
outcomes in the	protocols		
light of quality	when		
indicators and	providing		
bench marks	nursing care		
achieve the	considering		
ultimate goals	quality		
of improving	improvement	ATTAL ATTACAMENT	
the quality of	and patient's	AV No	
nursing care.	safety	97 A NA	
V 10.	00 1	y A Vision III III	
D 20			
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1300	deuit)	COUNTY OF EASIER OF	
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DOMAIN NO.4 INFORMATICS AND TECHNOLOGY

			DOMAIN	NO.4 INFORMA	TICS AND TE	CIINOLOGI
Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
	acult	A Solve	Tolo			





4.1 Utilize	4.1.1 Use	_	-	-		-
information	different					
and	sources of data					
technology to	related to					
underpin	advanced	- 0				
health care	standards of					
delivery,	practice and					
communicate,	patient care					
manage	11	A A	200			
knowledge						
and support						
decision	management					
	tools to support	Committee of the last	- 10			
patient care.						
	evaluate their				-	
VIII.37	impact on patient	Lock Miles	C 1 10 CC			
	outcomes.	WOLLING!	SHIC			
. V.	4.1.3. Evaluate					
STATISTICS IN	the impact of	THE STATE OF THE S	ASSESSMENT OF THE PARTY OF THE			
IT OF THE PARTY OF	computerized			6		
S. VeYol	information			7		
	management on					
40000	the role of the	3 11/3 1/6	245 CH 1700			
11.00	nurse in	M MARKET				
	providing holistic		10.1			
	patient-centered					
	care.					
	4.1.4 Use and					
	evaluate					





	information management technologies for providing the holistic patient care in different health care settings			
VE	aculty	of Nu	rsing	
Qua	ity As	surem	ce Unit	





 Alterations of endocrine function Inflammation, infection, immunology
--





4	.2.2- Apply	_		-		-
	communication					
	echnologies that					
	upport clinical					
d	ecision making,					
	care					
c	oordination, and					
p	rotection of					
15/4	patients' rights.	ACCUMULATION AND ACCUMU				
	4.2.3. Apply				_	
	technologies					
	and information					
P 10	systems to		100			
100	support		-07			
100000	provision of					
VIII.	safe nursing					
	care practice to	dursing				
V.	individuals,					
	families, and		POST OF THE PARTY			
TANNA	communities.		1200			

Domain No: 5.Inter- Professional communication





Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assess ment Meth ods
5.1	5.1.1	A7 TO B	7 (7)	-	-	_
Collaborate	Collaborate	AF 150 III			_	
with	inter-	AV A Walling				
colleagues	professional	7 1020				
and members	relation, in a	ATTRACTOR ALLES	_///_//			
of the health	variety of					
care team to	settings to	- S-5000				
facilitate and	maximize	y of Nu	rsin cr			
coordinate	health	1 1 1 1 1 1	21112			
care provided				-		
for	the patients,		90	F 1904		
individuals,	families and	SUITOIN	e Un	LUI7		
families and	communities	****				
communities.		a Diate	SECTION.			





5.1 Collaborate	5.1.2 Interact		-	-	-	_	-
with	within						
colleagues and	behavioral						
members of the	norms related to						
health care	the						
team to	interdisciplinar						
facilitate and	у						
coordinate care	communication						
provided for	and the health			50000			
individuals,	care						
families and	organizations						
communities.		sy av a					
P 101	No. of the second						
				00000			
1							
VIII T							





5.1 Collaborate	5.1.3 Apply	-	-	-		-
with	standardized					
colleagues and	communication				-	
members of the	approach to					
health care	transfer care	-0				
team to	responsibilities					
facilitate and	to other					
coordinate care	professionals					
provided for	to facilitate	A 100	50000			
individuals,	experience	AV NA III				
families and	transitions	AT A NO III				
communities.	across different	Sy M Youth				
P 10	healthcare	Vision William				
- 10	settings	07930_00	00=0			
1000						
VIII.		2 - 2 - 1 - 1				
	CEUIF	V OI NU	SING			





100 Mg 79050			And a series		
	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	-	-	-	-

Quality Assurance Unit Wenouth Duriversity











Topic	No. of hours (theory)	No. of lecture (theory)	Practical/ tutorial (Hours No.)	محتوى المقرر Course Content
1. Inflammation, infection, immunology: a. Immune Response	6	3	-	
b. Inflammation, Tissue Repair and Fever	line.			
c. Disorders of the Immune Response				
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:	4	2	_	
a. Structure and function of the Digestive systemb. Alteration of Digestive function				





TO OF NOT	لنوفيت	(جسامعسة ا		
7. Alterations of Renal function	4	2	_	
8. Alterations of Hematological function	2	1	_	
<u>Total</u>	30 hours	15 week		
Modified lecture				5-أساليب التعليم والتعلم:
Online Discussion				Teaching and
				Learning Methods
Group work				
Modified lecture	AFS)			6-أساليب التعليم والتعلم للطالب
 Online Discussion 	ذوي القدرات			
				المحدودة Teaching and
Group work				Learning Methods of Disables
Lac will and the state of the s	13			Disables
Students Assessment				7-تقويم الطالب:
 Mid term exam to assess intellectual skills 		10		أ- الأساليب المستخدمة
 Final written exam to assess knowledge and critical thin 	Used Methods			
Assessment 2:- Final written exam at the end of the term	sessment 1:- N	Mid term ex	am at 9 week	ب-التوقيت time:





100 P. C.		
Mid- term exam	20%	ج-توزيع الدرجات:
Final Examination	80%	Marks distribution
■ Total	100%	
List of References	ب	8-والمراجع الدراسية و قائمة الكت
	Course note of pathology department, faculty of Medicine	أ- مذكرات
		Course note
	, Gangane. (2019). Textbook of Pathology and Genetics for Nurses E-	ب-كتب ملزمة
Book, 2 nd ed., Elsevier		Required Books
Robbins and Cotran. (2	2017). Pathologic Basis of Disease, 10th Edition.	(Text Books)
■ Meshack K., (2016). Te	ext Book of Human Pathology. 1st ed. AcrodilePublishig Ltd.	ج- كتب مقترحة
• Mohan H.(2015).Tex	atbook of Pathology; 7th. edition	Recommended Books
FAOLVILLY STATE TO THE	Assurance Unit	
	THE REAL PROPERTY.	

رئيس القسم

منسق المقرر





نموذج

توصيف مقرر دراسى بناء على المعايير الأكاديمية المبنية على الكفايات الريل 2017

جامعة :المنوفية كلية: التمريض

قسم :التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

2. بيانات المقرر:

ثانية	الفرقة / المستوى : ال		English language : اسم المقرر	الرمز الكودي: S 209
lell by	عملی	2	عدد الساعات المعتمدة: نظرى	التخصص: Medical Surgical Nursing

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	Teachi ng	Media used	Assessment Methods
				Metho ds		
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	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 multidisciplinary 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, 	students	 Powerpoint presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom 	





	1.1.2	<u>-</u>	prevention, and treatment of burnedout	-	-	_
	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 The daily review of a patient How can I communicate effectively within the multidisciplinary team. 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





7.8 (BE 1955)			(major many	
1.1 Demonstrate	1.1.4.	yourself • Part two: On	 Utilize daily review Modified 	■ Power point ■ Mid term exam
knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	nursing The daily review of a patient How can I communicate effectively within the multidisciplinary team. Stress and burnout in intensive care medicine: looking after yourself	of a patient in different practice situations Synthesize knowledge derived from stress and burn out in intensive care medicine: looking after your self	presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom Final written exam





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

Competency	Key elements	Course Subjects	Subjects <mark>Ob</mark> jectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	holistic and focused biopsychosocial and	A S	Sing	-	_	
Quali	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 multidisciplinary 	 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 examFinal written exam





	team. Stress and burnout in intensive care medicine looking after yourself	looking after your self			
different practice p	tient- nursing	 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 	lectureDiscussion with small groups of students	 Power point presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom 	



Wendulfa University





	2.1. Provide	2.1.4. Advocate	■Part two: On	•	Demonstrate daily	Modified	■ Power	■ Mid term exam
	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 multidisciplinary 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	lecture	point presentatio	■ Final written exam
The second secon	Quali	y Ass	yoursen		e Unit			











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	
K COLUMN AVAILABLE VIS	(0)(e)a1d(=300)a110)	





f		On nursing	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 	presentation Simulation	
Quel	ty A	y of I	lursing nce U			





2.2 Provide	2.2.1	Identify the	Part two: On	Modified		■ Mid term exam
2.2 Provide health education based on the needs/proble ms 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 	lecture Discussion with	 Power point presentation Simulation Videos 	 Mid term exam Final written exam
2.2 Dusside	2.2.2. A			- N.4 - J.: C: - J		- D 4: - I +
2.2 Provide health	2.2.2. Assess factors that		 Identify the daily review of a 		■ Power point	Mid term exam
education	influence the	On nursing		lecture	presentation	Final written
Cuucatioli	minuence me	The daily	patient as a			





based on the needs/proble ms 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.	■ Discussion with small groups of students		exam
V	deul	y of N	 Identify signs, effects, diagnosis, prevention, and treatment of burnedout 			
2.2 Provide health education based on the needs/proble ms 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 	





	abilities in different healthcare setting.	looking after yourself	yourself		•	
2.2 Provide health education based on the needs/proble ms of the patient/client within a nursing framework.	2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	 nursing The daily review of a patient. How can I communicate 	review of a	 Modified lecture Discussion with small groups of students 	 Power point presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom 	





	intensive care medicine: looking after yourself			
acul	y of N	lursing		

Menoutha University

Quality Assurance Unit





2.2 Provide	2.2.5.	Part one:	Exemplify	Modified	Power point	■Mid term exam
health	Communicate	Grammar	communication	lecture	presentation	- Final weitten
education	health	Part two:	effectively within	Discussion	Simulation	• Final written
based on the	information	On nursing	the multi-	with amoll	■ Video and	exam
needs/proble	and coordinate	•	disciplinary team.	groups of	recording using	
ms of the	health	review of a	Integrate	students	Webex,	
patient/client	education/pro	patient	grammar rules in	Students	Microsoft	
within a	motion	How can I	formulating		Teams, and	
nursing	activities	communicate	sentences.		google	
framework.	effectively	effectively	• Identify the daily		classroom	
- 100	according to	within the	review of a			
V 105	patient/client	multi-	patient			
	needs.	disciplinary team.	710 Alt.	60		
Mark Control		Stress and	• . Discuss stress	P		
		burnout in	and burnout in			
VIII.	- CICILI	intensive care	intensive care	7		
		medicine:	medicine.			
		looking after	Apply grammar			
A CONTROL	Alter A	yourself	as a frame work	9875		
FR.YATA	1112/47	Part four:	for written			
	CHOCAL CO.	writing	language	CONTRACTOR OF THE PARTY OF THE		
31/51/0	SONO HILL	OF THE	COLEGEO CITE	V00		
135.5.5	-11/2/1/1/1		17.45011 2017)()		
				1		





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





	■Part four:	diagnosis,		
	writing	prevention, and		
		treatment of burnedout		
		burneuout		
Fac	ulty of	Nursing		
Quality	Assurc	ince U	MD	
Meno	urra Ur	(versit	ý?	





DOMAIN NO. 3

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
Demonstrate effective managerial and leadership skills in the	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	daily review of a patient as a	 Modified lecture Discussion with small groups of students 	Power point presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom	





		burnedout			
		 Utilize critical thinking skills and competence needed while writing. 			
	3.1.3 Organize own	rsing	_		_
	workload and apply time-management	131118	-		
	principles for meeting responsibilities.	ce Uni	3		
1/1/2	3.1.4 Demonstrate controlling techniques for the work flow and	ersity		-	
	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		Identify the daily	- Modified	■ Power point	- ■Mid term
Qua	protect patients and their families from unsafe, illegal,	nursing The daily review of a patient Stress and burnout in intensive care medicine: looking after yourself	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	with small groups of students	presentation Simulation Videos	





		burnedo	ut		
	3-2- 3. Create a		-	-	-
	research				
	environment that				
	help in				
100	maintaining safe	A-0. A-1	10.0		
	environment.	AV . No.			
- 100	3-2-4 . Apply	V : A : W			1
V 10.	research	y A Village	1		
D 20	methods related	Committee of the Commit	(C-30)		
The same	to area of				
	practice that				
100	enable and use	est Murcin	F4.		
2.2 Daview	the best	OCH INCHAIN	No.		
3.3. Review	11 0	-	-	-	_
outcomes in	leadership skills, and decision				
the light of					
_	improving the		POOL OF THE PARTY		
indicators and		S. D. D. W. D. C. AND ST. C. S. C. S	HOMO.		
benchmarks to	nursing care by		T/A.		
achieve the	using the				
ultimate goals	existing				
of improving	resources.				
the quality of					
nursing care.					





Que	3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	review of a patient How can I communicate	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
101/10	nouth					





	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.	review of a	 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 	





Quality of Nursing

Quality Assurance Unit





DOMAIN NO 4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assess ment Meth ods
4.1.Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	different sources of data related to advanced standards of practice and	 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 	patient	 Modified lecture Discussion with small groups of students 	■ Power point presentation ■ Simulation ■ Video and recording using Webex, Microsoft Teams, and google classroom	





	4.1.2. Apply	-	-	1		-
	technology and					
	information					
	management					
	tools to support	-0				
	safe care an <mark>d</mark>	1				
	evaluate their					
	impact on					
100	patient		2000			
	outcomes.	AV . No. III				
	4.1.3. Evaluate	M Y M - III				
V 10.	the impact of	N. W. Alexani				
- Marie 1977	computerized	Common Williams	4.75			
	information					
1	management on				-	
	the role of the	a set bless	colon ca			
	nurse in	of Nu	SHIG			
. v.	providing					
STATION OF	holistic patient-		AL INVEST	THE CONTRACTOR OF THE CONTRACT		
at en linna i	centered care.	suranc	e Uni			
Carlotte State of the State of	4.1.4 Use and	Cleaner		137		
10.0	evaluate					
40000	information	3 1110 1100	SECULTAVA			
11.00	management	10 20 10 10 22				
	technologies for		10.1			
	providing the					
	holistic patient					
	care in different					
	health care					





	settings					
4.2. Utilize information and communication technologies in the delivery of patient/client care.	data to make decisions using information management system for providing holistic patient			-		-
	4.2.2- Apply communication technologies that support clinical decision making, care	y of Nu	sing		-	
Qua	coordination, and protection of patients' rights.		e Uni			
14/2	4.2.3. Apply technologies and information systems to support provision of safe nursing		STS (Ly			





care practice t)		
individuals,			
families, and			
communities.			

Domain No: 5 Inter- Professional communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assess ment Meth ods
Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals,	5.1.1 Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities	of Nu	sing e Un		_	-
families and communities.	11/8/19/11	n ennous	en an Eyr			





	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 	with small groups of students	 Power point presentation Simulation Video and recording using Webex, Microsoft Teams, and google classroom 	
Que	aculty ity As	of Nur				





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 two: On nursing O How can I communicate effectively within the multidisciplinary 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 examFinal written exam
Qua	ity As	of Nurs	e Un	D		





OF BE MO.			المسامعت المدو		
5.1.4 Utilize communication		-	-		-
styles that dimini	ih				
the risks associate	d				
with authority	100				
	1				
	S/A				
members.	/			-	
	ATTS: ATT				
	- A7 - GA . AT	7			
111	- 69' - 30' III				
100	LW A WLIII	100			
100	Tay on Vision				
200	If ann W 10.	- AC 30			
		-070			
gradients among healthcare team members.	A	D		-	

Quality Assurance Unit Menouth Duriversity





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	2	4		
How can I communicate effectively within the multi-disciplinary team?	2			
 Stress and burnout in intensive care medicine: looking after yourself 	4 SIM CI			
Mid Term Exa	am			
 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 2	5	-	



/		
6	سامعية المنوف	.)
	Bor War Land Control of Control	

THE WE HAVE	(نعسة المنوفيسة	رجا	
and Dolphin facts.	2			
Your calendar, Rearrange, Story, and Re- write				
Part four: writing process	4	2		
<u>Total</u>	30 hours	15 week		
			5.1 lectures	5- أساليب التعليم والتعلم:
		5.2	2 Group discussion	Teaching and
	5.3	3 Semina	rs and conferences.	Learning Methods
The state of the s			5.6 Class activity.	
		6.1	Group discussion	ا أساليب التعليم والتعلم للطالب
6.2 Class activity				المحدودة القدرات ذوي
				Teaching and Learning
				Methods of Disables
Students Assessment				7-تقويم الطالب:
201				أ- الأساليب المستخدمة
 Mid term exam to assess intellectual skills 				1
	al thinking			Used Methods
 Mid term exam to assess intellectual skills Final written exam to assess knowledge and critical 	al thinking			1
		1:- Mid	term exam at 8 weel	Used Methods
	Assessment	1:- Mid	term exam at 8 weel	Used Methods
■ Final written exam to assess knowledge and critical	Assessment	1:- Mid	term exam at 8 weel	Used Methods





Mid term exam	20%	ج-توزيع الدرجات:
Final Examination	80%	Marks distribution
Total	100%	
		. 91 " 1 91 2 2 2 2
List of References	بغ	8- قائمة الكتب الدراسية والمراد
Lecture notes authorized	d by teacher and hand out	أ- مذكرات
		Course note
Thornley, G.C. an	nd Roberts, G. (2016). An outline English Literature . Harlow: Longman	ب-كتبملزمة
	Burgess, A. (2013). English literature. Essex: Longman	Required Books
		(Text Books)
Robert, B. ((2015). Ashort history of English literature. Oxford. Blackwell publishing	ج-كتب مقترحة
		Recommended Books
Quality i		
Telephone III	Ina University	<u>I</u>

منسق المقرر





توصيف مقرر دراسى بناء على المعايير الأكاديمية المبنية على الكفايات 2017

جامعة :المنوفية كلية: التمريض قسم :التمريض الباطني والجراحي

تاريخ اعتماد التوصيف:

3. بيانات المقرر:

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

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. 1Professional and ethical practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teachi ng Metho ds	Media used	Assessmen t 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 .	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 	Discussion	Mid term examFinal written exam
	125000000	other sciencesThe foundations of sociology and some pivotal concepts				





11.00 100 1000		m 1 1 d								
		-Trends theory of								
		sociology								
1.1 Demonstrate	1.1.2	-Introduction to	ſ	•	- Define	•	Modified	•	Lectures	■ Mid term exam
knowledge,	Apply	sociology			concepts of		lecture	•	Discussion	■ Final written
understanding,	nurses' code	science.			sociology			•	data show	
responsibility	of ethics and	- The			and	•	Clinical Skill			exam
and	professional	independence of			sociology of		lab			
accountability of	conduct for	Sociology theme,			health					
the legal	ethical	importance and	1	•	Identify					
obligations for	decision	purposes.			fields of					
ethical nursing	making	- medical			sociology.					
practice		sociology.	ı	•	describe how					
	- 0-0	-Relationship			social					
1000		between			division					
	100	sociology and			influence					
V 7 1-7	TETLITY	other sciences.			health and					
		-The foundations			health					
		of sociology and			outcomes					
LOVING!	A	some pivotal				R				
FE. 16 6		concepts								
	100	-Trends theory								
18 A 1945	SCALL HOLD TO	of fillinging			DAVIT BUSINESS					



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1000									
1.1Demons			-Social norms,	1	Mod	lified		Lectures	■ Mid term exam
knowled	lge,	nursing based	values, customs	understanding of	lectu	ıre			- Final
understandi	ing,	on policies	and attitudes and	the relationship					Final written
responsibi	lity	and	their impact on	between		inical Skill	•	data show	exam
;	and	procedural	health\disease.	individuals,	lak	0			
accountability	y of	guidelines	-The role of	health team and					
the le	egal	considering	environmental	social					
obligations	for	patient/ client	pollution in	institutions					
ethical nurs	sing	rights	exacerbating	-Utilize family					
pract	tice		health problems	Quality of Life					
			-stress signs of	and chronic					
		D. 1 ///	caregiver stress	illness					
		40	and coping with						
1000	-, -		caregiver stress.						
1			-family Quality						
VIII	1-1	TEDUTY	of life and						
		ac willy	chronic illness						
MANINE	-47	The VAV.			P) B				
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1.3. Demonstrate		7-Social norms,	-Appraise the	■ Modified		Mid term exam
knowledge, understandin g responsibility and accountability of the legal obligations for ethical nursing practice	and accountabilit	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	role of environmental pollution in exacerbating health problems -understand socio-economic explanation for health	■ Clinical Skill lab	- Lectures -Discussion -data show	Final written exam
B' P. YATO !!	1.30 A 100 A	MINUTED IN			1	

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





Domain No. 2

C 4	T Z	O	C				
Competency	Key	Course	Course	Teaching	Media used	Assessment	
	elements	Subjects	objectives	Methods		Methods	
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused biopsychosocial and environmental assessment of health and illness in diverse settings	values, customs and attitudes and their impact on health\disease. -The role of environmental pollution in exacerbating	importance of medical sociology and its relation to health	 Modified lecture Clinical Skill lab 	-Discussion	Mid term exam Final written exam	
2.1. Provide holistic and evidence-based nursing care in different practice	holistic nursing care that addresses the needs of	-Relationship between	between	Modified lectureClinical Skill lab	-Discussion	Mid term examFinal written exam	





settings	families and	other sciences	other sciences			
	communities across the life	raining Quantry	-Provide			
	span	of life and	suitable			
		chronic illness	strategies for			
			dealing with			
		/	caregiver stress.			
2.1 Provide	2.1.3 Provide	-Relationship		Modified		Mid term exam
holistic and	holistic	between	understanding of	lecture	Lectures	Final written
evidence based	patient-	sociology and		Clinical Skill	-Discussion	
nursing care in different	centered care	other sciencesThe foundations		lab	-data show	exam
practice	people			1.0.0	_	
practice	diversity	some pivotal	individuals, health			
W 5	3.2 . 2 . 2 . 2 . 2	concepts	individuals, nealth			
	COU	-stress signs of	team and social			
- V		caregiver stress	inctitutions			
CONTROL I	DELLE V	and coping with	mstitutions	COLUMN TO SERVICE STATE OF THE PARTY OF THE		
K CONTROL	IIIV A	caregiver stressfamily Quality	-describe how			
	ALCE AND A	of life and				
20/20/20	ASSAULT I		influence health	60.00		
1515	11.0		and health	У.		
			outcomes			
			disorders.			
2.1 Provide 2	2.1.4 Advocate	-Introduction to	-Explain social	Modified	Power point	■Mid term exam





1 1 1 1 1	.1	. 1						-
holistic and		sociology science		medicine and	16	ecture	presentation	Final written
evidence based				hospital	_	Clinical Skill	Simulation	exam
	needs/problem			Hospital	-			
different		independence of		institution	lab	Videos		
practice	Egyptian	Sociology theme,						
	health care	-importance and	_	Define medical				
	system and the	purposes.						
	personal	- medical		sociology.	•			
100	context	sociology.						
//		-Relationship						
.007		between						
		sociology and						
1	- MO 10	other sciences.						
	- W	-The foundations						
1000		of sociology and						
1		some pivotal						
No.	COLL	concepts		ursıncı				
		-Trends theory of		DI DILL S				
		sociology						
FANING.	Alterior A							
V 2. YaTa			н					
	2.1.5 Utilize			ACCOUNT OF		E000		-
28/25/19	different	KITTER TOTAL		Section Ville				
3543	community			SEED PAIN	17			
110-00	resources for						_	
	referral to							
	assist the							
	patient/client							
	and family							





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through				
transitions				
across the				
continuum of				
care.				
	1			
2.1.6 Examine	1			
evidence that	/			
underlie	ASSESSA	ACCUMULATION AND ADDRESS OF THE PARTY OF THE		
clinical	100 AV			
nursing	V. 107 A. NO.			
practice to	bady A Va			
offer new	70 - N			
insights to				
nursing care				
for patients,				
families, and	IVOOT N	vursino		
communities				

Quality Assurance Unit





2.2. Provide	2.2.1	The_	Identify	h o o l + h	■ Modified	Lectures • Mid term exam
health		independence of		nealth	lecture	-Discussion
education	health related	Sociology theme,	related			-data show - Final written
based on the	learning needs	-importance and	learning	needs	Clinical Skill	exam
needs /	of	purposes.	of		lab	
problem of	1		patient/	client		
patients/ client			within	the		
within a		1	context	of		
	culture, values					
work	and norms	0,	culture,	values		
- 10	100	other sciences.	and norr	ns		
N 10	00 Y	-The foundations			10.0	
D 20	- All	of sociology and			10	
		some pivotal			9	
1		concepts				
1000	Con march	-Trends theory of				
	COUNT	sociology			U	
				-		

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Quality Assurance Unit





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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.	APPLA APPLANTA			
nearth meracy.	AV 35 III III III		-	
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2.2. Provide	2.2.3	Introduction to	describe how	Modified	Lectures • Mid term exam
health	-	sociology science	social division	lecture	-Discussion
education	informal and		influence health	■ Clinical Skill	-uata show
based on the	formal	- The	and health	Cirrical Skiii	exam
needs /	methods of	independence of	outcomes	lab	
problem of	teaching that	Sociology theme,	disorders		
patients/	correspond to	-importance and			
client within	the health of	purposes.			
a nursing	patient/client	- medical			
frame work	needs and	sociology.			
learning	abilities in	-Relationship			
style, and	different	between		16.7	
levels of	healthcare	sociology and		10	
health	settings.	other sciences.		19	
literacy		-The foundations			
1000	Contract!	of sociology and			
		some pivotal			
. V.		concepts			
	2.2.4. Apply			-	-
Contract of the second	educational principles and			CHARLES .	
	counseling				
3000	techniques			100	
11.000	appropriately and			2	-
	effectively with			11	
	diverse populations.				
	populations.				
				1	





2.2. Provide	2.2.5	-Introduction to	-Recognize of	Modified	■Mid term exam
health	Communicate	sociology science	social norms,	lecture	Lacturas
education	health		value, customs and	- 01: : 101:11	Lectures Final written -Discussion
based on the	information	- 1116	attitudes and their	Citinoan Citin	-data show exam
needs /	and	indonandance of	1	140	data show
problem of	coordinate	Sociology theme,	impact on health/		
patients/	health	-importance and			
client within	education/pro	purposes.	-Identify self-		
a nursing	motion	- medical			
frame work	activities	sociology.			
learning	effectively	-Relationship			
style, and	according to	between			
levels of	patient/client	sociology and			
health	needs.	other sciences.		9	
literacy		-The foundations			
1000	Comment	of sociology and	the contract of the contract o		
		some pivotal			
		concepts			
1000	TIPLE OF	-Trends theory of		ALC: UNK	
ar en la la co		sociology	n Torrest D		
2.2. Provide	2.2.6 Utilize	-importance and	-Explain social	■ Modified	-Lectures • Mid term exam
health	information	purposes.	Explain 30clar	lecture	-Discussion
education	from variety	- medical	medicine and	icciaic	-data show
based on the	of reliable	sociology.	hospital	Clinical Skill	exam
needs /	sources for	-Relationship	iiospitai	lab	
problem of	planning and	between			
patients/	improving	sociology and			
client within	health	other sciences.			





a nursing	promotion	-The foundations	- Define		
frame work learning style, and levels of health literacy	and health education activities	of sociology and	medical sociology		

Edculty of Nursing

Quality Assurance Unit

Menoutha University





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

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
effective managerial and	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.		Ing	_		_
Qua	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	sureini a Univ	e Uni			





	and supervising	
	members of the	
	nursing team.	
3.2 Provide a safe		
working	leadership skills to	
environment that	recognize and	
prevents harm for	manage risks to	
	provide safe care	
	that best meets the	
	needs and interests	
0.07	of individuals,	
	families and	
N 100	communities.	
- Dec	3-2-2. Act to protect	
- TO - ALC:	patients and their	
1000	families from	
	unsafe, illegal, or	
Valley C	unethical care	
- V	3-2- 3. Create a	
	research	
FANTING!	environment that	
W. W. / 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	help in	surance Unit
	maintaining safe	
71(97/95	environment.	
12.15	3-2- 4. Apply	
	research methods	
	related to area of	
	practice that	
	_	
	enable and use	
	the best	





7.8 ME 1965			
	evidences to		
	maintain safe		
	work		
	environment.		
		_ 0	
3.3 Review health	3-3- 1. Apply		-
care outcomes in	leadership skills,		
the light of quality indicators and	and decision		
benchmarks to	making in	ACTION ACTIONS	
achieve the	improving the	207 50.	
ultimate goals of	quality of nursing	AF 1, 30.	
improving the	care by using the	V A Week III III III	-
quality of nursing	existing	/ 1970 U JPU	
care.	resources.		
1000	improvement and		
1	patient's safety		
107	COUNTY	z of Nursing	
	The transfer to the second		

Quality Assurance Unit





3.3 Review	3.3.2	Introduction to	Compare between	Modified	Lectures	■Mid term
health care	Participate in	sociology science		lecture	-Discussion	exam
outcomes in the	quality	- The independence	different		-data show	
light of quality	improvement	of Sociology	intellectual	Clinical		 Final written
indicators and	process to	theme, -importance		Skill lab		exam
bench marks	enhance	and purposes.	currents which			
achieve the	nursing care	- medical	lead to Sociology.			
ultimate goals	rendered and	sociology.	icad to sociology.			
of improving	patient/client	-Relationship	laterant toral			
the quality of	outcomes	between sociology	. Interpret trends			
nursing care.		and other sciences.	theories of			
V	The second	-The foundations of				
P 101	The same of the sa	sociology and some	sociology			
		pivotal concepts				
No.		-Trends theory of				
VIII.	th	sociology				
	OC MILY	Fracture				
- V				-		
	The same of the sa	THE STATE OF THE S		The same		
Tenna	TAY A C	SUITEIN		75		
S. Valer		CHANNELLIN		30		
2.2.5	2 2 2 7 7 111					
3.3 Review	3.3.3 Utilize	- The independence		Modified		■Mid term
health care	quality	of Sociology	social norms, value,	lecture	-Discussion	exam
outcomes in the	indicators and	theme, -importance	customs and	Clinical	-data show	Final written
light of quality	benchmarks to	and purposes.	attitudes and their	Skill lab		
indicators and	evaluate the		impact on health/			exam
bench marks	effect of		disease			
achieve the	improvements	-Relationship	uisease			





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

Quality Assurance Unit

Wenouth a University





3.3 Review	3.3.4 Implement	-Introduction to	-Differentiate	Modified	Lectures • Mid term
health care	standardized	sociology science	between branches	lecture	-Discussion exam
outcomes in the	protocols	- The independence	of sociology		-data show
light of quality	when	of Sociology		Clinical	Final written
indicators and	providing	theme, -importance		Skill lab	exam
bench marks	nursing care	and purposes.			
achieve the	considering	- medical			
ultimate goals	quality	sociology.			
of improving	improvement	-Relationship			
the quality of	and patient's	between sociology			
nursing care.	safety	and other sciences.			
V 10.	ON THE REAL PROPERTY.	-The foundations of			
D 22		sociology and some			
		pivotal concepts			
		-Trends theory of			
VIII.5"	or or eller	sociology			
	OCMII)	VOOT IN U			
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	UMPREME	CACABASINA		200	





DOMAIN NO 4: INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assess ment Meth ods
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 sociologyRelationship between sociology and other sciencesThe foundations of sociology and some pivotal conceptsTrends theory of sociology surgeryThe foundations of sociology and some pivotal conceptsTrends theory of sociology and some pivotal concepts.	positive attitude toward other team members while working with patients	Clinical Skill	-Lectures -Discussion -data show	Mid term examFinal written exam





4.1	11 0		-
tec	hnology and		
	information		
	management		
too	ls to support		
saf	e care an <mark>d</mark>		
eva	luate their		
im	oact on		
1,450	patient	A CONTRACTOR OF THE CONTRACTOR	
	outcomes.	207 No. 101	
	.3. Evaluate		
the	impact of		
P 20	computerized		
	information		
	nagement on		-
	role of the	A see E. Marriero in the	
nuı			
	providing		
	istic patient-		
	centered care.	surance Unit	
4	.1.4 Use and	CACHE THE SENICION OF	
	evaluate		
1077.700	information	a Usa resistance	
	management	THE STATE OF THE S	
	technologies		
	or providing		
	the holistic		
pa pa	atient 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	-Introduction to sociology science - The independence of Sociology theme, importance and purposes medical sociologyRelationship between sociology and other sciences The foundations of sociology and some pivotal concepts - Trends theory of sociology	emergence of sociological thinking. - Identify fields of sociology	 Modified lecture Clinical Skill lab 	Lectures -Discussion -data show	Mid term examFinal written exam
Qua	ity A	suramo	e Uni			





4.2.2- Apply		-	-		-
communication					
technologies					
that support					
clinical decision	-0				
making, care					
coordination,					
and protection					
of patients'	A A A A A A A A A A A A A A A A A A A				
rights	207 NV III				
4.2.3. Apply	AF A NO III			-	
technologies	SV A VII-edil	and the second			
and information	V V				
systems to	07931_100	00_0			
support					
provision of	T	- 27			
safe nursing	y of Nu	SINC			
care practice to					
individuals,			The same of the sa		
families, and	Val. IV of all	100	130		
communities.	STATISTICS.		J. 17		





Domain No: 5.Inter- Professional communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assess ment Meth ods
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 interprofessional 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\diseaseThe role of environmental pollution in exacerbating health problems -stress signs of caregiver stress and coping with caregiver stressfamily Quality of life and chronic illness	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	■ Mid term exam ■ Final written exam





5.1 Collaborate	5.1.2 Interact	-Relationship between	-developed an	■ Modified	Lectures • Mid term	exam
with	within	sociology and other	understanding	lecture	-Discussion	
colleagues and		sciences.		- 61: 1: 1 61:11	-data show - Final writt	ten
members of the	norms related to		1	 Clinical Skill 	exam	
health care	the	sociology and some		lab		
team to	interdisciplinar	pivotal concepts				
facilitate and	У	-stress signs of				
	communication	caregiver stress and				
provided for	and the health	coping with caregiver				
individuals,	care	stress.	-			
families and	organizations	-family Quality of life	_			
communities.	00 Y 150	and chronic illness				
D 20		7 Acres V. 18.	illness			
The same						
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F. C. LO LO	LIDY AN	STULISIAN				





5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	standardized communication approach to transfer care responsibilities to other	impact on health\diseaseThe role of environmental pollution in exacerbating health problems -stress signs of	understandin g of the relationship between individuals, health team and social institutions		Lectures -Discussion -data show	Mid term examFinal written exam
Qua	ity As	suranc	e Uni	3		





5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	communication styles that diminish the risks associated with authority gradients among healthcare	sciencesThe foundations of sociology and some		understandin g of the relationship between individuals, health team and social institutions.		Modified ecture Clinical Skill lab	Lectures -Discussion -data show	Mid term examFinal written exam
V		of Nu	S					
Qua	ity As	sultaine		e Uni	ì			







Торіс	No. of hours (theory)	No. of lecture (theory)
1-Introduction to sociology science.		
2- The independence of Sociology theme, importance and	1	1
purposes.	1	1
3 medical sociology.	2	2
4-Relationship between sociology and other sciences.	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	1	1
impact on health\disease.		
8-The role of environmental pollution in exacerbating health	2	2
problems		
9-stress signs of caregiver stress and coping with caregiver	2	2
stress.		
10-family Quality of life and chronic illness.	1	1
<u>Total</u>	15 hours	15 week

■ Modified lecture

Clinical Skill lab

Students Assessment

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







Assessment 1:- Mid term example

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, Polit

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

ئيس القسم

منسق المقرر







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

جامعة:

MenoufiaUnversity

كلّية: التمريض كلّية: التمريض

قسم : التمريض الباطني الجراحي

Medical Surgical Nursing تاريخ اعتماد التوصيف:

9- بيانات المقرر:

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

- 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

3ـ توصيف المقرر المبنى على الكفايات: specification based on Competencies

Domain No: (1) Professional and Ethical Practice

Very alamenta

Course subjects

ency	Key elements	Course subjects	Subject objecti <mark>v</mark> es	Teaching Methods	Media used	As n
1.1 nstrate ledge, nding, sibility and ability legal is for ursing ractice	 1.1.1Demonstrate 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. 	Basic concepts of computer networks .Network operating system .Server .Modem .Computing power distribution	 Identify the basic concepts computer networks. Identify the fundamental concepts in using Microsoft Excel. 	Blended learning 50% using Webex and MS Team Modified lecture for discussion with small groups of students	Powerpoints presentation Videos	- F we ex - F Pi ex
	 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. 	Internet and E-mail Types of mail Creating E-mail Data and Data bases Data base systems Designing data bases Creating tables	 Define Internet and E-mail. Explain basic operations such as insert data, select data copy, move, delete, search and replace rows and columns. 		ensil.	







	Domi	in No. (2): Holistic P	Patient Contared (Taro.	
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.		auent- centereu C		-
	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.	Nursing ance U			
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	alversity	-		-
	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	2.2.1 Determine		
	health related	-	
	learning needs of		
needs/problems	patient/client within		
of the	the context of		
_	culture, values and		
within a nursing	norms.		
framework.			
	2.2.2. Assess factors		
	that influence the		
	patient's and		
	family's ability,		
	including readiness	a company	
	to learn, preferences	A. Amirina	
	for learning style,	War and the second seco	
No.	and levels of health		
	literacy.		
1000	2.2.3. Participate in		
V	informal and formal	F. Maryanian ex-	
	methods of teaching	Nursing	
	that correspond to		
# A PONT	the health of		
Mr. Val	patient/client needs		
78.75	and abilities in		
11/	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.	





unethical care

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of

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Domin No.(3): Manage People, Work Environment and Quality **3-1-**1 Apply leadership skills to manage personnel maximize health, independence and quality 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 timemanagement 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 leadership Apply to recognize and skills manage risks to provide safe care that best meets the needs and interests of individuals, families and communities. 3-2-2. Act protect to patients and their families from unsafe, illegal, or







	 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 ty d to te eg 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.	CACILLA MINICACALE	ursing nce Unit		-
	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.				







$\label{eq:Domain No 4: Informatics and Technology} Domain \ No (4): Informatics and Technology$

etency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Ass
Utilize on and gy to health elivery, inicate, 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	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	- Fin Prace exam
	care settings					







ize	4.2.1 Recall, and	-	-	-	-	-
ion	manage data to					
	make decisions					
ication	using information					
gies in	management					
ery of	system for					
lient	providing holistic					
	patient care					
	4.2.2- Apply					
	communication					
	technologies that					
	support clinical			45000		
	decision making,	100		D. 107.		
	care coordination,	100		1 . A. NO		
	and protection of	- 110		A Visi		
	patients' rights.			ACTION TO		
	4.2.3. Apply	Value of the same		9-16-		
	technologies and					
	information	A TEC	CULTY	OI N	UFSIF	
	systems to support	T. W.				
	provision of safe		A DOMEST			
	nursing care	ENTER TOTAL	VAS			
	practice to					
	individuals,	Tivi io et	Gall Little	COLUMN T	CONTRACTOR	Tito
	families, and		256.200			
	communities.					
			No. (5): Inter- Profe	ssional Communic	eation	
borate	5.1.1 Collaborate inter-					
eagues	professional relation, in					
ers of care	a variety of settings to maximize health					
care	outcomes for the					
dinate	patients, families and					
ed for	communities.					
iduals,						
and	- 4 0 - 7					
nities.	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.					









		ı	الدراسي	
Торіс	No. of hours (theory)	No. of lecture (theory)	Practuto (Hour	rial
Basic concepts of computer networks	2	1	2	
work operating system				
Basic concepts of computer networks	4	2	2	
rver				
odem				
Basic concepts of computer networks Computing power distribution		2	4	
Internet and E-mail pes of mail	4	2	4	-
	sina			
Internet and E-mail eating E-mail	4	2	4	-
Data and Data bases	4	2	4	-
ta base systems				
Data and Data bases signing data bases	4	2	4	-
Data and Data bases	4	2	4	_
Creating tables				-
Total	30hours	15 week	30hrs	-







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		W F	deni	TYZ	7- تقويم الطلاب:
		5. a.1	- Mid-term	100	7- تقويم الطلاب:
		5. a.2- Final w	rtten exam	(33)	Methods used
		Assessmen	t Schedule		
t 1 Mio	d-term exam		7 th Week	113	ذ- التوقيت: Time
2 Final	written exam	end	of semester		1 mic
ents					
	Mic	l-Term Exam 10	10%	توزيع	ض۔
	Comp	uter lab 10	10%		الدرجات:
	All a				Mark Distribution
	Written Ex	xam 80	80%		Wark Distribution
	Total	100	100%	eserci.	1500
S		TEASON INCOME.	M Statemen	اجع	8- قائمة الكتب الدراسية والمرا
ul J. Dei	tel, C How to Pro	ogram, Fourth Edit	ion, Prentice		أ۔ مذكرات Course note
			Hall, (2016)		
		/books/downloads.h			
	log/academic/prod	duct/0,1144,013142	6443,00.htm	1	
Books					ب- کتب ملزمة
"Internet	t Reference Sourc	es for Computing a	nd Computer	r	Recommended Books
		ibraries Faculty Sch			(Text books)
`	, ·	.albany.edu/ulib_fa			

منسق المقرر رئيس القسم







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

جامعة:

التمريض

Menoufia Unversity کلیة: التمریض

Faculty of Nursing

الباطني

الجراحي

قسم :

Medical Surgical Nursing تاريخ اعتماد التوصيف:

10-بيانات المقرر:

الرمز الكودي :
اسم المقرر : تطبيقات الكمبيوتر ونظم المعلومات
مستوى رابع

Medical :

التخصص : Medical 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

3-توصيف المقرر المبنى على الكفايات:

specification based on Competencies

Domain No: (1) Professional and Ethical Practice

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







4				T	1	
nonstrate owledge, standing, onsibility and ability of legal ons for nursing practice	1.1.1Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions. 1.1.2 Apply nurses' code of ethics and	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 	Blended learning 50% using Webex and MS Team Modified lecture for	Powerpoints presentation Videos	- Fin writ exan - Fin Prac exan
	professional conduct for ethical decision making. 1.1.3Practise nursing based on		data, select data copy, move, delete, search and	discussion with small groups of students	irsing	
	policies and procedural		replace rows and columns.	Jian	cel	m
	guidelines considering patient/ client rights.		outra	Unto	ersit	y.
	1.1.4Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	Consessing U	alversity			







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

ency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	A
and ased 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	Basic operations Insert data Select data Copy, move, delete	• Evaluate basic operations such as insert data, select data ,copy, move,	- Blended learning 50% using Webex and MS Team	Powerpoints presentation	- Fi exa - Fi Pra -
	Provideholistic nursing care that addresses the needs of individuals, families and communities across the life span.	 Search and replace Rows and columns Sort data 	delete, search and replace rows and columns. • Differentiate	- Modified lecture for discussion with small groups of students	Videos	ū
	2.1.3Provide holistic patient- centered care respecting people diversity.	Me	between designing data bases.	- Computer lab	SILY	
	 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 c	continuum of			
	care.			
	2.1.6 Examine			
	evidence that			
uı	nderlie clinical			
nurs	sing practice to			
offe	er new insights			
	nursing care for			
pat	tients, families,			
and	nd communities			

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

petency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Asse n
ionstrate effective rial and adership in the on of nursing care	3.1.1Plan and implement change conducive to the improvement of health care provision. 3.1.2 Organize own workload and apply timemanagement principles for meeting	Formulas and functions • Arithmetic and logical formul • Analysis, design and construction of	•			- Final exam
	responsibilities.	spreadsheets	spreadsheet documents and prepare and give presentations.			

- Solve a wide







		range of problems related to the analysis, design and construction of spreadsheets		
vide a working	 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 	\U.		
nent that harm ents and workers.	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	f Nursing rance Ur latversity		







Review	practice that enable and use the best evidences to maintain safe work environment.				
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.	Faculty of Uality Assumed to the Constitution of the Constitution	f Nursing rance Ur		







petency	Key elements	Course subjects	Subject objectives	Teaching Methods	Media used	Asse
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	Format cells - numbers • Format cells - text • 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.setupDemonstrate printing simple spreadsheet documents, prepare and give presentation.	Modified lecture for discussion with small groups of students - Computer lab	Videos	- Fina P e:







	settings.		
ilize	4.2.1 Recall,	- - -	
ation	and manage		
	data to make		
ınication	decisions using		
logies in	information		
ivery of	management		
/client	system for		
	providing		
	holistic patient		
	care		
	4.2.2- Apply		
	communication		
	technologies		
	that support		
	clinical decision		
	making, care		
	coordination,		
	and protection		
	of patients'	Faculty of Nursing	
	rights.	Taculty of Halland	
	4.2.3. Apply	Walter American Class	
	technologies	wality Assurance Unit	
	and	Wenoutha University	
	information	The present of the party of the	
	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 ed for iduals, and inities.	 5.1.1 Collaborate interprofessional 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.	Faculty of ality Assurate out in United	Nursing ance l	Jint)	-	

		، الثاني:	الدراسي	لا القصل	أو	لمقرر:
Торіс	No. of hours (theory)	No. of lecture (theory)	tut	ctical/ orial rs No.)		Course
Getting started with Excel			P	T		
undamental concepts in using Microsoft Excel.	4	2	4	-		



ation





Teac

rst steps with spreadsheets				
Getting started with Excel	2	1	2	
djust basic settings				
ocument exchange				
Basic operations	4	2	4	-
sert data				
elect data				
opy, move, delete				
Basic operations	4	2	4	
earch and replace				
ows and columns				
ort data				
Formulas and functions	4	2	-	-
rithmetic and logical formulas				
	B			
nalysis, design and construction of spreadsheets				
	4	2	4	_
Formatting		2	7	
ormat cells - numbers	a 1118	776		
ormat cells – text	9 01			
Total Security Control of the Contro	4	2	4	
Formatting	7	2	7	
ormat cells - cell ranges pelling				
ocument setup				
<u>-</u>	1	2	1	
Printing	4		4	-
rinting simple spreadsheet documents				
repare and give presentations	207	4	20	
Total	30hours	15 week	30	-
			hrs	
ed learning 500/ using Wahay and MC Tages				
ed learning 50% using Webex and MS Team ed lecture for discussion with small groups of students				
ca recture for discussion with small groups of students				







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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.

ssessment				7- تقويم الطلاب:
	5. a.1- M	Iid-term	دمة:	ظ الأساليب المستخا
	5. a.2- Final wrtte	en exam		Methods used
ssment 1 Mid-term exam	Assessment S	chedule th Week	Time	غ- التوقيت:
ment 2 Final written exam	end of	semester		
Mid-Te Computer lab	erm exam 10	10%		أأ- توزيع الدرجات:
Written exam	80	80%	Mark	k Distribution
Total	100 scores	100%		
ferences		L	سية والمراجع	8- قائمة الكتب الدراه
Deitel, C How to Program, Fourth Edham http://www.deitel.com/bookenhall.com/catalog/academic/product/0	ks/downloads.htm	ıl#cHTP4,		أـ مذكرات se note
ks	5,1144,01314204	13,00.11111		ب- کتب ملزمة
rnet Reference Sources for Computing cted Guide" (2018). University Librari http://scholarsarchive.library.alba	ies Faculty Schola	arship. 12.	Recon	nmended Books (Text books)

منسق المقرر رئيس القسم







جامعة المنوفية كلية التمريض قسم تمريض الأطفال

Course Specification for Under

Graduate Program

2019







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







Matrix

Course Title		Kn	ow ar	_	lge			Intellectual Professional and skills Practical Skills							General and transferable Skills																
	U	nde	ers	tan	dir	ıg																			-	- 4			/11		
	A	A	A	A	A	A		В	В		В	В	C	c	c	c	С	c	С		С		D	D	D	D		D	_	D	D
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	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	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
emergency of											j																				
pediatric nursing																															
Pediatrics	X	X	X		X	1			X		X	X										X		X	X	X	X			X	X
Medicine						69																									
Pediatric Surgery	X	X	X	X	X				X		X	X	A									X		X	X	X	X			X	X
Forensic	X	X	X	X		X	X				X	X						И					X	X	X	X	X	X		X	X
Medicine &						٠,			A				7.7%																		
Toxicology						r																									
Care of	X	X	X		X		1	21	X	ш	X	X			V	E	S		1			X		X	X	X	X			X	X
handicapped																															
children						ŝ				4						45	ÿ.			K											







Pediatric Nursing

Quality Assurance Unit

Code 307 (N)







نموذج رقم (12)

جامعة / أكاديمية : المنوفية

كلية / مُعهد : التمريض قسم : الاطفال

توصیف مقرر دراسی

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

2- هدف المقر ر:
ــــــــــــــــــــــــــــــــــــــ
3- المستهدف من تدريس
المقرر







A - Knowledge and Understanding:	أ- المعلومات
a.1- Explain physical growth &development of children at different stages	أ- المعلومات والمفاهيم:
of development.	والمفاهيم :
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.	
	ب- المهارات الذهنية:
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.	
C-Professional and Practical Skills	ج- المهارات المهنية
c.1- Carry out counseling skills for mothers who have children	ج- المهارات المهنية الخاصة بالمقرر
with hereditary and developmental diseases	
c.2- Choose appropriate teaching methods for every children	
disease to provide health education	



children

with

of

diseases





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 **Practical** Lecture/ of Hrs hrs / Hrs 9 1-Introduction to pediatric nursing 54 45 (growth and development) a- Infant& toddler stage. b- Preschool, school & adolescent stage 2-Nursery school 18 15 3-Health promotion of infants 18 3 15 4-Adaptation of children 3 15 to 18 hospitalization 5-Management of normal neonates 6-Nutritional deficiency 18 3 15 7-Management 3 infants 18 15 and children with diseases of respiratory system 8-Management of infants and 18 3 15 children with of communicable diseases 3 9-Management of infants and 18 15 children with diseases of the central nervous system problems 10-Management of 3 15 infants and 18 children with skin diseases 11-Management of infants 18 3 15 and







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

5 – Teaching and Learning Methods	5- أساليب التعليم
1- Lectures.	5- أساليب التعليم والتعلم
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	1557
10- Self learning.	
	y.
لاب	6- أساليب التعليم لا يوجد ه
ات	والتعلم للطلاب فوى القدر أدوى القدرات المحدودة
	ذوى القدرات المحدودة
	المحدودة
	7- تقويم الطلاب:
- Student Assessment Methods	أ- الاساليب
1-Quizzes.	المستخدمة
2- Written mid-term	
3- Written final examinations	
4- Oral examinations.	







<u> </u>	<i>r</i> .1 1	. 1 . 0	
5- Assignments, N	Mother class,	case study of nursery school	
observations report	& conference pr	resentation	
6- Ongoing clinical	evaluation		
7- Final clinical eval	luation		
-Assessment Sc	hedule		ب- التوقيت
Assessment 1: Labo	ratory skills 1	st and 2nd weeks all groups	
Assessment 2: Nurs	ery School 3r	d and 4th weeks all groups	
Assessment 3: Perio	odic practical ex	am at different clinical areas from	
5-13 weeks			
Assessment 4: Writt	en mid –term ex	xam 7th week	
Assessment 5: Fina	l practical and o	ral exam 14th week	
Assessment 6: Final	written exam	16th weeks	
VV-:-1-4:			ج- توزيع
Weighting of A Semester work	100	33.4%	ج- توزيع الدرجات
Mid-Term exam	20	6.6%	
Oral exam	30	10%	
Practical exam	30	10%	TOTAL STATE OF THE
Final written Exam	120	40%	
Total	300	100%	VO.
6- List of Refer	ences		8- قانمة الكتب الدراسية والمراجع:
6.1- Course Notes			أ۔ مذکرات
	aff. (2015): Ped	iatric Nursing Hours Publisher	
Todaure I wilding Su		The real state of the state of	
			كتب ملزمة
6.2- Essential	Books (Text I	Books)	

6.2- Essential Books (Text Books) Hockenberry, W. (2015). Wong's Nursing Care of Infants and	کتب ملزمه
Children. 10 th ed, Elsevier Company. Canada.	
6.3- Recommended Books1. Hockenberry, W. (2015). Wong's Nursing Care of Infants and	كتب مقترحة







Children.	10 th e	l, Elsevier	Company.	Canada.
-----------	---------	-------------	----------	---------

- 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	د_ دوريات علمية
1-Pediatric Nursing Journal	أو نشرات الخ
2-Community Nursing Journal	
3- Maternity & Neonatal journal	
4-American Academy of Pediatrics	

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

رئيس مجلس القسم العلمى ا.د/ نجوى زين الدين







Curriculum Map

N	Content	Ti	Intended Learning Outcomes			Teaching and	Method of assessment	Evidence	
0		m e ta bl e	Knowle dge and Underst anding:	Intellect ual Skills	Professi onal and Practica 1 Skills	General and Transfer able Skills	Learning activities	assessment	
1	Introduction to Pediatric Nursing (Growth and Development)	1-2	a.1			d.1, d.5	Lecture	Semester work	Score of Semester work 25%
3	- Infant& Toddler stage Preschool, School & Adolescent stage Nursery	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	Mid-Term exam 5%	Score of Mid-Term exam 5% Score of Oral exam
3	School	4	a.1, a.4 ,a.5	b.2 ,b.3, b.4	c.1, c.4, c.8, c.9,		Lecture		15% Score of Practical
4	Health promotion of Infants	5	a.2	,b.4	c.1, c.4	d.1, d.2	Lecture	Oral exam 15%	exam 15%
	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		Score of Final written Exam
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	Practical exam	40%
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	Discussio n		Total 100%







		_					1 _		
8	Management	9	a.1, a.4	b.1, b.2		,d.1, d.2	Lecture		
	of infants and		,a.5	,b.3	c.2, c.5				
	children with		,5	,0.5	0.2, 0.3				
	diseases of								
	respiratory							Final	
	system							FIIIai	
9	Management	10	a.1, a.3	b.2 ,b.3	C.1, c.4,	d.1, d.2	Lecture	written	
	of Infants and		,					Г	
	children with			,b.4	c.5	d.3, d.4		Exam	
	of								
	Communicable								
	Diseases								
1	Management	11	A1, a2,	b2 ,b.3	C1, c4,	d.1, d.2	Lecture	Total	
0	of infants and	11					Lecture	300	
	children with		a3, a4	,b.4	c5	d.3, d.4		300	
	diseases of the		,a5						
	Central		,as						
	Nervous								
						100000			
1	System	10	- 1 - 2	1.0 1.0	C 1 - 1	11 12	T4		
1	Management	12	a.1, a.2,	b2 ,b.3	C.1, c.4,	d.1, d.2	Lecture		
	of Infants and	- 55	a.3, a4	,b.4	c.5	d.3, d.4	l'Illian		
	Children with	- 1					JPQ.		
	Skin diseases	-	,a.5			V-40	4000		
1	Management	13	a.1, a.2,	b2 ,b.3	C1, c4,		Discussio		
2	of infants and						n		
	children with		a.3, a.4	,b.4	c5	d.1, d.2			
	diseases of	10	,a.5	DEC VI	ALIEN VALUE	d.3, d.4	JAN S	Bhc .	
	Gastrointestina	OL.	,4.5	II AV. VA		u.5, u.1		100	
	l system		55400000	MOR ARREST	00000				
1	Management	14	a.1, a.2,			,d.3 d.4	Lecture		
3	of Infants and	14	a.1, a.∠,			,u.5 u.4	Lecture		
)	Children with								
	diseases of the								
1	Urinary system	1.7	- 1 11	- 1 11	- 1 11	- 1 11	Diam.		
1	Management	15	a.1 d.1,	a.1 d.1,	a.1 d.1,	a.1 d.1,	Discussio		
4	of Infants and		d.5	d.5	d.5	d.5	n		
	Children with								
	diseases of								
	Circulatory								
	system								

Course title: Pediatric Nursing

Course coordinator: Code: 307 (N) استاذ المادة [د امل عبد الرازق

د . فاطمة عبدالحسيب احمد

رئيس القسم







ا.د/ نجوى زين الدين

Critical care and emergency of pediatric nursing

Quality Assurance Unit

Code: 308 (N)







نموذج رقم (12)

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

توصیف مقرر دراسی

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

2- Overall Aims of Course	2 - هدف المقرر:
This course will provide the students with basic knowledge and skills needed to provide nursing care to critically ill infants and children	
3 – Intended Learning Outcomes of Course (ILOs)	3- المستهدف من تدريس المقرر:
A - Knowledge and Understanding: a.1- Define the concept of pediatric critical care	أ- المعلومات والمفاهيم:
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	ب- المهــــارات
b.1- Contrast the causes and clinical manifestations of the different critical	ب- المهــــارات الذهنية:
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	
	ج- المهـــــارات
C-Professional and Practical Skills c.1- Demonstrate competency in skills needed in critical care unit Including	المهنية
oxygen therapy, resuscitation and suctioning.	الخاصــــة
c.2- Demonstrate nursing care to infant and children patients with shock	بالمقرر:
trauma, renal and heart failure and electrolyte imbalances based on	بالمفرر:
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	
D-General and Transferable Skills	د- المهارات العامة
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	







Life shall marks	(Asing the	(Dispersion)		
prognoses .				
d.6- Convince family to comply wi	th follow up	o 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	Nurs	ing 3	
9-Acute respiratory distress	4	2	3	
syndrome and its Nursing Management	Assur	alne	e Unit	
10- Diabetic ketoacidosis and its nursing management.	4	2	3	
4 - Teaching and Learning Method 4.1- Lectures		I		5- أساليب التعليم و التعلم
4-2- Demonstration and re denursing labs	monstration	at faculty _l	pediatric	
4- 3- Case Studies				
4.4- Supervised clinical traini	ng			
4.5- Simulation				
				6- أساليب التعليم والتعلم الطلاب ذوي القدرات المحدودة







	7 تقدر الطلاب
	7- تقويم الطلاب أ- الأساليب المستخدمة
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	
-Assessment Schedule	ب- التوقيت
-Assessment Schedule Assessment 1: Laboratory skills 4th week	
Assessment 2: On going clinical evaluation 5 th to13th week	
Assessment 2: On going chinical evaluation 3 th to 13th 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	
Weighting of Assessments	ج- توزيع الدرجات
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%	
	8_ قائمة الكتب الدراسية
6- List of References	والمراجع:
	8- قائمة الكتب الدراسية والمراجع:أ- مذكرات
6.1- Course Notes	,
Pediatric Department Staff, (2015- 2016): Critical Care and Emergency of Pediatric Nursing, El Amana Publisher.	
or a comment of the first of th	







	ب- كتب مازمة
6.2- Essential Books (Text Books)	ب- سب سره
1. Urdan, L., Stacy, K & Lough, M. (2012). Priorities in Critical Care	
Nursing. 6th ed. Jaypee Company. United State of America	
6.3- Recommended Books	ج- كتب مقترحة
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
6.4- Periodicals, Web Sites, etc	د- دوريات علمية أو نشرات
- American Academy of Pediatrics	
- Pediatric Nursing, Science Direct, Maternal and Neonatal Nursing	
Journal - Pediatric Emergency Nursing Journal	
-1 culatile Emergency (vursing Journal	
Web site	
http://www.megupload.com/?d=btolrKRX	
Wiley-Blackwell Journal Backfile collection	
Http:/www3.interscience.wiley.com	<u> </u>

أستاذ المادة: ام/ نجوى زين الدين

د. هناء ابر اهيم محمد السيد

د. فاطمة عبد الحسيب احمد

رئيس مجلس القسم العلمي المراين الدين الدين







Curriculum Map

Course title: Critical Care and Emergency of Pediatric Nursing

Course coordinator: Assit.Prof /Tagreed Kamal

Code: 308 (N)

N o	Content	Time table	Intended 1	Intended Learning Outcomes Teaching and				Method of assessment	Evidence
			Knowle dge and Understa nding:	Intellect ual Skills	Profe ssion al and Practi cal Skills	General and Transfe rable Skills	Learning activities		
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	Score of Mid term Exam (%15)
2	Death and life	3-4	a.3	b.3,	c.3	d.1,d.2, d.4, d.5, d.7	Discussion	Work 15	Score of Semester
3	Fluid and Electrolyte balance & Imbalance	5-6	a.3	b.2 ,b.4	c.4	. d.2, d.4, d.7	Problem solving	Final- Oral Exam.	Work (%15)
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	Final - Practical	Score of Oral & Practical
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	Exam 15	Exam (%15)
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	Final-written Exam 40 Total 100	Score of Written exam (40 %)







7	Acute Renal	12	a.2,a.3	b.1,b.3	c.1,c.3,c.4,	d.1	Lecture		Total
	failure and its			,b.6,b7,b	c.7, c.8	,d.			
	nursing			.8,b.9		3,d			100 %
	management					.4			
						d.5			
						,			
						d.6			
						,d.			
						7			
8	Acute hepatic	13	a.2,a.3,a.	b.1,b.3	c.1,c.3	d.1	Lecture		
0	failure and its	13	6,a.7	0.1,0.3	,c.4,c.9	,d.	Lecture		
	nursing		0,4.7		,0.4,0.9	3,			
	management					d.4			
					1.0	d.7			
9	Acute	14	a.2,a.3	b.1,b.3,	c.1, c.2,	d.3	Lecture		
	respiratory			b.4	c.3,c.4	,d.			
	distress				A 1	4,d			
	syndrome and		10		0 0 0	.5,	71		
	its Nursing		111.0	- YA. A	7 A W	d.7			
	Management		100		AN VINE				
1	Diabetic	15	a.2,a.3	b.1,b.3	c3,c4, c5,	d.1	Lecture		
0	ketoacidosis				c9	,			
	and its nursing		7 Fe	Culty	of Nu	d.5	na		
	management.		Y			,d. 7			
		No	WALL THE	W Also	I IVAIA	4			
		60	ValeIII		Jane			-	

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









Pediatrics Medicine

Code: 309(M)







نموذج رقم (12)

جامعة: المنوفية

كلية: التمريض

يانات المقرر	ilty of Nursing	
ز الكودى :	اسم المقرر :طب اطفال	الفرقة / المستوى
Code: 309(M)	Title: Pediatrics Medicine	Academic year / Third
	The University	year
سص :اطفال	عدد الساعات الدراسية: نظري 2 hr / week	عملي -

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.	أـ المعلومات والمفاهيم:
B-Intellectual Skills	ب- المهارات
b.1- Differentiate between normal and abnormal growth and developmentb.2- Analyze different causes and patho physiology	ب- المهارات الذهنية:
of common pediatric health problems for different	
body systems.	
b.3- Design the therapeutic management of common	
pediatric health problems of different body systems.	
C-Professional and Practical Skills	ج- المهارات
c.1- assist in diagnostic and laboratory studies to	المهنية الخاصة
reach for appropriate medical diagnosis	ج- المهارات المهنية الخاصة بالمقرر:







D-General and Transferable Skills	د- المهارات العامة :
d.1- Cooperate with health team members	العامة:
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.	
	محتوى المقرر
Topics Total Lecture Tutorial	

Topics	Total No. of hours	Lecture	Tutorial	
1-Growth &	4	4	-	
Development				
2- Nutrition of infants and children. (Breast	4	4	vursing	
feeding and weaning)	ty A	SSUMO	ince Un	
3- Malnutrition	2	2	teersity	
disorder		110 201110		
4-Normal Neonate	2	2	-	
5- High Risk Neonates	4	4	-	
6- New concept in Acute diarrhea	2	2	-	
7-Respiratory system	2	2	-	
diseases				
8- Cardiovascular	2	2	-	







diseases				
9- Urology system	2	2	-	
disorder				
10-C.N.S disorders	2	2	-	
11- Infectious diseases	2	2	-	
and their prevention				
12– Blood diseases	2	2	-	

5 – Teaching and Learni	5- أساليب التعليم والتعلم		
1-Lecture			63
2- Discussion			
/ //	THE A	WILL	6- أساليب التعليم والتعلم
			للطلاب ذوى القدرات المحدودة
V fa	culty of	Nursing	7- تقويم الطلاب:
- Student Assessment Me	th odg SSI	ancel	أ_ الاساليب
1- Written Mid- Term exam			المستخدمة
2- Written final exam	auria U)C
-Assessment Schedule			ب- التوقيت
Assessment 1: Written mid-	Term exam	7th weeks	
Assessment 2: Written final	exam	16 / weeks	
Weighting of Assessments			ج- توزیع
Written Mid- Term exam	30	30%	ج- توزيع الدرجات
Written Final-term Exam	70	70%	
Total	100	100%	
6- List of References			8- قائمة الكتب الدراسية
			8- قائمة الكتب الدراسية والمراجع:







6.1- Course Notes	أ۔ مذکرات
6.2- Essential Books (Text Books)	ت۔ کتب ملزمة
Julia A. and MaCcmilliam M. (2014) Principles and	
practice of Pediatrics Lippencott, William and Willkins	
Oski's P	
 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 6.4- Periodicals, Web Sites, etc https://www.sciencedirect.com/ 	ثـ كتب مقترحة دـ دوريات علمية أو نشرات الخ
https://www.clinicalkey.com/	
https://www.elsevier.com	

أستاذ المادة: ابد أحمد ثابت الد/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	Method of	Evidence
			Knowle dge and Understa nding:	Intellect ual Skills	Profession al and Practical Skills	General and Transferable Skills	Learning activities	assessm ent	
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	Discussio n		Score of Written exam
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		(%70)
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	Brainstor ming		
7	Cardiovascular diseases	10	a.1,a.2, a.3, a.4, a.5	b.3	c.2,c.4	,d.1,d.2	Discussio n		







8		11	a.1,a.2,	b.2,b.3,	c.2,c.4 d.2	d.2	Lecture	
	Urology system		a.3, a.4,					
	disorder		a.5					
9	C.N.S disorders	12	a.1,a.2,	b.2,b.3	c.2,c.4	,d.1,d.2	Lecture	
			a.3, a.4,					
			a.5					
10	Infectious	13	a.1,a.2,		c.2,c.4	,d.1,d.2	Lecture	
	diseases and		a.3, a.4,	b.3				
	their prevention		a.5					
11	Blood diseases	-15	a.1,a.2,	b.2,b.3,	c.2,c.4	d.2		
11		14	a.3, a.4,					
			a.5					

أستاذ المادة: اد أحمد ثابت

د/احمد خطاب

د/ مها عاطف توفيق

رئيس مجلس القسم العلمي

ا.م / نجوى زين الدين

Faculty of Nursing

Quality Assurance Unit

Menoutra University







Pediatric Surgery

Faculty of Nursing

Code 310 (M)







نموذج رقم (12)

جامعة: المنوفية. كلية: التمريض قسمة: تسمن الام

قسم: تمريض الاطفال

توصيف مقرر دراسي

		1- بيانات المقرر
Academic year / 3rd year	اسم المقرر: جراحة اطفال الفرقة Title: Pediatric surgery	الرمز الكودي : Code: 311M
عملي	عدد الساعات الدراسية: نظري 2hrs/ week	التخصص: تمريض اطفال

2- Overall Aims of Course	2- هدف المقرر
This course will provide students with basic theoretical knowledge	g
about pediatric surgical problems and their causes, diagnosis,	
complications and surgical management.	
3 – Intended Learning Outcomes of Course (ILOs)	3- المستهدف من تدريس المقرر:
A - Knowledge and Understanding:	أ ــ المعلومات والمفاهيم
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.	







				3 44 14
B-Intellectual Skills				ب- المهارات الذهنية:
b.l- Differentiate between the-commo	n different su	urgical proble	ms.	
b.2-Interpret Different causes and path pediatric surgical problems.	ı physiology	of the differen	ıt	
b3-Analyse therapeutic management o	of the differer	nt pediatric su	roical	
Problems.		To powers.	. 8	
C-Professional and Practical Skills	جـ - المهارات المهنية الخاصة بالمقرر :			
				الحاصة بالمقرر:
D-General and Transferable Sl	د – المهارات العامة:			
d.l- Cooperate with mother during stre				
d.2- Establish interpersonal relationshi	p with patier	nt and families	3.	
	100			4- محتوى المقرر
Topics	Total No. of hours	Lecture	Practic al / Hrs	
l-Defects of gastrointestinal tract	5	5		
a-Cleft lip& cleft palate	P. Marie Control			Marie Control
o- Esophageal atresia.	OHILI	UNIVE	STSILLY	
c- Tracheoesophageal fistula				
2- Malformations of the central	2	2	-	
Nervous System.				
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 Met	thods			اليب التعليم والتعلم :
3.1- Lecture.				
3.2- Discussions.				







			6- أساليب التعليم والتعلم
			للطلاب ذوي القدر آت المحدودة:
			المحدودة :
			7- تقويم الطلاب :
5- Student Assessment N	Methods		أ ـ الأساليب المستخدمة:
5.1. Written Mid-term exam			
5.2. Written final exam.			
6-Assessment Schedule		3 m	ب- التوقيت :
Assessment 1- Written Mid	-term exam 7th wee	eks Assessment	
2- written final exam	16th we	eeks	3)
7- Weighting of Assessme	ents Faculty	of Nursing	ج - توزيع الدرجات :
Written Mid-term exar	muali 30 Assi	30%	Unit
Written final Exam	70	70%	1y
Total	100	100%	
6- List of References			قائمة الكتب الدراسية
			قائمة الكتب الدراسية والمراجع:
6.1- Course Notes			أ ــ مذكرات :
	Prepared by the lectu	arer of pediatric surge	ery.
6.2- Essential Books (7	Text Books)		- كتب ملزمة :







6.3- Recommended Books	جـ - كتب مقترحة :
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. 2 nd ed.	
Elsevier Saunders. London.	
Bergman, A. (2001). Common Problems of Pediatrics, McGraw-	
Hill International edition.	
6.4 Daviadianla	د ــ دوريات علمية أو نشرات

أستاذ المادة : ا.د/ احمد فرج القاصد د/ احمد جابر التطاوى

د / عاصم فاید مصطفی

رئيس مجلس القسم العلمي اَم / نجوى زين الدين

6.4- Periodicals.

1-American Academy of Pediatrics







Curriculum Map

Course title: Pediatric Surgery Course Cordinator: Assist Prof /Tagreed Kamal

Code: 310 (M)

No	Content	Time table	Intended	Intended Learning Outcomes				Method of assessment	Evidence
			Knowle dge and Underst anding:	Intellec tual Skills	Profession al and Practical Skills	General and Transfe rable Skills	Learnin g activities		
1	1-Defects of gastrointestinal tract a-Cleft lip& cleft palate	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	Score of Mid term Exam (%30)
	b- Esophageal atresia.	QUE	ility	Assu		e Un	D	Written exam	Score of Written
	c- Tracheoesophageal fistula	121	engl	ifra t	Jaive	Sity			(%70)
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		Total 100 %
4	Skeletal Defects	10-11		2.1, 2,b.3	c.2	d.1, d.2	Lecture		







5	Hernias	12-13	a.1	b1,	c.2	d.2	Lecture	
			,	b.2,b.3				
			a.2					
			a.3					
			a. 5					
6		14-15	a.1	b.1,	c.2 ,	,d.1, d.2	Lecture	
	Defects of		,	b.2,b.3				
	Genitourinary tract		a.2					
			,					
			a.3					

أستاذ المادة: : ابد/ احمد فرج القاصد

د/ احمد جابر التطاوي

د / عاصم فاید مصطفی

رئيس مجلس القسم العلمي

ا.م / نجوى زين الدين

Faculty of Nursing

Quality Assurance Unit

Menoutra University







Forensic Medicine & Toxicology

Code 311 (M)







نموذج رقم (12)

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

توصیف مقرر دراسی

	7	1- بيانات المقرر
الفرقة:	اسم المقرر:	الرمز الكودي:
Academic year / 3rd year	Title: Forensic Medicine and Toxicology	Code : 312 (M)
	عدد الساعات الدراسية: نظري عملي	التخصص: Nursing science
	- 1 hr / week	

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.	2- هدف المقرر:
3 – Intended Learning Outcomes of Course (ILOs)	3- المستهدف من تدريس المقرر:
A - Knowledge and Understanding:	أ- المعلومات والمفاهيم:
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	







criminal cases .	
a.5- List factors affecting severity of poisoning .	
a.6- Identify the evidence base of practice.	
B-Intellectual Skills	ب- المهارات الذهنية:
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.	
C-Professional and Practical Skills	ج- المهارات المهنية الخاصة بالمقرر:
D-General and Transferable Skills	د- المهارات العامة:
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.	
	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	1	1	-	
abortion				
6- Injury and death in infancy	1	1	-	
and childhood				
7- Elementary genetics and	2	2	-	
testing for parentage				
8- Head injuries and industrial	2	2	-	
injuries				
9- Fire, water, heat, cold and	2	2	-	
neglect	10	6		

4 – Teaching and Learning Methods	5- أساليب التعليم و التعلم
4.1- Lecture	
4.2- Discussion	
Tucony or Norsing	6- أساليب التعليم والتعلم للطلاب ذوي القدرات
Quality Assurance Unit	للطلاب ذوي القدرات
Colonia Actional Colonia	المحدودة 7- تقويم الطلاب
Menoutra University	/ ـ تعويم التعرب
5- Student Assessment Methods	ت-الأساليب المستخدمة
5.1 - Written midterm exam	
5.2- Written final exam	
6-Assessment Schedule	ث- التوقيت
Assessment 1: Written mid term exam 7th week	
Assessment 2: Written final exam 16th week	
Weighting of Assessments	ح- توزيع الدرجات







Written mid-term exam	30	30%	
Written final-term examination	70	70%	
			8- قائمة الكتب الدراسية
6- List of References			والمراجع:
			. 1 <: 1
6.1- Course Notes			أ- مذكرات
Lecture notes on forensic medicin	e, D. J. Ge	ee 4 th	
6.2- Essential Books (Text Bool	lze)		ب- كتب ملزمة
0.2- Essential Dooks (Text Door	AS)		
6.3- Recommended Books			ج- کتب مقترحة
1-Siegel, J. (2012). Forensic Scientific Sci	ence the B	asics. 1ed. Taylor an	d
Francis group. London.			
2- Langford, A & Holmes, W. (20	013). Prac	tical Skills in Forensi	c
Science. 3ed. Taylor and Francis g	group. lone	don.	
3-Stuart, H., James, S & Norddy,	J . (2011)	. Forensic Science A	n
Introduction to Scientific and I	nvestigati	we Techniques.2 nd ed	1.
Taylor and Francis group. london.			
6.4- Periodicals.			د- دوريات علمية أو نشرات
1-Pediatric Nursing Journal			نشرات
2-American Academy of Pediatric	es		

أستاذ المادة: ارد/ سامي عبدالهادي حماد

ا.د/ سامي 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	Ti me	Intended Learning Outcomes				Teaching and	Method of	Evidence
		tab le	Know ledge and Under standi ng:	Intellec tual Skills	Professi onal and Practica 1 Skills	General and Transfer able Skills	Learning activities	assessme nt	
1	Legal aspects of medical practice	1-2	100		c.1,c.2,	d.1,d.5	Lecture	Mid term Exam	Score of Mid term Exam
2	Wounds and its classifications	3-4	a.1,a.3 ,a.4, a.6	b.3	Intere	d.5	Discussio n		(%30)
3	Forensic toxicology	5-6	a.2,a.5 ,a.6	b.3,	lver	d.2,d.3, d.4	Problem solving	Final	Score of Final Written
4	Asphyxia	7	a.2, a.6	,b.3,		,d.3, d.4	brain storming	Written exam	exam 70
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-	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,	N	c.2	,d.2,d.4	Lecture	

أستاذ الماد: ا.د/ سامي عبدالهادي حماد

ا د/ سامي مصطفي بدوي

د/ صفاء عبدالظاهر امين

رئيس مجلس القسم العلمي

ا.م / نجوی زین الدین

Quality Assurance Unit

Menoutra University









Care of handicapped children

Code 313 (N)







نموذج رقم (12)

جامعة / أكاديمية : المنوفية

. كلية / معهد : التمريض قسم : الاطفال

توصیف مقرر دراسی

		1- بيانات المقرر
الفرقة / المستوى :	اسم المقرر:	الرمز الكودى :
Academic year / Third year	{Title: Care of handicapped children	Code 313 (N)
عملي	عدد الساعات الدراسية: نظري	التخصيص :
hr / week -	1	تمريض اطفال

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 familycentered 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
3 - Intelluct Learning Outcomes of Course (ILOs)	3- المستهدف من تدريس المقرر
A - Knowledge and Understanding:	ت- المعلومات
a.1- Explain different impairment in child development leads to	ت- المعلومات والمفاهيم:
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.	
B-Intellectual Skills	ث- المهارات الذهنية:
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.	
C-Professional and Practical Skills	ج- المهارات المهنية الخاصة بالمقرر
c.1- Be willing to carry out rehabilitative skills for mothers who	الخاصة بالمقرر
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	
D-General and transferable Skills:-	







d.1- Participate in counseling ar	nd rehabilita	ative of han	dicapped	
families				
d.2- Reassure caregivers about				
d.3- Cooperate with health team				
				4- محتوى المقرر:
Topics	Total No	Lecture/	Practical	
	of Hrs	hrs	/ Hrs	
1-Introduction to impairment in	15	1	-	
normal growth and development				
2-Physically handicapped children; skeletal anatomy,	-			
a-Basic pathology involved in Physical handicapped and cerebral palsy;	X	n r	n	
b-physical, psychological and sociological problems of physically handicapped				
3-Assessment and early detection		1		
of handicapped children		Marshine .		CONTRACT OF THE PARTY OF THE PA
a- Strategies for prevention	y Ass	Ulteline	eun	
among infants and toddler	outra	UNIV	ersity	
b- Supporting children with				
learning and behavioral problems				
4-Introduction and assessment for		1		
hearing impairment				
5- Introduction and assessment for		1		
visual impairment				
6- Introduction and assessment for		1		
intellectual impairment				
7-Behavioral and educational		1		
impairment				







8Family and interprofessional		1		
collaboration				
9-Integreting handicapped in		1		
community and educational classes				
10- Autism children		1		
11-Community services for		1		
handicapped children				
12- Adaptation of daily care activities to a child's special		1		
needs				
13- Methods, techniques and		1		
procedures in teaching				
handicapped children the				
fundamentals of self-care and				
other suitable activities;		A MAIL	UA	
14-New trends in handicapped				
management	culty	of Nu	sina	

5 – Teaching and Learning Methods	5- أساليب التعليم و التعلم
 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. 	والتعلم
	6- أساليب التعليم
	والتعلم للطلاب
	6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
	المحدودة







				7- تقويم الطلاب:
- Student Assessn	nent Metl	nods		أ- الاساليب المستخدمة
1-Quizzes.				
2- Written mid-term				
3- Written final examin	nations			
-Assessment Sche	dule			ب- التوقيت
Assessment 1: Written	mid –term	exam	7th week	
Assessment 2: Final w	ritten exam		16th weeks	
TT 1 1 C A		1	f.,	ج- توزیع
Weighting of Ass	essments			ج- توزيع الدرجات
Mid- Term exam	15	30%		.,
Final written Exam	35	70%		
Total	50	100%		
6- List of Referen	ces	aculty	of Nursing	8- قائمة الكتب الدراسية والمراجع:
6.1- Course Notes	Qual	ity As	surance U	أـ مذكرات
A hard copy of the	handouts	will be prov	vided on the first day	IV)
of the course.				<i>y</i>

6.2- Essential Books (Text Books)	كتب ملزمة
6.3- Recommended Books	كتب مقترحة
• 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.

6.4- Periodicals, Web Sites, etc

- <u>Pediatric Physical Therapy Journal, the official journal of the APTA and Dutch Association for Pediatric Physical Therapy</u>
- 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

د۔ دوریات علمیة

أو نشرات ... الخ

أستاذ المادة ام / 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) Teachi Ti **Intended Learning Outcomes Metho Evidence** Content o me ng and d of Intellectu **Professional** General Knowle Learni tab assess dge and al Skills and and le ng ment Underst Practical Transferab activiti anding: le Skills Skills es 1 Introduction to impairment 1-2 b.2,b.3 c.2,c.4 ,d.1,d.2 a.1,a.2, a.3, a.4, Lecture in normal growth and a.5 development Score of 2 Physically handicapped 3 a.1,a.2, d.1,d.2 b.3 c.2,c.4 Lecture Mid-Mid-Term children; skeletal anatomy, a.3, a.4. Term a.5, exam a-Basic pathology involved in Physical handicapped 30% exam and cerebral palsy; 15 b-physical, psychological Final and sociological problems of physically handicapped written Exam 3 3-Assessment a.1,a.2, b.2,b.3 d.2and early c.2,c.4 Lecture a.3, a.4, of handicapped detection 70% a.5 children for prevention Strategies Total Final among infants 100% toddler written Supporting children with Exam learning and behavioral 35 problems Introduction 4 and 5 b.2,b.3 c.2,c.4 ,d.1,d.2 a.1,a.2, Lecture Total a.3, a.4, assessment for hearing a.5 impairment







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	Discuss ion		
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		
1 0	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		
1 2	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	Discuss ion		
1 3	Methods, techniques and procedures in teaching handicapped children the fundamentals of self-care and other suitable activities;	14	a.1, a.2,		PHYSELIC S	,d.3 d.4	Lecture		
1 4	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	Discuss ion		

ا المحمد الم المحمد ال

رئيس مجلس القسم العلمى

ا.م/ نجوى زين الدين







National Academic Reference Standards

Based on Competencies

Quality Assurance Unit

Maternal and Newborn Health

Nursing Courses

2020 - 2021







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

جامعة: المنوفية Menoufia University كلية: التمريض كلية: التمريض صحة الأم وحديثي الولادة قسم: تمريض صحة الأم وحديثي الولادة تاريخ اعتماد التوصيف: 2020-2020

11-بيانات المقرر:

الفرق		اسم المقرر:	الرمز الكودي:		
ar		Maternal and Newborn Health Nursing	(300) (N)		
عملی تد		عدد الساعات المعتمدة: نظرى	التخصص:		
	12	3	Maternal and Newborn Health Nursing		
طبيقي (90ساء	ساعة) – تد	عدد الساعات الكلية: نظرى (45ساعة) – عملى (180			

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.

aculty of Nursing







3-Course توصيف المقرر المبنى على الكفايات: specification based on competency: Domain No. 1. Professional and Ethical Practice

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







		CAU		
	- 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	- Ilustrate responsibility and accountability for care within the scope of professional and practical nursing care during first, second, third and fourth stages of labor.	 Group discussion with a small group. Brain storming session Case scenario Practical skills (demonstration and 	 Powerpoint presentation Video and recording using, Telegram , Microsoft Teams, Moodle and Google Classroom Stimulators of body organs 	
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Domain No. 2. Holistic Patient-Centered Care

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
٤	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 planning 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
1	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







		1 m		
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 planning 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









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.	- Wes	routia Universit	34	-
	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 planning 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.	Quali	culty of Nursing		-
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
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.	 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
	Subjects		Methous	







	121		Sale of An	V	
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	-	-	-	-	-
	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 technologies 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.	Fo Quali Man	y Assurance L		-	-







Domain No. 5. Inter-Professional Communication

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used
1	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.	Quali	y Assurance U	Inti	
	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 -







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

		No. of lectur	re (theory)
Topic	No. of hours Blei (theory) learn 40		Flipped learning 60%
Introduction for Quality			1
- Orientation to the Course	3 hrs	1.7	
- Mission & Vision	3 1113	1 Lec	ture
• Review of Anatomy of Female & Male Reproductive System			
- Female & male reproductive system	-0.0		
- Bony pelvis	cin er		
Review of Physiology of Female &Male Reproductive System	3hrs	1 Lec	ture
- Physiology of menstruation			
Preconception Nursing Care and Counseling	3hrs	1 Lec	ture
Conception and Fetal Development	3hrs	1 Lec	ture
• Fetal Circulation			
Adaptation of Body Systems to Pregnancy and Nursing Care	3hrs	1 Lec	ture
- Development of the placenta			
- Signs and symptoms of pregnancy			
- Physiological changes during pregnancy and nursing care			
Antenatal Care	3hrs	1 Lec	ture
- Definition and components of antenatal care			
- Instruction given to mother and counseling			
Normal labor	3hrs	1 Lec	ture
- Definition of normal labor			
- Theories of onset of labor			
- Premonitory signs of labor			
• Mid-term Exam (Normal)	3hrs		







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
'otal	45 hrs	15 Lectures

Practical Course Content

Topic No. of hours	Practical/ tutorial (Hours No.)	
	Practical	tutorial
18 hrs	12hrs	6hrs
		No. of hours (Hours Practical







<u>Week</u>	18hrs	12 hrs	6hrs
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ominal examination			
cultation of fetal heart rate			
ical Assignment			
rcise During pregnancy			
Wook	18hrs	12 hrs	6hrs
<u>Week</u> ical Procedure	Tonis	12 1118	OHS
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ical Assignment			
giene during pregnancy			
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<u>Week</u> ical Procedure	101118	12 Hrs	6hrs
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emonistration of Auscultation of fetal heart rate			
ical Assignment	2		
trition during pregnancy	8		
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Veek	18hrs	12 hrs	6hrs
veek cal Procedure	Tonis	12 Hrs	onrs
	C DESCRIPTION OF THE	(1)	
ical Assignment	Universit	У.	
nagement of normal labor		1	
Week_	18hrs	12 hrs	6hrs
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<u>Veek</u>	18hrs	12 hrs	6hrs
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<u>eek</u>	18hrs	12 hrs	6hrs
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nical Assignment			
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atural family planning methods	10.00		
<u>Week</u>	18hrs	12 hrs	6hrs
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<u>Week</u>	18hrs	12 hrs	6hrs
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<u>Veek</u>	18hrs	12 hrs	6hrs
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noval of Implanon			
ical Assignment			
ergency methods			
<u>Veek</u>	18hrs	12 hrs	6hrs
nical Procedure			
lministration of injectable hormonal methods			
nical Assignment			
rgical methods			
1	270 hrs	180 hrs	90 hrs
	270 1113	100 1113	70 ms















	5_ أساليب التعليم
5.a.2 . Brain storming session	واالتعليم
5.a.3. Group discussion	Teaching and
5.a.4. Case study	Learning
5.a.5. Demonstration and redemonstration	Methods
None	6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة Teaching and Learning Methods of
Students Assessment	Disables 7- تقويم الطلاب:
Students Assessment	• • • • • • • • • • • • • • • • • • • •
7. a.1- Semester work and periodical practical exams to	أ_ الأساليب
ussess competences skins.	أ- الأساليب المستخدمة
7. a.2- Mid-term exam to to assess competencies skills.	Used
7.a.3- Final oral exam to evaluate competencies skills.	Methods
7. a.4- Final Practical exam to evaluate competencies skills.	
7. a.5- Final written exam to evaluate competencies skills.	
Assessment Schedule	ب- التوقيت
Assessment 1 Periodic practical exam at the end of each	Time :
rotation and quiz every 4 th Week	
Assessment 2 Midterm exam	
7 th Week	
Assessment 3 Final practical and oral exam	
14 th Week	
Assessment 4 Final written exam	
End of semester	







Weighting of Assessments (for each se	emester)		ج ـ توزيع الدرجات	
Final term exam	40%	(120	: -	
grade)			Marks	
Oral exam	10%	(30	distribution	
grade)				
Practical exam	10%	(30		
grade)				
Semester work &Midterm exam	40%	(120		
grade)				
Total	100	% (300		
grade)				
List of References	ع	سية والمراج	8- قائمة الكتب الدراس	
- Nursing notes prepared by all staff m	nambars of the	a coursa	أ۔ مذکر ات	
- Truising notes prepared by an starr in	lembers of the	e course	Course note	
- Maternal and gynecology nursing 3 rd	¹ year.		ب ـ كتب ملزمة	
- Silbert- Flagg, J. and Pillitteri, A. (2	2018). Materr	nal and	Required Books	
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Childrearing Family. (8th ed.,). New	York., Lippin	cott.	(Text Books)	
- Ricci, S., and Kyle, T., (2019). Mate	ernity and Pec	diatric		
Nursing. (2nd Ed.,). New York., Lip	pincott.	(1)/-		
- Gary F. Cunningham, Kenneth J. Le	veno, Steven	L.		
Bloom, Catherine Y. Spong, Jodi S.	Dashe, Barba	ra L.		
Hoffman, Brian M, Casey, Jeanne S.	Sheffield. (2	018),		
Williams Obstetrics,25 th edition, New	•			
Hill Medical.		• •		
- Kevin., P. (2018). Obstetrics illustrat	ted (7 th Ed) New		
York: Elsevier.	(/	, 1 10 11		
M: 1 1 C D '1 M ' 1 I	ndon (2017) (Olde'		
	,			
Maternal-Newborn Nursing & Wom				
the Lifespan (10th Edition) (Materna	u-Newborn &			







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- LadwingPatrica W, et al, (2018): Maternal and newborn nursing, 1t ed, Addison wesley Longman, Canada.
- Kevin P Hanretty,(2019), Obestetrics Ilustrated,7thedition, 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- کتب 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 / 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







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

12-بيانات المقرر:

الفرق		م المقرر:	اسب	الرمز الكودي:
ar	Critical 1	Maternal an Nursi	d Newborn Health ing	(301) (N)
تطبيقى بالمعاه	عملی	نظری	عدد الساعات المعتمدة:	التخصص:
6	6	2		Maternal and Newborn Health Nursing
تطبيقي (90ساعة)	1			

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: specification based on competency: Domain No. 1. Professional and Ethical Practice

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







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 	 Powerpoint presentation Video and recording using, Telegram, Microsoft Teams, Moodle and Google Classroom
			redemonstration)	- 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 -

group.

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







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	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 		- Powerpoint presentation







- Genital Tract	women with genital tract	with a small	- Video and
- Genital Tract Infection	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.









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 presentationVideo and recording	-







	 PIH Heart Diseses Hyperemesis Anemia Nursing Care for STD Genital Tract Infection Genital Prolapse Menstrual Disorders 	- Provide holistic nursing care for women with common gynecological problems.	 Brain storming session Case scenario Practical skills (demonstration and redemonstration) Online Learning Group discussion with a small group. Brain storming session Case scenario Practical skills (demonstration and 	using, Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of body organs - Powerpoint presentation - Video and recording using, Telegram, Microsoft Teams, Moodle and Google Classroom - Stimulators of
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.	redemonstration) - Online Learning - Group discussion with a small group Brain storming session - Case scenario - Practical skills (demonstration and redemonstration)	body organs. - 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
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 presentationVideo 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/promotio n 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
information from variety of reliable sources for planning and improving health promotion and	 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 -



that best meets





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	-	-	-	-	-







	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
)) S	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.	-		-	-	1
3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	-		-	-	1
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	
Υ	4.1.1. Use	- Nursing Care	- Use different sources of data	-	Online Learning	-	Powerpoint	-
	different sources	for Abnormal	related to advanced standards	-	Group discussion		presentation	
	of data related to	Pregnancy,	of practice and careof high risk		with a small	-	Video and	
	advanced	Labor and	pregnancy, abnormal labor,		group.		recording	
	standards of	Postpartum	postpartum complications and	-	Brain storming		using,Telegram	
	practice and	Complications	care of common gynecological		session		,Microsoft	-
		•	care or common gynecological	-	Case scenario		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 	-
/ 1	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 -



other





Teams,

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	- 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 	 Powerpoint presentation Video and recording using,Telegram ,Microsoft

transitions across high risk







professional facilitate experience transitions a different healthcare settings. 5.1.4- Utiliz communical styles that diminish the associated value authority gradients and healthcare members.	e tion e risks with	- Gynecological problems	pregnancy, abnormal postpartum complication care of common gyneon problems.	ons and	(de an	actical skills emonstration d demonstration)	Moodle and Google Classroom - Stimulators of body organs	: -
		Topic	XA	No. of h		No. of lectu	•	
				(theo	'y)	40%	60%	Th
rsing Care fo Abortion Vesicular mole Ectopic pregnar		g in Early Pre <mark>gna</mark>	aculty of Nu	2 hı	'S	1 Lec	cture	(
1 1 0		g in Late Pregnar	ncy	2hr	S	1 Leo	cture	
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ırsing care for	· Cardiac	irsing care for Cardiac Disease during Pregnancy			S	1 Lec	cture	

Abortion	Faculty of Nu	2 hrs	1 Lecture
Vesicular mole			
Ectopic pregnancy	Quality Assurance	e I Inii	
irsing Care for Bleeding in	Late Pregnancy	2hrs	1 Lecture
Abruptio placenta		SESTING	
Placenta praevia			
ırsing Care for Gestational	Diabetes Mellitus	2hrs	1 Lecture
ırsing care for Cardiac Dis	ease during Pregnancy	2hrs	1 Lecture
rsing Care for Pregnancy	Induced Hypertension (PIH)	2hrs	1 Lecture
Pre-eclampsia			
HLLEP syndrome			
Eclampsia			
yperemesis Graviderium		2hrs	1 Lecture
nemia during Pregnancy			
id-term Exam (Critical)		2hrs	
ırsing Care for Abnormal 1	Labor	2hrs	1 Lecture
Occipito-posterior			







2hrs	1 Lecture
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30 hrs	15 Lectures
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Quality Assurance Unit







F

		Practical/ tutorial (Hours No.)	
Торіс	No. of hours	Practical	tutorial
natal CareArea			
Veek	12 hrs	6 hrs	6 hrs
ical Procedure			
tting edema assessment ical Assignment			
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Week_	12hrs	6 hrs	6 hrs
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yperemesis Gravidarium			
Veek	12hrs	6 hrs	6 hrs
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<u>Veek</u>	12hrs	6 hrs	6 hrs
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demostration of clinical procedures			
nical Assignment -Revision of clinical assignment			

or Area			
<u>Veek</u>	12hrs	6 hrs	6 hrs
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onatal resuscitation			
nical Assignment			
anagement of prematurity			







Week	12hrs	6 hrs	6 hrs
nical Procedure			
normalities of placenta			
nical Assignment			
anagement of postmaturity			
Week_	12hrs	6 hrs	6 hrs
nical Procedure			
are of cesarean section			
nical Assignment			
emature rupture of membrane			
<u>Week</u>	12hrs	6 hrs	6 hrs
nical Procedure			
trapartum electronic fetal monitoring			
nical Assignment			
al monitoring			
Week_	12hrs	6 hrs	6 hrs
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nagement of abnormal uterine action and abnormal labor			
nical Assignment			
vision of clinical assignment			
Faculty of N	ursing	•	

ly Planning Area			A THE STATE OF THE		
<u>eek</u>	Judility	Assula	12hrs	6 hrs	6 hrs
ical Procedure					
ast self -examination			RETSELVE		
ical Assignment					
nital prolapse					
Week_			12hrs	6 hrs	6 hrs
ical Procedure					
necological assessment					
ical Assignment					
roid					
<u>Week</u>			12hrs	6 hrs	6 hrs
ical Procedure					
pperative care for gynecological p	patient				
ical Assignment					
sterectomy					
<u>Veek</u>			12hrs	6 hrs	6 hrs
ical Procedure					
toperative care for gynecological	l patient				
ical Assignment					
vic inflammatory disease					







<u>Veek</u>	12hrs	6 hrs	6 hrs	
ical Procedure				
rsing responsibilities in gynecological clinic				
ical Assignment				
ision of clinical assignment				
al	180 hrs	90 hrs	90 hrs	
				1



5.a.1. Lectures	5- أساليب التعليم
5.a.2 . Brain storming session	واالتعليم
5.a.3. Group discussion	Teaching and
5.a.4. Case study	Learning Methods
5.a.5. Demonstration and redemonstration	Methous
	6-أساليب التعليم
None	والتعلم للطلاب ذوي
TONE	القدرات المحدودة







		Teaching and Learning Methods of Disables
Students Assessment		7- تقويم الطلاب:
7. a.1- Semester work and periodical practical	exams to	ت- الأساليب
assess competencies skills.		المستخدمة
7. a. 2- Mid-term exam to to assess competenc	ies skills.	
7.a.3- Final oral exam to evaluate competencie	es skills.	Used
7. a.4- Final practical exam to evaluate compet	tencies skills.	Methods
7. a.5- Final written exam to evaluate compete	ncies skills.	
Assessment Schedule		ث_ التوقيت
Assessment 1 Periodic practical exam at the	end of each	Time :
rotation and quiz every 4 th Week		
Assessment 2 Midterm exam		
7 th Week		
Assessment 3 Final practical and oral exam		
14 th Week)
Assessment 4 Final written exam		
End of semester		
Weighting of Assessments (for each semeste	r)	ج - توزيع الدرجات
Final term exam 409	6 (80 grade)	
Oral exam 10%	(20 grade)	Marks
Practical exam 109	% (20 grade)	distribution
Semester work & Midterm exam 40%	6 (80 grade)	
Total 100	% (200 grade)	
List of References	ىية والمراجع	8- قائمة الكتب الدراس
- Nursing notes prepared by all staff member	rs of the course	أ- مذكرات
		Course note







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- Maternal and gynecology nursing 3rd year.
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- Ricci, S., and Kyle, T., (2019). Maternity and Pediatric Nursing. (2nd Ed.,). New York., Lippincott.
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 Bloom, Catherine Y. Spong, Jodi S. Dashe, Barbara L.
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- Mary Ann Towel,(2018), Maternal and Newborn Nursing Care, 5th edition,Pearson education,USA.

ب ـ كتب ملزمة Required Books (Text Books)

ج- کتب 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 مصطفی

د/ صفاء عبد الله د/ رشا جمال

د/ حنان السيد



Menoutra 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:

الفرق		م المقرر:	اس	الرمز الكودي:
ar	Obste	etrics and Gy Medicin		(302) (M)
تطبیقی ا	عملی	نظ ری 2	عدد الساعات المعتمدة:	التخصص : Maternal and Newborn Health Nursing
لبيقي (- ساعة)	- عملى (- ساعة) – تط	ى(30 ساعة) ـ	عدد الساعات الكلية: نظر	1

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 توصيف المقرر المبنى على الكفايات:
specification based on competency: Domain No. 1. Professional and Ethical Practice

Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	
				A contract of the contract of	







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.







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	
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.







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7 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/promot ion 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. 	-

Quality Assurance Unit
Menoulin 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 hypertension, 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
′	4.1.1. Use different sources	-	-	-	
	of data related to				
	advanced standards of				
	practice and				
	natient care				







The state of the s				
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	- 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.
impact of	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.
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	- 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.
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
′	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.	-	-	-	-







<u>وي</u> <u>:</u> Co

	No. of	No. of Lectu	re (Theory)	Practical/	
Торіс	hours (Theory)	Blended learning. 50%	Flipped learning 50%	tuto (Hour Practical	s No.)
Reproductive System	2hrs	1 Lec	eture		
daptation of body systems during pregnancy	2hrs	1 Lec	eture		
Diagnosis of Pregnancy	2hrs	1 Lecture			
bnormal Pregnancy Bleeding in early pregnancy	2hrs	1 Lecture			
Abnormal Pregnancy Bleeding in late pregnancy	2hrs	1 Lec	eture		
Abnormal Pregnancy Pregnancy induced hypertension	2hrs	1 Lec	eture		
Aid-term Exam	2hrs				
Definition of normal labor and management first stage of labor	2hrs	1 Lec	eture		
Management of 2nd ,3rd ,4th stage of labor	2hrs	1 Lec	eture		
Abnormal labour	2hrs	1 Lec	ture		
Physiological Changes during Postpartum eriod	2hrs	1 Lecture			
Minor Discomfort during Postpartum Period	2hrs	1 Lec	eture		
Puerperal Sepsis&Pyrexia	2hrs	1 Lec	ture		
Common gynecological problems	2hrs	1 Lec	eture		
Common menopausal problems	2hrs	1 Lec	eture		







5.a.1. Lectures			
			5- أساليب التعليم و االتعليم
5.a.2. Group discussion	<u> </u>		
5.a.3. Case study			Teaching and
			Learning Methods
			6-أساليب التعليم
None			والتعلم للطلاب ذوي
Tione			القدرات المحدودة
			Teaching and
			Learning Methods of
			Disables
Students Assessment	1		7- تقويم الطلاب:
7. a.1-Midterm exam to asses	s competence	ies skills	ج- الأساليب
7.a.2- Final written exam to e	valuate com	petencies skills.	المستخدمة
			Used Methods
Assessment Schedule	Ity of	Nursing	ح- التوقيت
7.b.1 Assessment 1 Midte	erm exam	7 th	Time :
	ASSUIC		
7.b.2 Assessment 2 Final w	vritten exam	End of	
semester End of semester			
Weighting of Assessments (for each sem	nester)	ج - توزيع الدرجات
- Midterm exam	20%	(20 grade)	: - Marks
- Final term exam	80%	(80 grade)	
Total	100%	(100 grade)	distribution
List of References		ية والمراجع	
N	11 4 66	1 6.1	
- Nursing notes prepared by	all staff men	nbers of the course	اً۔ مذکرات Course note
- Haseeb F., (2007): Basic	obstetric an	d gynecology . 4th	
ed., 8 st Soliman El- Hala			Required
cu., o st somman El- Hala	wy. Cano, E	5) Pi	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 Haculty of Nursing كلية: التمريض Faculty of Nursing قسم: تمريض صحة الأم وحديثي الولادة تاريخ اعتماد التوصيف: 2020-2021

14-بيانات المقرر:

		<u>- 14</u>
الفرق	اسم المقرر:	الرمز الكودي:
ar	Population Studies and Family Planning	(303) (N)
ء ع	عددالساعات الدراسية: نظري عملم - 1 ساعة ساعة ساء عدد الساعات الكلية للفرقة الثالثة: نطرى (15 ساعة) – عدد الساعات الكلية للفرقة الثالثة:	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 توصيف المقرر المبنى على الكفايات: specification based on competency: Domain No. 1. Professional and Ethical Practice

Key elements	Course	Subjects objectives	Teaching	Media used
	Subjects		Methods	







1.1.1 -Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.	statistics d the	- 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.







			or of No	
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	- Online brain	using,Telegram
professio	nal and	practical	level	storming session	,Microsoft
of compe	etence.				Teams,
or comp.	ecence.				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.	- 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.







			T	
	- 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.
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 LearningOnline group discussion with	- Powerpoint - presentation - Video and -







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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,







				Google Classroom.
2.2.5. Communicate health information and coordinate health education/promot ion 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



management





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-	-	_	-	







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.	- 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.







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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.
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







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		Classroom.	
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Domain No. 4. Informatics and Technology

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	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.	- 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. 	
t	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. 	







y of Sov				V.
	- 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 presentationVideo and recording







			settings for management of infertility.	- Online brain storming session	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.	- 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 objectives	Teaching	Media used	
	Subjects		Methods		







7 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.
	(Green)	S WELCHARDS	ALL DE	
	- 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.	_	 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 communication 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 communication 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 Lec	ture		
Birth rates and death rates	1hrs	1 Lec	ture		
Maternal morbidity statistics and measurement of	1hrs	1 Lec	ture		
maternal morbidity					
ensus of population					
Introduction to population census	1hrs	1 Lec	ture		
Common methods for doing a census	1hrs	1 Lec	ture		
Population pyramid and life expectation	1hrs	1 Lec	ture		
Fertility	1hrs	1 Lec	ture		
Over population	1hrs	1 Lec	ture		
Iaternal mortality	(ST IV)	HIRTOR			
Introduction to maternal mortality	1hrs	1 Lec	ture		
Main available factors contributing to maternal death	1hrs	1 Lec	ture		
How to lower maternal mortality	1hrs	1 Lec	ture		
Preventive measures to reduce high-riskpregnancy &	1hrs	1 Lec	ture		
maternal mortality.					
Management of high-risk patients.	1hrs	1 Lec	ture		
nfertility and nursing management	1hrs	1 Lec	ture		
sues of family planning	1hrs	1 Lec	ture		
TOTAL	15 hrs	15 Lec	tures		

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5.a.1. Lectures			<u>5</u> - أساليب التعليم
5.a.2 . Brain storming session	1		واالتعليم
5.a.3. Group discussion			Teaching and Learning Methods
None			6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
			Teaching and Learning Methods of Disables
Students Assessment	1		7- تقويم الطلاب:
7. a.1-Semester work to assess	s competence	ies skills.	خ- الأساليب
7.a.2- Final written exam to ev	valuate comp	petencies skills.	المستخدمة
	Used		
A FOCU	ity of	Nursing	Methods
Assessment Schedule		F th	د- التوقيت
7.b.1 Assessment 1 Semes Week	ster work	ince 7 th	Time :
7.b.2 Assessment 2 Final w	ritten exam	End of	
semester			
Weighting of Assessments (f	or each sem	nester)	ج - توزيع الدرجات
- Semester work	20%	(10 grade)	: - Marks
- Final term exam	80%	(40 grade)	
Total	100%	(50 grade)	distribution
List of References		ية والمراجع	8- قائمة الكتب الدراس
-Nursing notes prepared by al	ll staff meml	pers of the course	أ۔ مذکرات Course note
- Hasseb, F. (2007): Basi	ic Obstetric	. 17th ed., Cairo:	ب ـ كتب ملزمة
University Book Center.		•	Required
- Medical School, reproduc	tive Health	Curriculum Family	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.

ج- كتب مقترحة Recommended Books

- 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.

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 الولادة تاريخ اعتماد التوصيف: 2020-2021

15-بيانات المقرر:

الفرق	اسم المقرر:	الرمز الكودي:	
ar	Methods of Teaching in Nursing	(304) (N)	
عملی - عملی عة) - تطبیقي (- ساعة)	عدد الساعات المعتمدة: نظرى (30ساعة) – عملى (- ساء	التخصص : Maternal and Newborn Health Nursing	

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.



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3-Course توصيف المقرر المبنى على الكفايات: specification based on competency: Domain No. 1.Professional and Ethical Practice

	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	-	-	-	-







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
Y	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.	-	-	-	-	-
7 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 LearningOnline 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 presentationVideo and recording using,Telegram







storming sess	ion ,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.	- 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.	-	-	-	







					T	
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.		_	-	-	1
	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.	-	-	-	-	1
	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 S	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.	-	-	-	-	-		
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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					
	nationt care					







			and all ho	*
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.
4.2.1. Recall, and manage data to make decisions using information management system for providing holistic patient care.	- 14161	ROLLING UNIVERSE	*/	
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	- Importance of	- Function within behavioral	- Online Learning	- Powerpoint -
behavioral norms related to the interdisciplinary communication and the health care organizations.	educationnal objectives - Definition of teaching, - learning methods and education - Importance of educationnal objectives	norms related to the interdisciplinary communication to match verbs used in stating educational objectives.	 Online group discussion with small groups. Online brain storming session 	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.	-	-	-	

Торіс	No. of hours (theory)	No. of lecture (theory)		Practical/ tutorial (Hours No.)	
	•	Blended learning. 50%	Flipped learning 50%	Practical	Tutorial
finition of Education, Teaching and Iearning.	2hrs	1 lect	ure		
portance of educational objectives	2hrs	1 lecture			
amples of each type of educational objectives and ended learning outcomes	4hrs	2 lecture			
nalities of intended learning outcomes	4hrs	2 lecture			
pes of teaching methods 2hrs		1 lect	ure		
iteria of traditional and non traditional methods	2hrs	1 lect	ure		
lvantages and disadvantages of traditional methods	2hrs	1 lecture			
lvantages and disadvantages of nontraditional methods	2hrs	1 lecture			
lection of teaching method	n of teaching method 2hrs 1 lecture		ure		
chnologies of teaching method	4hrs	2 lect	ure		
valuation measurement	2hrs	1 lect	ure		

<u>وي</u> <u>:</u> Co







ypes of evaluation	2hrs	1 lecture	
otal	30 hrs	15 Lectures	

5 o 1 T activing	••. • f
5.a.1. Lectures	5- أساليب التعليم
5.a.2 . Brain storming session	والتعليم
5.a.3. Group discussion	Teaching and
	Learning
	Methods
	6-أساليب التعليم
None	والتعلم للطلاب ذوي القدرات المحدودة
	Teaching and
Faculty of Nursing	Learning Methods of
Tucony or moraling	Disables
Students Assessment	7- تقويم الطلاب:
C.C.C. MARION CINCO CONTI	
Wendulla University	
7. a.1- Semester work to assess competencies skills.	ذ_ الأساليب
7.a.2- Final written exam to evaluate competencies skills.	المستخدمة
	Used
	Methods
Assessment Schedule	ر- التوقيت
7.b.1 Assessment 1 Semester work 7 th	Time :
Week	•
7.b.2 Assessment 2 Final written exam End of	
semester	







Weighting of Assessments (for each semester)	ج - توزيع الدرجات
- Semester work 20% (20 grade)	: - Marks
- Final term exam 80% (80 grade)	
Total 100% (100 grade)	distribution
ية والمراجع List of References	8- قائمة الكتب الدراس
-Nursing notes prepared by all staff members of the course	أ۔ مذکرات Course note
1- Bloom, Robert S., (2018). Stating Educational Objectives	<u>ب - كتب ملزمة</u>
in Behavioral Terms, Nursing Forum 14(1), 31-42.	Required Books
2- Anderson, L. & Krathwohl, D. (2018). A Taxonomy for	(Text Books)
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.	
<i>G</i> , ,	







- 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 Universität Oldenburg. p. 13. Retrieved 23 January 2018.

ج- کتب مقترحة Recommended Books

منسق المقرر رئيس القسم د / رشا جمال أ.د/ عايدة عبد الرازق د / صفاع عبدالله







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

جامعة المنوفية Hanoufia University كلية: التمريض Faculty of Nursing كلية: التمريض صحة الأم وحديثي الولادة تاريخ اعتماد التوصيف: 2020-2020

16-بيانات المقرر:

الفرقاً		اسم المقرر:	الرمز الكودي :
ar		Reproductive Health	(N) (305)
	عملي - ساعة عملي (-)	عدد الساعات الدراسية: نظري المساعات الدراسية : المساعات الكلية للفرقة الثالثة: نطرى (15 ساعة) _	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 توصيف المقرر المبنى على الكفايات: specification based on competency: Domain No. 1. Professional and Ethical Practice

Key elements	Course	Subjects objectives	Teaching	Media used
	Subjects		Methods	







′	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. 	discussion with	 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
į	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.
•	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/promot ion activities effectively according to patient/client needs.	_	-	-	







information from variety of reliable sources for planning and improving health promotion and health education activities.	rsing plannin activitie control	of reliable sources of g health educati es for using infecti measures during labo	on on or.	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.
pre	plannin activitie	of reliable sources of health educations of the education of the educations of the education of the educations of the educations of the educations of the ed	on ce -	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	- Safe Motherhood	- Plan and implement change conducive to the improvement of health care provision for all women during safe	 Online Learning Online group discussion with small groups. Online brain 	- Powerpoint - presentation - Video and recording using,Telegram,
provision.	- Infection	motherhood. - Plan and implement change	storming session - Online Learning	Microsoft Teams, Moodle and Google Classroom.
	control in	conducive to the improvement of provision of infection control	- Online group discussion with	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 S	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.	-	-	-	-

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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.	- 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 -	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	and Google Classroom. - 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.
′	4.2.1. Recall, and manage data to make decisions	-	-	-	







mai syst pro	ng information nagement tem for viding holistic ient care.				
com tech sup dec care and	2. Apply nmunication hnologies that port clinical ision making, e coordination, protection of ients' rights.			-	
tech info syst sup of s care indi	3. Apply hnologies and prmation tems to port provision afe nursing e practice to ividuals, hilies, and hamunities.	_	-	-	_

Quality Assurance Unit







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.			









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	No. of hours	No. of lecture (theory)		1	Practical/ tutorial (Hours No.)	
Торіс	(theory)	Blended learning 50%	Flipped classroom 50%	Practical	Tutorial	
afe motherhood						
fe motherhood initiative	1hrs	1 Le	cture			
iorities for safe motherhood	1hrs	1 Le	cture		- 	
ey components of safe motherhood	1hrs	1 Le	cture		İ	
HO pillars of safe motherhood	1hrs	1 Le	cture		İ	
fective strategies and interventions to achieve safe motherhood	1hrs	1 Le	cture		ı	
Infection control in maternity nursing					i	
fection control stages	1hrs	1 Le	cture			
actors affecting the risk of infection	1hrs	1 Le	cture		l	
lethods of sterilisation	1hrs	1 Le	cture		i	
immary of universal precautions	1hrs	1 Le	cture		İ	
fection control during labor	1hrs	1 Le	cture		ı	
iolence against pregnant women					1	
pes of violence against women	1hrs	1 Le	cture			
isk factors	1hrs	1 Le	cture		İ	
ctors specifically associated with intimate husband violence	1hrs	1 Le	cture		ı	
ealth consequences	1hrs	1 Le	cture		İ	
revention and response	1hrs	1 Le	cture		l	
TOTAL	15 hrs	1.5 T	ectures			

5.a.1. Lectures	5- أساليب التعليم
5.a.2 . Brain storming session	واالتعليم
5.a.3. Group discussion	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	ز_ الأساليب
7.a.2- Final written exam to evaluate competencies skills.	المستخدمة
	Used Methods
Assessment Schedule	س-التوقيت س-التوقيت
7.b.1 Assessment 1 Semester work 7 th Week	Time :
7.b.2 Assessment 2 Final written exam End of	
semester	
Weighting of Assessments (for each semester)	ج - توزيع الدرجات
- Semester work 20% (10 grade)	: - Marks
- Final term exam 80% (40 grade)	
Total 100% (50 grade)	distribution
List of References	8- قائمة الكتب الدراس
-Nursing notes prepared by all staff members of the course	أ۔ مذکرات
-ivarsing notes prepared by an starr members of the course	Course note
1. AbouZahr, C., and Warlaw, T., (2017); Maternal	ب ـ كتب ملزمة
mortality at the end of the decade: what signs of progress?	Required Books
Bulletin of the World Health Organization 2011. Geneva:	(Text Books)
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	







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);** Maternity 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- کتب مقترحة Recommended Books







6. Jone, E., (2018); Basre nursing, infection control 4 edition, London, mosby, company 480, 483.

رئيس القسم

منسق المقرر

د. سهام شحاته

أ.د/عايدة عبد الرازق









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

جامعة: المنوفية Henoufia University كلية: التمريض Faculty of Nursing كلية: التمريض صحة الأم وحيثي الولادة تاريخ اعتماد التوصيف: 2020-2021 17

الفرق	اسم المقرر:	الرمز الكودي:
ar	English language (level 4)	(306) (L)
عملی _	عدد الساعات المعتمدة: نظرى 2	التخصص : Maternal and Newborn
ساعه اسبوعيا	ساعه أسبوعيا	Health Nursing
	عدد الساعات الكلية: نظرى (30ساعة) - عملى (-)	
	A FORUMY OF NUISING	

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 توصيف المقرر المبنى على الكفايات: specification based on competency: Domain No. 1. Professional and Ethical Practice

Key elements	Course	Subjects objectives	Teaching	Media used
	Subjects		Methods	







			y of So	P
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 presentationAudiovisual 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 LearningGroup discussion with small groups.	- Powerpoint presentation - Audiovisual material (data show)







underlie clinical nursing practice to offer new insights to new insights while training a nurse. new insights while training a nurse. - Group discussion with small groups. - Audiovisual material		
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. 7. 2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.		
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 practice to offer new insights to nursing care for patients, families, and communities. 7	session	
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. 7 2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.		patient/client needs/problems within the Egyptian health care system and the personal
evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities. 7 2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms. Clinical nursing practice to offer new insights while training a nurse. Clinical nursing practice to offer new insights while training a nurse. Clinical nursing practice to offer new insights while training a nurse. Clinical nursing practice to offer new insights while training a nurse. Clinical nursing practice to offer new insights while training a nurse. Cloudiovisual material (data show)		different community resources for referral to assist the patient/client and family through transitions across the continuum of
health related learning needs of patient/client within the context of culture, values and norms.	to offer Learning presentation - training - Group discussion with small groups Brain storming (data show)	evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families,
2.2.2. Assess		health related learning needs of patient/client within the context of culture, values and
factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.		2.2.2. 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		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.				
2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.	-	-	-	-
2.2.5. Communicate health information and coordinate health education/promot ion 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.	-	_	-	-







<u>.</u>				
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)
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 Assurance Unit Menoting University

Domain No. 4. Informatics and Technology

	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used
Y	4.1.1. Use different	-	-	-	
n	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.	-	-	-	-	
1	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 presentationAudiovisual 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	
1	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.		-	-	-	1
	5.1.3. Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	-	-	-		1
	5.1.4. Utilize communication styles that diminish the risks associated with authority	-	-	-	-	-







			_
gradients among			ì
healthcare team			ì
members.			ì









Topic	No. of hours	No. of lecture (Lecture =2hr)	Tutorial/ Practical
sics of Paragraph	2hrs	1 Lecture	
ansitional phases used in paragraph	2hrs	1 Lecture	
ructure of paragraph	2hrs	1 Lecture	
ow to write a paragraph	2hrs	1 Lecture	
sh for Nursing That nursing is?	2hrs	1 Lecture	
nds of nursing	2hrs	1 Lecture	
raining a nurse	2hrs	1 Lecture	
he role of nursing and nurses in the Community	2hrs	1 Lecture	•••••
tress- Related Illnesses	2hrs	1 Lecture	
noking and disease	2hrs	1 Lecture	
ledical specialties	2hrs	1 Lecture	
eading Comprehension passages	2hrs	1 Lecture	
ructure and grammar	2hrs	1 Lecture	
anguage Exercise	2hrs	1 Lecture	•••••
rabic passage for translation	2hrs	1 Lecture	••••••
Γotal	30hrs	15 lectures	

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5.a.1. Lectures	5- أساليب التعليم
5.a.2 . Brain storming session	واالتعليم
5.a.3. Group discussion	Teaching and
claic. Group discussion	Learning Methods
	Methous
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	ش الأسالان
7.a.2- Final written exam to evaluate competencies skills.	ش-الاساليب المستخدمة
Faculty of Nursing	Used Methods
Assessment Schedule	صـ التوقيت
5.b.1 Assessment 1- Translation every week.	Time :
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 7 th week	
5.b.6 Assessment 6- Final exam after 15 th week	
Weighting of Assessments (for each semester)	ج - توزيع الدرجات
- Semester work 20% (20 grade)	: - Marks
- Final term exam 80% (800 grade)	
Total 100% (100 grade)	distribution
List of References	8- قائمة الكتب الدراس
-Nursing notes prepared by all staff members of the course	أ۔ مذكرات
	Course note







- Book of grammar	ب ـ كتب ملزمة
- Book of English language for nursing	Required Books
- Periodicals, Web Sites etc	(Text Books)
- Any website under the general title (English language for	
nursing learning and teaching)	
- www.English language.com	
- Essential Books (Text Books)	ج- كتب مقترحة
- Book of grammar	Recommended Books
- Book of English language for nursing	DOOKS
- 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	

Tagreed Gamal Mabrouk

أستاذ الماده:

Prof . Radwan El-Sobky

رئيس القسم العلمي:

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 1- بيانات المقرر:

القرقأ	اسم المقرر:	الرمز الكودي:
ar	Adolescent health	(307) (N)







_	عملی	نظری 1	عدد الساعات المعتمدة:	التخصص:
				Maternal and Newborn Health Nursing
ساعه اسبوعيا	(-)	ساعه اسبوعیا ن (15ساعة)– عملی (عدد الساعات الكلية: نظرو	5

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.









3-Course توصيف المقرر المبنى على الكفايات: specification based on competency: Domain No. 1. Professional and Ethical Practice

	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.	- 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	
 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. 	1 1
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.	-	_	-	-	-



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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. 	-
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/promot ion 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.	-	-	-	







	12)		y of So	NO.	
1 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. 	-
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	
′	4.1.1. Use different sources of data related to advanced standards of	-	-	-	-	-







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
ľ	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 communication 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.		

	No. of hours	No. of lecture (theory)		Practical/ tutorial (Hours No.)	
Торіс	(theory)	Blended learning 50%	Flipped classroom 50%	Practical	tutorial
lolescent growth and development	1hrs	1 Le	cture		
ormal puberty	1hrs	1 Le	cture		
elayed puberty	1hrs	1 Le	cture		
ecocious puberty	1hrs	1 Le	cture		
ormal menstrual cycle in adolescents	1hrs	1 Le	cture		
enstruation disorders in adolescents (dysmenorrhea)	1hrs	1 Lecture			
emenstrual syndrome	1hrs	1 Lecture			
ting Disorders (Anorexia Nervosa)	2hrs	2 Le	cture		
ting Disorders (Bulimia Nervosa)	2hrs	2 Lecture			
bstance Abuse (Drug Abuse)	2hrs	2 Lecture			
lolescents Pregnancy	2hrs 2 Lecture				
TOTAL	15 hrs	15 Le	ctures		

5.a.1. Lectures	5_ أساليب التعليم
5.a.2 . Brain storming session	واالتعليم
5.a.3. Group discussion	Teaching and
	Learning
	Methods

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None	6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة Teaching and Learning Methods of
Students Assessment	Disables 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	ط التوقيت
7.b.1 Assessment 1 Semester work 7 th	Time :
Week	
7.b.2 Assessment 2 Final written exam End of	
semester	
Weighting of Assessments (for each semester)	ج - توزيع الدرجات
- Semester work 20% (10 grade)	: - Marks
- Final term exam 80% (40 grade)	distribution
Total 100% (50 grade)	
ية والمراجع List of References	8- قائمة الكتب الدراس
- Nursing notes prepared by all staff members of the course	أ۔ مذکرات Course note
- Barbara R . Strigh (2018) , Maternal – Newborn	ب ـ كتب ملزمة
Nursing, 3 rd ED.	Required
- Neinstein LS (2018). Adolescent Health: A Practical	Books (Text Books)
Guide, 4 th Edition, Lippicott Williams and Wilkins,	(2011 200110)
Philadelphia.	







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).

ج- کتب مقترحة Recommended Books

أستاذ المــــادة
رئيس مجلس القسم العلمي
د/حنان السيد ندا
أ.د/ عايدة عبد الرازق







Menoufia University

Faculty of Nursing

Family and Community Health

Nursin

Course specification based competence Undergraduate

2019-2020

Family and Community Health Nursing Department









content

Code
400N
403M
404M
110N



Assurance Unit







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

جامعة: المنوفية Menoufia University

كلية: التمريض Faculty of Nursing

Family &Community Health Nursing : قسم

تاريخ اعتماد التوصيف:

1- بيانات المقرر:

الفرقة / المستوى:	اسم المقرر:	الرمز الكودي		
Fourth year	Family & Community Health Nursing	400N:		
-	عملی عملی این المعامل این الم	التخصص ا		
	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 Eth	nical Practice				
Competency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
1.1. Demonstrat e knowledge, understandi ng, responsibili ty and	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 roomPowerPoint presentation	-Quizzes -Periodic clinical exam
accountabil ity of the legal obligations for ethical nursing practice.		Community health nursing role in achieving sustainable development	Blend ethical, legal, sociocultur al and professiona I 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	THE LINGSON I	MOTORNA	ity		
	1.1.3 - Practice nursing based on policies and procedural guidelines considering	Occupational health	Determine principles of occupation al health and safety.	- online learning Discussion with small groups of	-50% using Webex, MS Team and google class room.	QuizzesFinal practical examFinal oral







scope of professional and practical level of competence.	Care of clients in school setting Care of clients in rural setting Home visit & home health care	of OUT	al health team members . Assume nurse responsibility in levels of prevention in school setting Apply the role of CHN on provided case study on real community Explain the major nursing tasks and responsibilities in each phase of the home visit .	students -Role play - Field visits that may be permitted - Clinical practice	-PowerPoint presentation -Educational Videos	•	Final oral exam Final written exam
1.1.4 - Demonstrate responsibility and accountability for care within the	Home visit & home health care Occupational health	•	Demonstrat e principles of infection control during performanc e of nursing procedures . Recognize the roles and responsibili ties of occupation al health	- online learning Discussion with small groups of	-50% using Webex, MS Team and google class room.	•	exam Final written exam Quizzes Final practical exam







2-1- Provide holistic and evidence- based nursing care in different practice	2.1.1. Conduct holistic and focused biopsychosocial 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	-Power point presentation `using Webex, MS Team and google class room Case study	 Periodical exam Final practical exam Final oral exam Final written exam
			2	- Demons- tration and redemons- tration	-Visit to field areas	
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities	Community as a client.	Apply competency in skill needed to provide care to individuals.	- online learning	-Power point presentation` using Webex, MS Team and google class room.	 Periodical exam Final practical exam Final oral exam
	across the life span	colity As	Univers	- field visit	-Visit to field areas	Final written exam
		•Family as a client	Apply competency in skill needed to provide care to families and community.	- online learning	-Power point presentation` using Webex, MS Team and google class room.	 Periodical exam Final practical exam Final oral exam
				- Field visit	-Visit to field areas	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.	Occupational health	Distinguish between needs, problems and hazards of workers in selected work setting using workplace assessment tool .	- online learning -Group discussion	-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
			- Field visit		
	Care of clients in school setting	Distinguish between needs and problems of school	- online learning	-Power point presentation` using Webex, MS Team	Periodical exam Final
(QI	ality As	children after the assessment of	Unit	and google class room.	practical exam • Final oral
	Aenouti.	a given school.	-Group discussion	-Discussion with small group	exam Final written exam
			- Field visit	-Visit to field areas	







	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







		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
	2.1.6Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	Faculty	A.U	lg i		
	600	ality As		THE STA		
2.2. Provide health education based on the needs/probl ems of the patient/clie nt within a nursing framework	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms	иеношн		-online learning	-Power point Presentation -Using Webex, MS and google class Team room.	- Quizzes - Periodical exam
				- Critical thinking -Field visits that may be permitted	-Case studies - Visit to the	







				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 roomPowerPoint 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 roomPowerPoint presentation -Educational Videos	 Quizzes Final practical exam Final oral exam Final written exam







3.1- Demonstrat e effective managerial and leadership skills in the provision of quality nursing	Key elements 3.1.1. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals,	rk environment and qu Course subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
		Faculty facility As	professional preparedness based on information	ig Unit	students	
	improving health promotion and health education activities	-Disaster Management	Analyze the role of public health nurse in personal and	-Role play	-PowerPoint presentation Discussion with small groups of students	Final oral examFinal written exam
	2.2.5. Communicate health information and coordinate health education/promoti on activities effectively according to patient/client needs. 2.2.6.Utilize information from variety of reliable sources for planning and	Environmental health nursing	Apply competency in skill needed to provide care to individuals.	- online learning	-50% using Webex, MS Team and google class room.	 Quizzes Final practical exam







	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.					
			\cap	9		
	3.1.4. Demonstrate			lis.		
	controlling					
	techniques for the work flow and patient outcomes	Faculty	of Nursi	ng		
	through delegating and	cality As	surance	Unit		
	supervising members of the	Aenouti.	Univers	ity		
	nursing team.					
3-2-Provide a safe working environmen t 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	







	illegal, or		reduce risk to			-Quizzes
	unethical care		individuals,			-Quizzes
	practices in		families and			-Periodic exam
	different work		groups			
	settings.		9			
	3-2-3. Create a					
	research					
	environment that					
	help in maintaining					
	safe environment					
	2244					
	3-2-4. Apply					
	research methods					
	related to area of					
	practice that		M			
	enable and use the		10			
	best					
	evidences to		and and	in.		
	maintain safe work	AP AS		10		
	environment.		7 A W			
	No. 1		A VISIT III			
			APRIL VIOLE	A520		
3-3-Review	3-3-1. Apply					
health care	leadership skills,	racuity	OF NUISI	2.71		
outcomes	and decision	1 Cac only	DI INDIAN	19		
in the light	making in	Called Annual	MATERIAL DESCRIPTION	THE STATE OF THE S		
of quality indicators	improving the	IDIIIV AS	urance			
and	quality of nursing	DOMESTICAL PROPERTY OF STREET				
benchmark	care by using the	denout.	Univers	UFB909		
s tachieve	existing		1 2011000000000000000000000000000000000			
the ultimate	resources.					
goals of	3-3-2. Participate					
improving	in quality					
the quality	improvement					
of nursing care.	process to					
our c.	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					
	Staridardized		l	1	<u> </u>	







Domain No.4	protocols when providing nursing care considering quality improvement and patient's safety. Informatics and Tecl					
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, communica te,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	Faculty ality As Aenoutin	of Nursi	Unit		
	4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	Family risk assessmen t	-Evaluate evidence based knowledge to promote high quality family care	-Critical thinking	-self learning and internet search	-Quizzes -Periodic exam







		Community based rehabilitatio n	-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 developme nt	-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.	Faculty As	A Jursin	lg ng		
4-2-Utilize information and communica tion technologie s in the delivery of patient/clie nt 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	denouit	Univers	Tty		







Domain No.5	information systems to support provision of safe nursing care practice to individuals, families, and communities.	ommunication				
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	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities	Occupation al 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	QuizesPeriodic exam
care provided for individuals, families and communitie s	Q	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	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	Faculty	of Nursi	la g		
5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings		Univers	ity		







5.1.4Utilize			
communication			
styles that			
diminish the risks	3		
associated with			
authority			
gradients among			
healthcare team			
members.			









Practical/ tutorial (Hours No.)	No. of lecture (theory)	No. of hours (theory)	Торіс
-	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- أساليب التعليم والتعلم:
5.5- Field visit.	Teaching and learning
5.6- Brain storming	
5.7- Demonstration	
5.8 – Internet search	
	 6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة:
No application	Teaching and Learning Methods of
Faculty of	Disables
Quality Assur	7- تقویم الطلاب: Students assessment
Menoutra U	niversity







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

Time

ب- التوقيت:







Weighting of Assessments (for each	
semester)	
Final term exam 120 40 %	
Oral exam 30 10 % Clinical exam, 30 10 % Semester work	ج- توزيع الدرجات : Marks Distribution
&Midterm exam	urtra University
120 40 %	area and selection and the
Total	
300 100 %	
List of References	8- قائمة الكتب الدراسية والمراجع
- Course Notes: (Notes in community health nursing.).	أ- مذكرات Course note
- Roberta , R., (2016): Introduction to	ب- کتب مقترحة
community based nursing, 2nd edition.	Recommended Books
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	
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- 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.









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:

الفرقة / المستوى:	اسم المقرر:	الرمز الكودي
Fourth year /BNSc	Community medicine and Epidemiology	: 404(M)
عملی ا	عدد 2 hour /week تطبیقی بالمعامل	التخصص :
(- ساعة) - تطبيقي (- ساعة)	عدد الساعات الكلية: نظرى (30ساعة) ـ عملى	

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

Professional and Ethical Practice

main No.1







mpetency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
emonstrate edge, standing, nsibility and ntability of gal	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.	-Quizzes
tions for I nursing ce.		Natural history of disease	- Respect ethical, legal, sociocultural and professional standard when providing care to the individuals in the commumity.		-PowerPoint presentation	
				0.		
	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making	Facul	ZATOL ty of Nursi	ng		
	(CO)	ality A	COLUMNIA CO	Inner:	<u> </u>	
	1.1.3 - Practice nursing based on policies and procedural guidelines considering patient/ client rights.	 Natura I history of disease 	Practice urgent and routine care considering client rights.	- online learning	-50% using Webex, MS Team and google class roomPowerPoint presentation	QuizzesFinal written exam
				- Face to face discussion	- Discussion with small groups of students	
	1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.					







		T		T		•
n No.2 mpetency	2.Holistic Patient-Center Key elements	ed Care Course subjects	Course objectives	Teaching Methods	Media used	Assessment
						Evaluation
Provide ic and nce-based 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 diseasesRe - 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.	 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 2.1.3. Provide holistic patient-centered care respecting people diversity.	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 roomself- learning	 Quizzes Midterm 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.	Sexual transmitte d 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	QuizzesMidterm examFinal written exam
	2.1.6Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	E de ui	A.U	6		
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	ality A		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.					



2.2.3. Participate in





	quality of life for individuals, families,					
emonstrate ve gerial and ship skills provision lity nursing	3.1.1. Apply leadership skills to manage personnel to maximize health, independence and					
mpetency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
n No.3	Manage People- work er	-				
	promotion and health education activities					
	variety of reliable sources for planning and improving health	Aenou	ia Univer	SITY		
	2.2.6.Utilize information from			Unit)	
	activities effectively according to patient/client needs.	Facul	ty of Nursi	ng		
	coordinate health education/promotion			W		
	2.2.5. Communicate health information and			h		
				9		
	populations.		1			
	appropriately and effectively with diverse populations.					
	principles and counseling techniques					
	settings. 2.2.4.Use educational				-	
	different healthcare					
	health of patient/client needs and abilities in					
	methods of teaching that correspond to the					
	informal and formal					







and communities.						_
3.1.2. Plan and implement change conducive to the improvement of health care provision.	General epidemiolo gy	•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 roomPowerPoint presentation - Discussion with small groups of students	•	Midterm exam Final written exam
3.1.3. Organize own			10			
workload and apply time-management	1					
principles for meeting	Facul	ty of Nursi	ng			
responsibilities.	ality A	ssurance	Unit			
3.1.4. Demonstrate	denou	ra Univer	STEW			
controlling techniques						
for the work flow and						
patient outcomes through						
delegating and						
supervising members						
of the nursing team.						







ovide a safe ng nment 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 roomPowerPoint presentation	Midterm examFinal written exam
	3-2-3. Create a research environment that help in maintaining safe environment		/AVU	b		
	3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	ality A	ssuraince	ng Unit		
eview health outcomes in the 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					







	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	ogy	L			
mpetency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
ilize nation and plogy 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 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes	- Natural history of disease -Infectious diseases	Identify accurate sources for data collection while conducting health programs to solve community health problem to get competent solutions State the basic knowledge about Natural history of disease Prioritize knowledge about infectious diseases transmission, causes and their prevention	-online learning	PowerPoint presentation Webex, MS Team and google class room.	Midterm exam Final written exam







Ι,					I
ir c ir n r p c	A.1.3. Evaluate the mpact of computerized information management on the ole of the nurse in providing holistic patient-centered care.				
e n tu p	4.1.4. Use and evaluate information management echnologies for providing the holistic patient care in different health care settings.				
nation and unication ologies in delivery of t/client for the second seco	decision making, care coordination, and protection of patients' rights. 1.2.3. Apply echnologies and information systems to support provision of rafe nursing care practice to individuals, amilies, and communities.	ality A	y of Nursi ssurance	Unit	
n No.5 lı	nter-professional Comm	unication			







mpetency	Key elements	Course subjects	Course objectives	Teaching Methods	Media u	ised	Asses Evalu
ollaborate olleagues embers of ealth care to facilitate pordinate rovided for duals, es and unities	5.1.1. Maintain interprofessional 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	General epidemiolo gy	Utilize the basic concepts of epidemiology when participate in public health program that dealing with infectious diseases	• Online learnin g	 PowerPoint presentation Webex, MS Team and google class room. 	Midterm examFinal written exam	
	settings	Infectious diseases	Apply principles of communication that required to deal with peers and other health care team in controlling infectious and noninfectious diseases	• -Online learnin g	 PowerPoint presentation Webex, MS Team and google class room. 	Midterm examFinal written exam	







5.1.4Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.					
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		4- محتوي المقرر
No. of hours	Topic	: Course
2hrs	1-General epidemiology	Content
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	
201	T	







5.1- Lecture.				1-11 11 i =
5.2- Discussion.				5 أساليب التعليم والتعلم:
5.3 Brain storming				Teaching and learning
5.4 – Seminars				icariiiig
No application		9		6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة: Teaching and Learning Methods of Disables
Students		6		Disables 7- تقويم الطلاب:
Students				مرد تقویم الصرب: assessment
5. a. 1- Mid-term exam to as5. a.2- Final written exam to		ge and i	intellectual skills.	ر- الأساليب المستخدم ة: used Methods
-Assessment Written midter - Assessment Final Written e	m exam after 7We	ek.	ince Unit	ب-التوقيت: Time
Weighting of Assessments (for each semester)			
Final term exam	(80)	80	%	ج- توزيع الدرمان و
Midterm exam	(20)	20	%	الدرجات : Mark
Total	1	.00 %		Distribution
Lis	t of References			8- قانمة الكتب الدراسية والمراجع
Notes in community medicin	ne			أ- مذكرات Course note







-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.

ب- كتب مقترحة

Recommended Books

- -Aral, Sevgi O (2015). <u>Behavioral Interventions for Prevention and Control of Sexually Transmitted Diseases</u>.: Springer Singapore Pte. Limited. <u>ISBN 978-0-387-85768-8</u>
- 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









نموذج رقم (12) توصیف مقرر دراسی

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
ت طبيقى بالمعامل	عملی	نظری 2hours/week	لمعتمدة:
racuny	تطبيقي (- ساعة)	(30ساعة)- عملى (- ساعة) -	لكلية: نظرى

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







1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse	Introduction, Definitions Data, Epidemiology Methods of data collection	Define terms related to statistics	- online learning	-50% using Webex, MS Team and google class room.	-Qui
and its regulatory functions	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.		-PowerPoint presentation	
1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making		\U.			
1.1.3 - Practice nursing based on policies and procedural guidelines considering patient/ client rights.	Menoulia L	f Nursing rance Unit		-	
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 roomPowerPoint presentation - Educational Videos	• (C
2.Holistic Patient-Cent	ered Care				







	Key elements	Course subjects	Course objectives	Teaching	Media	Asse
				Methods	used	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	-Power point presentation `using Webex, MS Team and google	Perio Final v
		Introduction to vital statisticsBirth statistics	 Apply competency in skill needed for estimation of population and 	1 1 2	class room.	
		-Morbidity statistics -Mortality rates	characteristics of population			
			f Nursing			
		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		• .	-	-	







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 roomDiscussion with small group	• P e: Final v
	Vital statistics		- online learning	Power point presentation `using Webex, MS Team and google class room.	Perio Final v
	Menoutral	Intersity	-Group discussion	-Discussion with small group	
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 roomDiscussion with small	• P ex Final v







		,		-		
					group	
	2.1.6Examine 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	Faculty of Quality Assu	THE TROUGHEST FROM			
	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.				
diverse populations.		30		
2.2.5. Communicate	Faculty o	f Nursina		
health information	6			
and coordinate	Quality Assu	Votage I I alia		
health	Charlettiny week	rance Unit		
	Menoutral	Les Locace estimate		
education/promotion	160600038000000	Charles and Strate		
activities effectively				
according to				
patient/client needs.				







2.2.6.Utilize			_	- online	-50% using	•	C
information from variety of reliable sources for planning and improving health	Data, Epidemiology	•	 Apply competency in skill needed to provide care to individuals 	learning	Webex, MS Team and google class room.	•	F w e
promotion and health education activities		•	Demonstrate skills that are applied during health education and counseling when providing promotive, preventive and curative services	-Role play	-PowerPoint presentation Discussion with small groups of students		
Manage People- work	environment and quality	8	an				

	Key elements	Course subjects	Course objectives	Teaching	Media	Asse
				Methods	used	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. Vital statistics	Apply critical thinking to identify effective methods of collection of data - Appraise the importance of vital statistic	online learning -Group discussion	50% using Webex, MS Team and google class roomPowerPoint presentation Discussion with small	• (
	3.1.2. Plan and implement change conducive to the improvement of health care provision.				groups of students	







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 o	f Nursing		
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.	Menoufial	Intersity		
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.	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
ıg ≱.	3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.	Faculty o	A United States			
	3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes	Menguira	Miversity			
	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					







roviding nursing are considering uality and					
atient's safety					
formatics and Techno	ology				
Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Asse Ev
.1.1. Use different ources of data elated to advanced tandards of ractice and patient are .1.2. Apply echnology and aformation			Online learning -Group discussion	-Power point Presentation -Using Webex, MS and google class Team room.	Quizz -Perio
support safe are and valuate their npact on patient utcomes 1.3. Evaluate the npact of omputerized aformation nanagement on the role of the turse in providing			-Critical thinking	-	-Quiz -Peric
1 of the state o	Key elements I.1. Use different urces of data ated to advanced andards of actice and patient re I.2. Apply chnology and ormation anagement tools support safe re and aluate their pact on patient tcomes I.3. Evaluate the pact of mputerized ormation anagement on anagement on erole of the	I.1. Use different urces of data ated to advanced andards of actice and patient re I.2. Apply chnology and cormation anagement tools support safe re and aluate their pact on patient tecomes I.3. Evaluate the pact of imputerized cormation anagement on anagement on anagement on anagement on anagement on a role of the rse in providing I.4. Apply chnology and cormation I.5. Apply chnology and cormation I.6. Apply chnology and cormation I.7. Apply chnology and cormation I.8. Evaluate the pact of imputerized cormation anagement on anagement on the role of the rse in providing I.6. Apply chnology and cormation I.7. Apply chnology and cormation I.8. Evaluate the pact of the presentation of data, in the pact of the role of the rse in providing I.8. Evaluate the pact of the presentation of data, in the pact of the role of the role of the role in providing	Course subjects Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives Select valiable sources of data and and ormation anagement tools support safe re and aluate their pact on patient tecomes Course subjects Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives Course objectives	Key elements Course subjects Course objectives Teaching Methods 1.1. Use different curces of data ated to advanced addards of actice and patient re Data Select valiable sources of data Group discussion 1.2. Apply chnology and commation anagement tools support safe re and aduate their pact on patient teomes 1.3. Evaluate the pact of mputerized computerized ormation anagement on the role of the role of the role of the role of the role in providing Teaching Methods Online learning -Group discussion - Utilize effective methods of presentation of data, Measures of central tendencies - Critical thinking	Key elements Course subjects Course objectives Teaching Methods Methods Power point Presentation Present







	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
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.		V.U.			
ery are.	4.2.1 Recall, and manage data to make decisions using information management system for providing holistic patient care.		f Nursing rance Unit			
	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					







E 4 4 84 1 1 1				D: .	
Key elements	Course subjects	Course objectives	Teaching Methods	Med	dia us
Inter-professional Com					
to support provision of safe nursing care practice to individuals, families, and communities.					

	Key elements	Course subjects	Course objectives	Teaching Methods	Med	dia us
of	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities .	Demography Population dynamics	 Integrate knowledge and communication of related disciplines in calculate morbidity and mortality statistics Create critical thinking abilities in identifying collecting and Announcing health data 	-Face to face discussion	-Discussion with small group in the class	Q P e







	_		
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	Ederulty of Nursing		
5.1.4Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.	Quality Assurance Unit		







قرر:

Cou

		Г	<u></u>
)	No. of lecture (theory)	No. of hours (theory)	Торіс
	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	2	8-Introduction to vital statistics.
			-Birth statistics.
	1	2	-Morbidity statistics
	1	2	-Mortality rates , Demography,
			Population pyramid
	1	2	-Life expectation
	1	2	Population dynamics







5.1- Lecture.	
5.2- Discussion.	5- أساليب التعليم والتعلم:
5.3 Brain storming	و الماليب المعيم والمعم. Teaching and learning
5.4- Internet search	\times \wedge \cap
	 6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة:
No application	٥- اساسب التعليم والتعم شطرب دوى العدرات المحدودة:
F	Teaching and Learning Methods of Disables
Students	7- تقويم الطلاب:
(QUai	ASSURGING assessment
Tolos	mailiffa Listogesting
5. a.1-1- Mid-term exam to assess the knowledge and	The state of the s
understanding.	
	أ-الأساليب المستخدمة:
5.a. 2- Final written exam to assess the knowledge	Used Methods
and intellectual skills 5. a. 2- Mid-term	Nursing
	ance Init
Assessment Schedule	
Assessment Mid-term exam	suversity
7 th Week	ب- النوقيت : Time
Assessment 2 Final written exam	
end of semester	







Weighting of Assessments (for each semester)	
Weighting of Assessments (for each semester)	
Mid-term examination 20 (20%)	1
Final-term written exam 80 (80%)	ج- توزيع الدرجات :
Total 100 (Marks Distribution
Fac	ulty of Nursin
List of References	 8- قائمة الكتب الدراسية والمراجع
- Course Notes: (Notes in vital statistics).	أ- مذكرات Course note
Mann P.S. (2016). Introductory statistics. 5 th ed. John Willey & Sons, Inc. 72- 113.	ب- کتب مقترحة Recommended Books
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). <u>Epidemiology</u> and medical statistics. Oxford University <i>Press</i> . pp. 10–11. <u>ISBN 978-</u>	ance Unit
<u>0-19-531450-2</u> . Retrieved 11 July 2011	Tiversity









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

جامعة: المنوفية Menoufia University

كلية: التمريض Faculty of Nursing

Family &Community Health Nursing: قسم

تاريخ اعتماد التوصيف:

4- بيانات المقرر:

ar : مستوى	الفرقة / ال			Health E	اسم المقرر: ducation	الرمز الكودي:
						110 N
تطبیقی	-	عملی	2 hour /week	نظری	عدد الساعات المعتمدة:	التخصص :
	ي (- ساعة)	اعة) - تطبيق	لة) <u>- عملى (- سا</u>	ى (30ساء	عدد الساعات الكلية: نظر	

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			
trate ng, y and ty of the ions for	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 roomPowerPoint 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 roomPowerPoint 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 roomPowerPoint presentation	-Midte -Final exam			







	1.1.4 - Demonstrate	Human and	Recognize the	- online	-50% using	-Midte
	responsibility and accountability for care within the scope of professional and practical level of	health behavior	roles and responsibilities of nurse in providing health education	learning	Webex, MS Team and google class room.	-Final exam
	competence.				-PowerPoint presentation	
2	2.Holistic Patient-Center	red Care	1	1	ı	ı
tency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Asse Ev
e 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 roomPowerPoint 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.					
	2.1.6Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.					
de health based on roblems of itient/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 characteris tics of effective health learning materials.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midte
	. 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







tency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Ass Ev
3	Manage People- work e	nvironment and quality		1	1	
	2.2.6.Utilize information from variety of reliable sources for planning and improving health promotion and health education activities					
	2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	Communication	• Apply appropriat e interperso nal communic ation skills.	- online learning	-50% using Webex, MS Team and google class room. -PowerPoint presentation	-Midt -Fina 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	-Midt -Fina exam
	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.	learning	Webex, MS Team and google class roomPowerPoint presentation	-Fina exam







trate	3.1.1. Apply leadership				
nagerial	skills to manage				
nip skills sion of	personnel to maximize				
ing care.	health, independence				
ing care.	and				
	quality of life for				
	individuals, families,				
	and communities.				
	3.1.2. Plan and				
	implement change				
	conducive to the				
	improvement of health				
	care provision				
		_ /	2000		
	3.1.3. Organize own		A CONTRACTOR OF THE PARTY OF TH		
	workload and apply	III A WALLEY A	No. of the last		
	time-management				
	principles for meeting				
	responsibilities.	Faculty of	Nursing		
		i de ding on	110121119		
	(CONT	ality Assur	ance I Init		
	3.1.4. Demonstrate	OHIE WAY	S. III LOYON AND ALILIA	1	
	controlling techniques	Leona III a III	STORESTEW		
	for the work flow and	DESCRIPTION SE	and a reality		
	patient outcomes				
	through				
	delegating and				
	supervising members				
	of the nursing team.				



safe work environment.





a safe ironment s harm for 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		YU.		
	3-2-4. Apply research methods related to area of practice that enable and use the best	ality Assur	ance Unit		
	evidences to maintain safe work	renoufra U	arversity		



patient





nformation ology to ealth care e,manage and decision	4.1.1. Use different sources of data related to advanced standards of practice and patient care					
tency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Asse Ev
4	Informatics and Techno					
	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 roomPowerPoint presentation	-Midte -Final exam
arks ultimate roving the rsing	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					
nealth care the light dicators	3-3-1. Apply leadership skills, and decision making in					







4.1.2. Apply technology and information management tools to support safe care and	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.	-Midt -Fina exam
evaluate their impact on patient outcomes				-PowerPoint presentation	
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 roomPowerPoint presentation	-Midt -Fina exam
4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	ality Assur	Nursing ance Unit			







				,	,	
nformation	4.2.1 Recall, and					
munication s in the of t care.	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 roomPowerPoint presentation	-Midt -Fina exam
5	Inter-professional Comm	nunication	ance Unit			

tency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Asse Ev
ate with nd the health facilitate ate care families iities	5.1.1. Maintain interprofessional 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







5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations	Communicatio n	 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 roomPowerPoint presentation	-Midte -Fina 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.	Faculty of ality Assur	Nursing ance Unit			

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4-Course contents

Practi	-	No. of	No. of	Торіс
tuto	riai	lecture (theory)	hours (theory)	·
-	-	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









5- أساليب التعليم والتعلم:

Webex, MS Team and google class

cussion with small groups of students

:Teaching and Learning Methods

	6- أساليب التعليم والتعلم
	المحدودة القدرات ذوى Teaching and Learning Methods of Disables
Continue V	7-تقويم الطالب
he knowledge and understanding.	Head Mathadains in the Many
sess the knowledge and intellectual skills.	ا-الاساليب المستخدمة Used Methods







exam 7th W	ب-مويف . Time
r each semester)	
(80) 80 %	ج-توزيع الدرجات:
(20) 20 %	
100 %	Mark Distribution
(COLUMN)	dity Assurance In
List of References	8- قائمة الكتب الدراسية والمراجع
n education.).	أ- مذكرات Course note
al guidance on sexuality education: (2018): an evidence	ب- کتب مقترحة
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ing Schools". Taiwan Health Promoting Schools. Archive	Recommended Books
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ple worldwide - International study including 27 countr	ies shows
ze loved ones over everything else". EurekAlert!. Retrie	
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alth Promotion Glossary". WHO. Retrieved (2020)-08-11	
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r-Flemingand Elizabeth Parker; (2011).Health Promotion	n:
ne Australian Context, 3rd edition, schuster company.	
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rdan; Signal, Louise; Thomson, George (2010). "Identify	ing







thy nutrition in New Zealand primary schools". Health Education 10.1177/0017896910363152. ISSN 0017-8969

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alth Promotion Glossary". WHO. Retrieved (2020)-08-11.

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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

notion International. 15 (3): 237–248.

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gnal, Louise; Thomson, George (2010). " barriers to ng









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
	Menoutra University	









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

جامعة: جامعة: Faculty of Nursing كلية: Faculty of Nursing قسم: تمريض المسنين تاريخ اعتماد التوصيف: 1

ابعه	المستوى: الر	الفرقة /			اسم المقرر: تمريض المسنين	الرمز الكودي : 401N
تطبيقى بالمعامل	6	عملی	2	نظری	عدد الساعات المعتمدة:	التخصص: التمريض
ى - (- ساعة) تطبيقي	ساعة) عملى	ظری – (90	30 (ساعة) ن	ت الكلية:	عدد الساعا	

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 peop	le and
their families during wellness and illness.	

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توصيف المقرر المبنى على الكفايات



3-Course specification based on competency:

Domain No.1: PROFESSIONAL AND ETHICAL PRACTICE

Subjects Teaching Competency **Key elements** Course Media used Assessment Methods **Subjects Objectives** Methods 1.1.1-Demonstrate utilizing of -Power point-Oral exam -Introduction to -Discuss the factors that-Active Lectures 1. Demonstrate knowledge, the legislative framework and the geriatrics. influence aging process. -Case studies presentation -Written exam understanding, role of the nurse -Learning responsibility and and its regulatory functions. Video accountability of 1.1.2 - Apply nurses' code of -Explain the role of ethics and professional conduct geriatric nurse. the legal obligations for ethical decision making. for ethical 1.1.3 - Practice nursing based on .Differentiate between nursing practice. policies and procedural geriatric nursing and guidelines considering patient/ adult nursing. client rights. 1.1.4 - Demonstrate -Demonstrate ethical responsibility and accountability consecrations when for care within the scope of dealing with elderly. professional and practical level of competence.







DOMAIN NO.2: HOLISTIC PATIENT-CENTERED CARE

Competency		Course Subjects	· ·	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.	aging.	-Discuss the importance of studying aging theories for	Lectures -Clinical practice -Case studies	presentation -Learning	-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.	elderly	-Provide comprehensive care for the elderly and their caregiversEmploy 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.	services in Egypt	· · · · · · · · · · · · · · · · · · ·	C	-Power point presentation -Social media via the internet to share information and resources	Oral exam -Written exam













Competency	Key elements	Course Subjects		Teaching Methods		Assessment Methods
health education based on the needs/ problems of the patient/client	,		normal aging and pathologic changes.	-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
	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	•	 Discuss risk factors for common health problem associated with old age. Identify importance of rehabilitation. Apply nursing 			







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.		
coordinate health	adherence	- Identify causes and signs of polypharmacy in geriatric - Apply strategies for elderly drug compliance.	1	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
			objectives	141041043	usea	
3.1-Demonstrate						
effective	3.1.1.Apply leadership skills to	-	-	-	-	-
managerial an	dmanage personnel to maximize					
leadership skill	shealth, independence and quality of					
	nlife for individuals, families, and					
of quality	communities.					
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 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					
	aneeds and interests of of individuals,					
	gfamilies and communities.					
	at 3.2.2. Act to protect patients and					
<u> </u>	ortheir families from unsafe, illegal, or		-	-	-	-
r	dunethical care practices in different					
workers.	work settings.					







3.2.3. Promote a research environment					
that supports and facilitates research					
mindedness and utilization that help					-
maintaining safe environment.	-	-	-	-	
3.2.4.Apply research methods related					
to area of practice that enable and use					
the					-
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		5.	1000/	_	
3.3. Review existing resources.	-Quality of life	- Discuss active	-100% on line		-Oral exam
health care 3.3.2. Participate in quality	•	aging.	Lectures	Learning	-Clinical exam
outcomes in the improvement process to enhance	people.	- Discriminate	-Clinical	-Moodle	-Semester work
light of quality nursing care rendered and		between health	practice	-Power	-Written exam
indicators and patient/client outcomes.		determinants that		point	
benchmarks to 3.3.3 Utilize quality indicators and		affect aging.	-Group	presentatio	
achieve the benchmarks to evaluate the effect of		- Analyze behavioral		n	
ultimate goals of improvements in the delivery of		health determinants	-Role play	-Learning	
improving the nursing care.		that affect quality of		Video	
quality of nursing 3.3.4 Implement standardized		life of elderly people.		-Social	
care. protocols when providing nursing		- Employ effective		media via	
care considering quality improvement		nursing strategies to		the internet	
and patient's safety.		promote quality of		to share	
		life for elderly people		informatio	







	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
<u>4.1. Utilize</u>						
information and	4.1.1. Use different sources of data related					
technology to	to contemporary standards of practice and	-	-	-	-	-
underpin health	patient care.					
care delivery,	4.1.2. Apply technology and information					
communicate,	management tools to support safe care and					
manage	evaluate their impact on patient outcomes.	-	-	-	-	-
	4.1.3 Evaluate the impact of computerized					
support decision	information management on the role of					
making for	the nurse in providing holistic patient-	-	-	-	-	-
patient care.	centered care.					
	4.1.4Use and evaluate information					
	management technologies for providing	-	-	-	-	-
	the holistic patient care in different health					
	care settings.					
	4.2.1. Retrieve, and manage data to make	-	-	-	-	-
<u>4.2.</u> Utilize	decisions using information management					
	system for providing holistic patient care.					
	4.2.2. Apply communication technologies	-	-	-	-	-
	that support clinical decision making, care					
the delivery of	coordination, and protection of patients'					







patient/client	rights.				
care.	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	Teaching Methods	Media used	Assessment Methods







5.1. Collaborate				-100% on line	-E-Learning	-Oral exam
with colleagues	5.1.1. Maintain inter-professional	- Common health	-Collaborate with other heal	thLectures	-Power point	-Clinical exam
and members of	collaboration, in a variety of settings	problems in	professional to provide care	to-Clinical	presentation	-Semester work
the health care	to maximize health outcomes for the	elderly (elder	geriatric people and the	irpractice	-Learning	-Written exam
team to facilitate	patients, families and communities.	abuse) and	family.	-Case studies	Video	
and coordinate	5.1.2. Function within behavioral	rehabilitation.		-Group	-Social	
_	norms related to the interdisciplinary		-Provide comprehensive ca	rediscussion	media via	
,	communication and the health care		for the elderly and the	ir-Role play	the internet	
	organizations.		caregivers.		to share	
communities.			-Employ effective nursing	Ŭ	information	
			strategies and referral skills		and	
			meet elderly needs to geriate	ic	resources.	
	5.1.3. Use standardized communication		health services.			
	approach to transfer care					
	responsibilities to other professionals			of		
	facilitate experience transitions across	for elderly clients.				
	different health care settings.		- Apply the role of the nurse			
			promote quality of life f			
	5.1.4. Utilize communication styles		caregiver and their relativ			
	that diminish the risks associated with		based on provided ca	se		
	authority gradients among health care		studies.			
	team members.		-Assume effective skills			
			managing elderly and the	ir		
			caregivers needs an	ıd		
			problems.			
			-Utilize community resourc			
			available to promote elder	ly		
			health probably.			







	4: محتوي المقرر
• Topic	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.	
110me neutin cure for emerty cuems.	
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
	<u>ذوي القدرات المحدودة</u> Teaching and Learning
	Methods of Disables







Students Asses	ssment		: '	7-تقويم الطاله
7. a.1-Periodica	al practical exams to assess practical and intellectual skills.		• • • • • • • • • • • • • • • • • • • •	أ- األس
7. a. 2- Mid-ter	m exam to assess the knowledge and understanding.		فدمة ا	المستذ
7.a.3- Semester	work			
7.a.4- Final ora	l exam to evaluate knowledge and understanding and communic	ation skills.	Used Meth	ods
7. a.5- Final cli	nical exam to assess professional and practical skills.			
7. a.6- Final wr	itten exam to assess the knowledge and intellectual skills.			
Assessment Sc	hedule		time	ب-التوقيت:
Assessment 1	periodic practical exam at the end of each rotation and quiz	4 th Week		
Assessment 2	Mid-term exam	7 th Week		
Assessment 3	Final practical and oral exam	14th Week		
Assessment 4 semester	Final written exam	end of		





Weighting of Assessments (for each semester)		
Final term exam	40	%
Oral exam	10	%
Clinical exam	10	%
Semester work	35	%
Midterm exam	5	%

Total 100 %

لدراسية والمراجع للدراسية 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.

أ.م.د/



رئيس القسم منسق المقرر

توحيدة خليفه الصعيدى





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

Amenoufia University: جامعة

کلیة: Faculty of Nursing

قسم: تمريض المسنين

تاريخ اعتماد التوصيف:

1- بيانات المقرر:



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 Demonstrat e knowledge, understandi ng,	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	• Pe p • Ec





Ch. Ph. Ann.					
responsibilit	of the nurse				
y and	and its				
accountabili	regulatory				
ty of the	functions.				
legal	1.1.2 - Apply				
obligations	nurses' code				
for ethical	of ethics and				
nursing	professional				
practice.	conduct for	0			
	ethical				
	decision				
	making.	and the latest dealers.	-		
100	1.1.3 -	10 O	0		
- 119	Practise	- 307 700.			
100	nursing based	AW A W	And the second		
100	on policies	17			
. 200	and	J 4553			
1000	procedural				
100	guidelines				
	considering	VOI	Nursing		
V.	patient/ client	1	10101110		
-	rights.			POPUL TO THE POPUL	
annai	1.1.4 -	SSIII	Horoco In	17.78	
C. Velon	Demonstrate	e calenda		1110	
10000	responsibility				
10170	and		LIVERSITY.		
11000	accountability	ndd State			
	for care				
	within the				
	scope of professional				
	·				
	and practical level of				
	competence.				

Domain No. 2: HOLISTIC PATIENT-CENTERED CARE





77F-68-795					
Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media ι
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 ageIntegrate 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	2.1.3. Provide holistic patient-centered care	3- Geriatric giants and syndromes	-Synthesize issues related to geriatric syndromes	1- lecture 2-case study	- Pow poin pres
nursing care in	respecting			3- clinical	





different	people diversity		scenario	on
practice				-Educati
settings				Laucati
30000				videos

DOMAIN NO.: 2 HOLISTIC PATIENT-CENTERED CARE

		ATIENT-CENTER			
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	Uranc	-Recognize common diseases which present differently in elderlyAnalyze 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	-Power preser -Educativideos





transitions across the continuum of care.		
	A III	

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DOMAIN No.: 2 HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Med





1,000,000,000					
2.2-Provide	2.2.1. Determine		-Recognize	1- lecture	-Pov
health	health related learning	4- Geriatric problems	common diseases which	2- case study	pre
education	needs of patient/client		present	3-clinical	-Edu
based on the	within the context of		differently in elderly.	scenario	vide
needs/problems	culture, values and		-Analyze the		
of the	norms.		common		
patient/client	2.2.2. Assess factors		health		
within a nursing		755	problems		
framework.	patient's and family's	· ATT	among older		
111 4	ability, including	\	adults		
100	readiness to learn,		-Apply health		
	preferences for	4.00	education to		
1	learning style, and		promote health of		
AZEC	levels of health	NUISI	elderly by		
. V.	literacy.		providing complete		
OUT	2.2.3. Participate in	dinice	knowledge		
	informal and formal		about management		
Wen	methods of teaching	Tiver	of disease.		
	that correspond to the				
	health of patient/client				
	needs and abilities in				
	different healthcare				
	settings.				
i	2.2.4. Apply				
	educational principles				
	<u> </u>	<u> </u>		I	1





	and counseling			
	techniques			
	appropriately and			
	effectively with diverse			
	populations.			
	2.2.5. Communicate			
	health information and			
	coordinate health	1,000,000,000		
100	education/promotion			
111 4	activities effectively	A		
- W. S	according to			
	patient/client needs.			
	2.2.6. Utilize			
) Inc	information from	Nursing		
	variety of reliable	The second secon		
	sources for planning	ance Uni	10	
	and improving health			
1/1/51	promotion and health	Treffity		
	education activities.			
<u> </u>			1	

DOMAIN No. 2: HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Med
2.2-Provide	2.2.1. Determine		Utilize	1- lecture	-Pow
health education based on the	health related	5- Discharge plan for elderly	steps of discharge plan to	2- case study	prese





1000 68 765					
needs/problems	learning needs of	persons	elderly	3-clinical	-Edu
of the patient/client	patient/client within		patient	scenario	vide
within a nursing	the context of		-Synthesize critical		
framework.	culture, values and		thinking to		
	norms.		ensure elder safety after		
	2.2.2. Assess factors		discharge.		
	that influence the				
	patient's and family's	1,000			
100	ability, including	A. 677	-		
11/10	readiness to learn,	Ø			
10.7	preferences for	VIZIL III	A		
	learning style, and	100	(A-2)		
	levels of health				
T C	literacy.	MALLE	ng		
-	2.2.3. Participate in		II Para service		
	informal and formal	ance	Umi)	
	methods of teaching				
14161	that correspond to	N. Met.	HIV		
	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	7523		
100	patient/client needs.	A APPROXIMATION	04	
107				

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DOMAIN 3- MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media





ALK PE MIN.					
3-2-	3-2-1 . Apply		-Recognize	1- lecture	-Powe
Provide a safe	leadership	4- Geriatric	common	2- case study	preser
working	skills to	problems	diseases which	-	
	recognize and		present differently in	3-clinical	-Educa
environment	manage risks to provide safe		differently in elderly.	scenario	videos
that prevents	care that best			ĺ	
harm for	meets the		-Analyze the	ļ	
Į ,	needs and	l	common health	İ	
patients and	interests of		problems		
workers.	individuals,				
	families and		among older		
100	communities.	17 Q. AT	adults		
100	3-2-2. Act to	W 14 78 1			
110111	protect	/ A W	-Apply health		
	patients and	1000	education to	ļ	
	their families	STORE BLANK	promote health of elderly by		
1000	from unsafe,		providing	İ	
VI DE	illegal, or	LE NILL	complete	İ	
111	unethical care practices in	COLINII	knowledge	İ	
	different work		about		
SWINS!	settings.	A CONTRACTOR OF THE PARTY OF TH	management		
	3-2-3 . Create a		of disease.		
	research				
Tivi on	environment	Y DIMERONA	SECULIA DA		
(5)	that help in	Same of the same o	11-11-11		1
	maintaining				
	safe				
	environment.				
	3-2-4. Apply				
	research			ĺ	
	methods			l	
	related to area				
	of practice that				
	enable and use				
	the best			<u> </u>	l i





	evidences to maintain safe work environment			
M_{i}		F. W		

DOMAIN 4- INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjec ts	Subjects objectives	Teaching Methods	Media
4-1-	4.1.1. Use different sources		-Recognize	1- lecture	-Powe
Utilize information	of data related to advanced	4- Geriatr	common diseases which	2- case study	prese
and	standards of practice and	ic	present	3-clinical	-Educ
technology to underpin	patient care.	proble ms	differently in elderly.	scenario	video
health care delivery,	4.1.2. Apply technology and		-Analyze the		
communicate,	information management		common		
manage knowledge	tools to support safe care		health		
and support	and		problems		
decision making for	evaluate their impact on		among older		
patient care.	patient outcomes.		adults		
	4.1.3. Evaluate the impact of		-Apply health		





Qual	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	UIII S	education to promote health of elderly by providing complete knowledge about management of disease.	
	•			
4-2- Utilize information and communicati	nursing care practice to individuals, families, and			





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	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
Quell	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.	nce l	y	

DOMAIN 5- INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media





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 elderlyAnalyze 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	-Power preservideo





С	competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media
	F	aculty o	Murs	ling in		





	•	,			
5-1-	5.1.1- Collaborate		Utilize steps	1- lecture	-Powe
Collaborate	inter-professional	5- Discharge	of discharge	2- case study	prese
with	relation, in a variety	plan for	plan to elderly	,	
colleagues	of settings to	elderly	patient	3-clinical	-Educ
and members	maximize health	persons		scenario	video
of the health	outcomes for the	l	-Synthesize		3.400
care team to	patients, families and	ĺ	critical thinking		
facilitate and	communities.	ĺ	to ensure elder		
coordinate	5.1.2- Interact	ĺ	safety after		
care provided	within behavioral	ĺ	discharge.		
for	norms related to the	l			
individuals,	interdisciplinary				
families and	communication and				
communities.	the health care	300			
100	organizations.	1100-23			
100	5.1.3- Apply				
100	standardized				
ADVE -	communication			1	
1	approach to transfer			1	
N 7 E	care responsibilities	T MITTER	am cri		
	to other	The second second			
	professionals to				
SULPAU	facilitate experience	Wallata			
SAMO	transitions across				
	different healthcare				
10/1/20	settings.	104 1400	engli (bayo	İ	
1535	5.1.4- Utilize			1	
	communication	ĺ			
	styles that diminish	İ		1	
	the risks associated	İ		1	
	with authority	ļ		1	
	gradients among	ļ		1	
	healthcare team	ļ		1	
	members.	l		1	





Торіс	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





- 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
- Jean-Pierre Michel, B. Lynn Beattie, Finbarr C. Martin, and Jeremy D. Walston, (2017)
 Oxford Textbook of Geriatric, The 3rd Edition Oxford University press.
- Hogan TM, Olade TO, Carpenter CR. A profile of acute care in an aging America: snow 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.
- Schumacher JG, Deimling GT, Meldon S, et al. Older adults in the Emergency Departn 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 rottle 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 departs assessment tool: development of a quality assessment tool for emergency department 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/. Acces 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.

ا د.م. توحیدة

منسق المقرر بئيس القسم

محمد خليفه





نموذج رقم (12) توصیف مقرر دراسی بناء على المعايير الإكاديميه المبنيه على الكفايات ابريل 2017

جامعة: المنوفية Menoufia University كلية: التمريض Faculty of Nursing تاريخ اعتماد التوصيف: 5- بيانات المقرر:

-3

ه / المستوى:	الفرقة	اسم المقرر:	11.55		الرمز الكودى:	
4th year/ First semester English (Fifth level)					406 L	
	1			of Nursi	10	
	عملی	2	نظری	عدد الساعات المعتمدة:	9	التخصص:
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ى (عند) - بيني ر	-(<u> </u>		THE PROPERTY OF		7

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:

توصيف المقرر المبنى على الكفايات

Domain No. 1 · inter-professional communication

1	Domain No. 1: inter-professional communication									
Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessmer methods				





	THE RESERVE					(-
OMPETENCY ollaborate with olleagues and embers of the ealth care team facilitate and oordinate care ovided for dividuals, milies and ommunities.	1.1.1- Collaborate interprofessional 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	 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	Lectures Group discussion Exercises Problem solving (situation)	Powerpoint presentation	Objective
	different healthcare settings. 1.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.		•	structures listed effectively. Compare between various types writing skill Apply principles of grammatical structures in			





			speaking, reading		
			and writing in		
			correct English		
			sentences.		
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1					
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Quality Assurance Unit

Wenoutra University

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	





ive& passive	4hrs	2	-	4 hrs
cabulary, problem	4 hrs	2	-	4hrs
iting skill, style in written English	4hrs	2	-	4 hrs
oes of writing skill pronunciation hints	4hrs	2	-	4hrs
	2.1			21,
vision	2 hrs	1	-	2hrs
al	30	15	-	30



Faculty of Nursing

Quality Assurance Unit





scussion	5-أساليب التعليم والتعلم
solving (situation)	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:

Quality Assurance Unit





exam to assess the knowle	edge and understanding.	
r work		ti Si i
ten exam to assess the kno	wledge and intellectual skills.	المستخدمة:
		7555555
		Methods used
edule		
Mid-term exam	7 th Week	ب- التوقيت: Time
inal written exam	end of semester	
	Edenity	Nursing
sessments (for each seme	ester)	
sessiments (101 each semi-	(00)	
	(20) 20 %	
	(100) 100 %	
	TENENT DESCRIPTION SE	
		ج- توزيع الدرجات:
		Mark Distribution
		Mark Distribution
	ality Assurance	
	all the second second	
	enalifia Dates	
List of R	eferences &	8- قائمة الكتب الدراسية والمراج
List of K	ciciences	أ- مذكرات Course note
Iodern language associat	ion) style sheet. An English course for graduate	ب- کتب مقترحة ب- کتب مقترحة
	, , , , , , , , , , , , , , , , , , ,	Recommended Books
ies, common and specializ	ed in nursing	
_	mar by Dr.Dina srag eldien rabeia.	
	nai oy Di.Dina siag citicii faocia.	
vesta.com		





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:

الفرقة / المستوى:	اسم المقرر:	الرمز الكودى:
4 th year/ Second semester	English (Sixth level)	411 L
عملی تط یا تط	عدد الساعات المعتمدة: نظرى 2	التخصص:
)- عملی (ساعة) - تطبیقي (س	عدد الساعات الكلية: نظرى (ساعة)	





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	Assessmen methods
1- OMPETENCY ollaborate with olleagues and embers of the ealth care team facilitate and ordinate 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 preposition s Writing skill, style in written English Types of writing skill pronunciati on 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





	perience •	Revision	•	Use the grammar		
	nnsitions across fferent			structures listed		
	althcare			effectively.		
set 1.1 cor sty dir ass aut gra hea	ealthcare ttings. 1.4- Utilize mmunication yles that minish the risks sociated with thority adients among ealthcare team embers.		•	Compare between various types writing skill Apply principles of grammatical structures in speaking, reading and writing in correct English sentences.		
		144		E Marine	200	

Quality Assurance Unit

Menoutra University

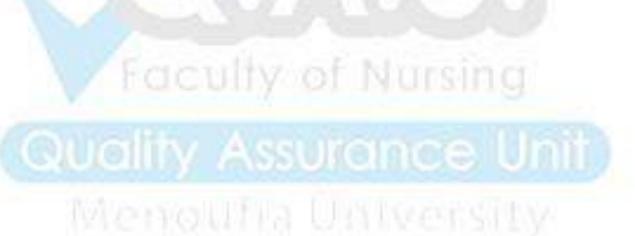
No. of hours (theory)	No. of lecture (theory)	tut	ctical/ corial rs No.)
8 hrs	4		
		-	8 hrs
4 hrs	2	-	4hrs
	hours (theory) 8 hrs	hours lecture (theory) 8 hrs 4	hours lecture (theory) 8 hrs 4







ect &indirect	4hrs	2	-	4 hrs
abulary, and prepositions	4 hrs	2	-	4hrs
ing skill, style in written English	4hrs	2	-	4 hrs
es of writing skill pronunciation hints	4hrs	2	-	4hrs
rision	2 hrs	1	-	2hrs
al	30	15	-	30







(100) 100 % List of References	 8- قائمة الكتب الدراسية والمراجع
(100) 100 %	
(20) 20 %	Mark Distribution
sments (for each semester) (80) 80 %	ه- توزيع الدرجات :
written exam end of s	semester
	د- التوقيت: Week Time
exam to assess the knowledge and intellectual skills.	Methods used
m to assess the knowledge and understanding. ork	د.الأساليب المستخدمة:
sment	7- تقويم الطلاب:
	<u>دوي القدرات المحدودة</u> Teaching and Learning Methods of Disables
بق بمهنة التمريض لأن ممارسة المهنة تتطلب <mark>مواصفات بدن</mark> ية وصحية	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
Quality As	surence Unit
	Vursing
ring (situation)	Teaching and Learning Methods
ssion	5-أساليب التعليم والتعلم
•	





Iodern language association) style sheet. An English course for graduate

ب۔ کتب مقترحة **Recommended Books**

ies, common and specialized in nursing al English course in grammar by Dr.Dina srag eldien rabeia. vesta.com

> منسق المقرر رئيس القسم

أ.د/ توحيدة محمد خلى



كلية التمريض

قسم التمريض النفسى والصحة النفسية





Faculty of Nursing Quality Assurance Unit

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











توصیف مقرر دراسی

بناء على المعايير الاكاديميه المبنيه على الكفايات

ابريل 2017

جامعة المنوفية كلية:التمريض قسم:التمريض النفسي والصحة النفسية تاريخ اعتماد التوصيف:

7- بيانات المقرر:

الفرقة / المستوى: الرابعة		الرمز الكودي :
	اسم المقرر: المعالجة التمريضية للأمراض النفسية	408(ث)





عملی	نظری	- عتمدة:	عملی	2	تطبيقي بالمعامل	التخصص :
		لرى (30ساعة)_	عات الكلية: نذ	عدد السا		

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





3- Course

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

$\textbf{Domain No.} \hspace{0.1cm} \textbf{(1) PROFESSIONAL AND ETHICAL PRACTICE} \\$

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





1.1.2 .Make	-ECT	1.1.2.1. Explain	Brain storming	- Powerpoint	Periodical
clinical	-Antipsychotic drugs	ethical consideration	question	presentation	practical
decisions with respect for		in treatment	- lecture	- Vedios.	exam
ethical and legal	-anti-	modalities in		- Handouts.	Periodical
principles	depressants	20	- Presentation.		oral exam
	Anti-manic	psychiatric nursing.	-Group discussion.		Midterm
100	drugs	1.1.12.2. Synthiesize	Group discussion.		written
- 07		critical thinking to	-Assignment.		exam ● Final
	Anti-anxiety drugs	relate ethical end	- Case study.		practical
No. 100	urugs	legal issues in the	- role play.		exam.
		administration of	T Ny		• Final oral
1000		psychopharmacology	2017		exam
V	11	psychopharmacology			• Final
A 7 17	COUNTY	OF NUI	SINC		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	2.1.1. Conduct holistic	- Introduction to	2.1.1.1 Define selected	Brain storming	• Powerpoint	Periodical
holistic and	and focused bio-	psychotherapy	terms related to	question	presentatio	practical
evidence-based	psychosocial and		psychotherapy		n	exam
nursing care in	environmental		2.1.1.2. Apply	Presentation of		Periodical





different	assessment of health	- cognitive	therapeutic manners of	theoretical	•	Vedios.	oral
practice settings.	and illness in diverse	behavioral therapy	therapy effectively in	knowledge		TT 1 4	exam
	settings.		meeting the health	followed by	•	Handouts	 Midterm
		- /	needs and caring of	discussion and			written
			clients with	student			exam
			psychiatric problems	participation in			Final
		11 0	in nursing practice.	class.			practical
	100			703			exam.
		- cognitive therapy	WINNE.				• Final oral
	2.1.2. Provide holistic		2.1.2.1.Discuss the	Assignment	•		exam
	nursing care that	-group therapy	different techniques			Powerpoint	Final
	addresses the needs of individuals, families	-interpersonal	used in different types	.Case study		presentatio	written
	and communities across	therapy	of the psychotherapy	group discussion		n	exam
	the life anon				•	Vedios.	
	the me span.	culty	that relate to advanced	role play		** 1	
		- willy	nursing practice in		•	Handouts	
			mental health				
		V. A.SSI					
	2.1.3. Provide holistic	KARROWS C				•••••	
	patient-centered care	Dell'INTERNA		STEROVO.			
	respecting people	125/06/01 17/01		201 7 70			
	diversity.						
		-ECT					
		-Ec1 -Family therapy	2.1.4.1.Act as an	Brain storming			● Final
	2.1.4. Advocate the	i mining uncrupy	advocate for client,	question			practical
	patient/client		families and group in	question		Powerpoint	exam.
	needs/problems within		Tallinies and group in	Presentation		presentatio	exaiii.
						Prosontatio	





the Egyptian health		nursing practice.	of	n	• Final oral
care system and the personal context.			theoretical knowledge	• Vedios.	exam
			followed by discussion and student participation	• Handouts	
2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-Family therapy -Milieu therpy	2.1.5.1.Identifyand describe major types of community resources for prevention, treatment and rehabilitation of psychiatric patients.	in class lecture - PresentationGroup discussion	 Powerpoint presentation Vedios. Handouts 	 oral exam Final practical exam. Final oral exam
2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	-Alternative therapy -behvavioral therpy -cognitive therapy -play therapy	2.1.6.1.Utilize psychiatric nursing reasrech as a base of evidence based practice.	S(Ly)		





2.2 Provide	2.2.1 Determine					
health education based on the needs/problems of the patient/client within a nursing framework	health related learning needs of patient/client within the context of culture, values and norms	-ECT -milieu therapy -family therapy -Antipsychotic drugs -antidepressants 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 interprofessional, social	lecture - PresentationGroup discussion	 Powerpoint presentation Vedios. Handouts 	 Periodical practical exam Periodical oral exam Midterm written exam Final practical exam. Final oral exam Final written
	2.2.2. Participate in informal and formal methods of teaching	y Assi Rollinia	and therapeutic context.	(Ly		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.	culty of Nursi	lo ng	
Quali	y Assurance	Unit	





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

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
		Subjects	Objectives	Methods		Wiemous
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.	-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	AssignmentCase studygroup discussion role play lecture	 Powerpoint presentation Vedios. Handouts. 	 Periodical oral 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. -ECT -Antipsychotic drugs -anti-depressants Anti-manic drugs -Anti-anxiety	with others to maximize the health potential of individual, groups in psychiatric mental health	Assignment Case study group discussion role play	presentatio n Vedios. Handouts	 Periodical practical exam Periodical oral exam Midterm written 	





3-2-3. Create a research environment that help in maintaining safe environment.	Alternative therapy -behvavioral therpy -cognitive therapy -play therapy -ECT	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	Case studygroup discussion role play	 Powerpoint presentation Vedios. Handouts 	exam • Final practical exam. • Final oral exam Final written exam
3-2-4. Apply research methods	ASSUM				
related to area of practice that enable and use the best evidences to maintain safe work environment.	-ECT - group therapy - Family therapy -milieu therapy -behavioral therapy -cognitive	3.2.4.1.Participate in continuing education as lifelong learning activities groups.	-group discussion Case study	 Powerpoint presentation Vedios. Handouts 	 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		
Fact	ilty of	Nursin	g	
Quality	Assun	ance	Unit	
Menol	Iria U	Alvers	(Ly	







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. 4.1.1.2Apply 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





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





|--|

Topic	No of hours	Lectures / hrs	Tutorial practical	- <u>محتوي المقرر:</u> 4 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	1000	
7-Family therapy	4	2	2		
8-Milieu therapy	4	2	2		
9-Play therapy	4	2	2	, JP	
10- Electroconvulsive therapy	4	2	2		
11 11	7 10	iculty of N	TITE	m(
11- Alternative therapies	4	2	2		
therapies	Quali	V Assuro	noi	s [
12-Antipsychotics drug	4	2	2	20.0	
13-Antidepressant drug	4	2	2	131	
14-Antianxiety drug	4	2	2		
15-Antimanic drug	4	2	2		
Total	60	30	30		





-5 Teaching and	- 55.1.Group discussion with the use of visual aids	
Learning Methods	 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	
194	5.9. clinical practice	
	Quality Assurance Unit	
	Menoutra University	
	<u> </u>	- 6-Student Evaluation
a-Student	Assessment 1: a.1.periodical practical and oral Exam.	





Assessment Method	Assessment 2: a.2. written and mid term exam.	(2 2011(2 201 2)
Tiosossinont ivioutou.		Committee of the second
	Assessment 3: a.3. final practical and oral Exam.	
	Assessment 4: a.4. final written exam	
b-Assessment	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.	
Schedule:	Assessment 3: a.3. final practical and oral Exam at week 15.	
	Assessment 4: a.4. final written exam after 15 week.	
	Assessment +. a.+. Illiai witten exam after 15 week.	
	• MID TERM Exam 20 % 40	
	Measuring knowledge and understanding and intellectual skills.	
- 4	AVSSLIVE AVS	
c-Weighting of	Clinical exam Measure Measuring knowledge and practical skills.	
Assessments	Wedsure Measuring knowledge and practical skins.	
	경영화 등에 가는 다른 얼마를 다 하는데 그렇게 되었다.	
	• 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
N			- 8 <u>-</u> List of reference
ourse Notes	10		

 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
nursing practice,3rded .Norwalk, Appleton & Lange





	 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







عدد الساعات المعتمدة:

		نموذج
		توصیف مقرر دراسی
		بناء على المعايير الاكاديميه المبنيه على الكفايات
		ابريل 2017
	جامعة :المنوفية كلية:التمريض سم :التمريض النفسي والصحة النفسية ناريخ اعتماد التوصيف:	
	8- بيانات المقرر:	
مز الكودي : 4(ط)	اسم المقرر: طب نفسى	الفرقة / المستوى : الرابعة

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

عدد الساعات الكلية: نظرى (30ساعة)_





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.		 Powerpoint presentation Vedios. Handouts. 	 Midterm written exam Final written exam





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 presentationVedios.Handouts.	 Periodical practical exam Periodical oral exam Midterm written exam Final practical exam. Final oral exam Final oral exam Final
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	aculty	of Nu	rsing		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 different practice settings.	2.1.1. Conduct holistic and focused biopsychosocial and environmental assessment of health and illness in diverse settings.	- Clinical examination of the psychiatric patient - Dissociative disorder - Child psychiatry -cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders -somatoform 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 .	Brain storming question Presentation of theoretical knowledge followed by discussion and student participation in class	Powerpoint presentationVedios.Handouts	Midterm written exam Final written exam am
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders	2.1.2.1.Discuss the different psychiatric illnesses in relation to its etiology , symptomatology and main aspect of	-lecture -group discussion	Powerpoint presentationVedios.Handouts	 Midterm written exam Final written exam





		-somatoform disorders	treatment modalities.			
pa re	2.1.3. Provide holistic ratient-centered care especting people liversity.	cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders -somatoform disorders	2.1.2.2. Synthiesize critical thinking to relate the psychiatric illness to its respective diagnostic classifications.	lecture -group discussion	Powerpoint presentationVedios.Handouts	 Midterm written exam Final written exam
pa no th ca	2.1.4. Advocate the patient/client within the Egyptian health are system and the personal context.	cognitive disorder -schizophrenia -mood disorders -anxiety disorders -eating disorders	2.1.4.1.Act as an advocate for client, families and group in psychiatric mental health setting.	-group discussion	Powerpoint presentationVedios.Handouts	Midterm written examFinal
for particular for the form of	2.1.5. Utilize different ommunity resources or referral to assist the ratient/client and amily through ransitions across the ontinuum of care.	-somatoform disorders -child psychiatry -cognitive disorders(dementia)	2.1.5.1.Identifyand describe major types of community resources for prevention, treatment and rehabilitation of psychiatric patients.	-group discussion	Powerpoint presentationVedios.Handouts	 written exam Midterm written exam Final written exam exam





2.2 Provide health education based on the needs/problems of the patient/client within a	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform Disorders - Dissociative Disorder	2.1.6.1.Utilize psychiatric medicine research as a base of evidence based practice.	lecture -group discussion	Powerpoint presentationVedios.Handouts	 Midterm written exam Final written exam
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	- Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform Disorders - Dissociative Disorders - Eating Disorder -	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 interprofessional, social and therapeutic c	lecture -group discussion	Powerpoint presentationVedios.Handouts	 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.	Culty of Nursi		
Qualit	y Assultance	Unit	





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.	Dissociative disorder - Child psychiatry -cognitive disorder -schizophrenia -mood disorders	32.2.1. Integrate treatment approaches in management of different psychiatric disorders	Lecture -group discussion	Powerpoint presentation Handouts	 Midterm written exam Final written exam
\/Facu	lty of		ngi		
3-2-3. Create a research environment that help in maintaining safe environment.	Dissociative disorder - Child psychiatry -cognitive disorder -schizophrenia -mood disorders	3.2.3.1.Utilize psychiatric nursing research as a base of evidence based practice. 3.2.3.2. Develop	-group discussion	Powerpoint presentation Handout	 Midterm written exam Final written exam





		higher skills as consumer of		
3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.		nursing research based on evidence based practice	b	
Facu	lty of	Nursi	ng	

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.					





$\textbf{Domain No.} \hspace{0.1cm} \textbf{(5) INTER-PROFESSIONAL COMMUNICATION} \\$

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.	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 presentationVedios.Handouts.	Midterm written exam 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			rs(II)	,	









Topic	No. of	Lecture	Academic advising hours:
	hours	2	Tutorial/practical
Clinical examination of the psychiatric patient	2hours	2hours	-
Dissociative disorder	2hours	2hours	Ubi
Schizophrenia	2hours	2hours	-
Mood disorders	2hours	2hours	nsing.
Somatoform disorder	2hours	2hours	ce Unit
Cognitive disorder	allfi	a Unite	SECTION .
Delirium	2 hours	2 hours	
Dementia	2 hours	2 hours	





	Child psychiatry	2hours	2hours	-	
	1.Mental retardation.		N		
	2.Autistic disorder	2hours	2hours	-	
	3.Conduct disorder	2hours	2hours	nn -	
	4.Oppositional Defiant disorder	2hours	2hours		
	5.Attention deficit disorder	2hours	2hours	irsing	
	6.Separation anxiety	2hours	2hours	-	
(disorder		sulian	ce Unit	
	Eating disorder	2hours	2hours	Ensity.	
	Anxiety disorder	2hours	2hours		





T	otal	30	30	-	
					J





-5Learning and	5.2-lectures.
Teaching methods	5.3. Group Discussion.
	5.6. Brain storming.
-6-Student Evaluation	
a- Student Assessment method	7.a.1-Midterm exam
b-Assessment Schedule:	7.a.1-Midterm exam
c-Weighting of	-Midterm Exam 30% Measure Knowledge & Understanding, Intellectual and Practical Skills.



c-Recommended book



- Nancy MelucciPhd, Barron's EZ Psychology, 16th Ed., 2010 by ISBN

Thomas W. Kallert, Juan E. Mezzich, John Monahan, (2016). Coercive

Treatment in Psychiatry: Clinical, legal and ethical aspects. ISBN:

Assessments	-Final-term Exam, 70% Measure Knowledge & Understand	ding, Intellectual and Practical Skills
	- Total 100%	
- 8-List of reference	es:	
a-Handout of		
Psychology		
b-Essential book	Company of the Compan	-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

Publisher





Periodicals, Web sites, etc	www.psyche.org
	 Shives, L.R. (2012). Child Psychiatry . (5th ed.). Philadelphia: Lippincott Williams & Wilkins/Wolters Kluwer. Chapter 16
	• Brien,P.G,Kennedy.WZ. and Ballard,A.S(2013).Psychiatric Mental Health.An introduction to theory and practice.Secondedition.Chapter 6.
	Boyd,M.A.(2013). Adult Psychiatry. 5thedChapter 11. Philadelphia: Lippincott Williams & Wilkins/Wolters Kluwer
	978-0-470-66072-0 . 348 pages

رئيس القسم العلمى : أ.د .منى النجار





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

جامعة :المنوفية

كلية:التمريض

قسم :التمريض النفسي والصحة النفسية

تاريخ اعتماد التوصيف:

11- بيانات المقرر:

		الفرقة / المستوى : الرابعة السم المقرر :	لرمز الكودي : 407(ت)
lity		التمريض النفسى والصحة النفسية	
11/15	تطبيقى	عدد الساعات المعتمدة: نظرى 2 عملى 6	اتخصص :

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.







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.	- 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/Me ntal 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
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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 biopsychosocial and environmental assessment of health and illness in diverse settings.	 Mental health and mental illness. Theoretical perspectives of psychiatric nursing. 	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.	Brain storming question Presentation of theoretical knowledge followed by discussion and student participation in class.	presentation of theoretical knowledge followed by discussion and student participation in class.	 Periodical practical exam Periodical oral exam Midterm written exam Final practical 	
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	- Symptomatology Schizophrenia and other psychotic disorders - Mood Disorders - Anxiety Disorders - Somatoform	2.1.2.1.Discuss the different psychiatric illnesses in relation to its etiology , symptomatology and main aspect of treatment modalities.	Assignment .Case studygroup discussion role play		exam. • Final oral exam Final written exam





2.1.3. Provide holisti patient-centered car respecting peopl diversity.	- Dissociative Disorders - Personality Disorders	2.1.2.2. Synthiesize critical thinking to relate the psychiatric illness to its respective diagnostic classifications.		
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 resource for referral to assist the patient/client and family through transitions across the continuum of care. 2.1.6. Examine evidence that underlied clinical nursing practice to offer new insights to nursing care for the continuum of care.	- Management of Delusion - Management of Hallucination - Stress Management - Substance Abuse community mental health nursing.	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	Unit	





	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 interprofessional, social and therapeutic context.	Unit Ly	





according to	Management.			
patient/client needs.	- Substance			
	Abuse.			
	- Self destructive			
	behavior.	25 75232		
			0	
- 11		70		

Faculty of Nursing

Quality Assurance Unit





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

Competency	Key elements	Course	Course	Teaching	Media used	Assessment
		Subjects	Objectives	Methods		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	lecture Practical	 Powerpoint presentation Vedios. Handouts. 	 Periodical practical exam Periodical oral exam Midterm written exam Final practical exam. Final oral exam Final written exam
			3.2.2.2. Collaborate	skills		





3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	Principles of psychiatric mental health nursing.	with others to maximize the health potential of individual, groups in psychiatric mental health		 Periodical practical exam Periodical oral exam Midterm written exam Final practical exam.
3-2-3. Create a research environment that help in maintaining safe environment.	Assur	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	Uni	• Final oral exam Final written exam





	3-2-4. Apply research methods		3.2.4.1.Participate			
	related to area of practice that		in continuing			
	enable and use the best	74	education as			
	evidences to maintain safe	1	lifelong learning			
	work environment.		activities			
			groups.	0		
		A 197	3.2.4.2.Demonstrate			
		Bady A	clinical	line.		
	Man 1		competency in	(6.79)		
			skills needed for			
			the delivery of safe			
	A roct	HY OI	and effective	10		
		1.0	nursing care to	-		
1	Councilla.	Access	patient with	0.058	36	
	Christian !		different psychiatric			
			disorders.			
	Menor	119 0	Develop higher	TY		
			skills as consumer	100		
			of nursing research			
			based on evidence			
			based practice			





	Participate in continuing education as lifelong learning activities			
		6		
	 Nursir			
Menol			D.	





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.Integrate knowledge of information technology to support decision making in the context of care delivery. 4.1.1.2Apply 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





1000 000 1000			
		therapeutic communication strategies and techniques useful in interacting with patients and families presenting special situations.	
00	The Arrange of the Control of the Co	reince Unit	





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	of N	
Theoretical perspectives of psychiatric nursing	2		
Defensive mechanisms	2	1	9

Course Content





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		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 1CUII)	1 of N	9	
(C)	tv As	SUITO	nce Unit	
Limit Setting	1		6	
Activity therapy	1	1	9	
Management of Delusion	2	1	9	





THE MENT				mary and
Management of Hallucination	2	1	9	
Management of Self destructive behavior	2	1	9	
Stress Management	2	1	6	
Substance Abuse	2	1	9	
Qual	ty As	SUICI	nce Unit	





5- تقويم الطلاب: students assessment







. 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	ب- الأساليب المستخدمة: Methods used
5.6.Case study 5.7.group discussion	
5.8. role play5.9. clinical practice	





Assessment 1: Assessment 2: a.2. written and mid te Assessment 3: a.3. final practical and Assessment 4: a.4. final written exam	l oral Exam at week 15.	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)	د- توزيع الدرجات :
5.semester work:	35% (114)	Mark Distribution
Quality		
- 7.Total:- 300	100%	
17/2010	Litia University	
	List of References	5- قائمة الكتب الدراسية والمراجع
		أ- مذكرات Course note
(Text Books):		ب- کتب مقترحة Recommended Books





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- Knesil, C.R., (2013): Contemporary psychiatric mental health nursing, 3 rd edition, pearson	
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- Stuart, G.w., (2013): principles and practice of psychiatric nursing, 10 th edition, Mosby.	
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edition.	
- Townscand M.C.(2009):Psychiatric Mental Health Nursing (concept of care). 3rd F.A.	
- Boyd MA.,(2005): Psychiatric Nursing: Contemporary Practice. 3 rd 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	
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-Susan L.W.Krupnick.(2002): Psychiatric Care Planning, 2 nd edition, united of America O'Brien.	1
- Corsini, R & Wedding, D (Eds) (2008):Current psychotherapies, 8 th edition, Thomspon,	
Australia.	
- Fortinash, M., K. (2004): Psychiatric Mental Health Nursing. 3 rd ed., Mosby. USA.	
-Wanda., K.M. (2003): Johnson's Psychiatric Mental Health Nursing. 5 th ed., Lippincott, Williams	
and Wilkings, New York	





-All available books in librar

-All available books in notal

رئيس القسم

Faculty of Nursing

Quality Assurance Unit

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





جامعة : المنوفية كلية: التمريض عليه النفسية التمريض النفسي والصحة النفسية تاريخ اعتماد التوصيف:

بيانات المقرر: -12

الفرقة / المستوى : الرابعة	اسم المقرر: علاقات انسانية ودينامكية	الرمز الكودي : 412(ع)
عملى تالمعتمدة:	تطبيقي 2	التخصص :
بالمعامل بالمعامل عدد الساعات الكلية: نظرى	Assurance Unit	

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





Competencies - المعايير الاكاديمية المبنية على الكفايات:

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.	- 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.	- Brain storming question question - lecture - Presentation Group discussion Assignment Case study role play.	PowerPoint presentation -Educational Videos	-Quizzes Periodic exam	
	1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/		1.1.3.1. Explain the principles and guidelines				





client righ	nts.		for interview.		
1.1.4 - De responsib accountab within the profession	emonstrate ility and bility for care e scope of nal and practical ompetence.		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		
	Fac	ulty o	Nursin	d.	
	uality	Assu	ance	Jmit	
	Menc	outra L	alversi	Ly.	
				16.1	





Domain No.2	2.Holistic Patient-Center	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 biopsychosocial and environmental assessment of health and illness in diverse settings.	Introduction to the course Communication Communication in organization	2.1.1.1. Define terms related to group dynamics and human relation.	- Brain storming question - lecture	-Power point presentation`Educational Videos	-Periodical exam		
	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	Telecommunication - Listening - Interview - Nurse patient relationship - Group dynamics Documentation	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.	- Case study role play.				
	needs/problems within the Egyptian health care system and the personal context.	outial	2.2.2.3. Recognize the importance and effect of behavior in human relations on individuals, groups, and/or organizations.	y				
	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.		2.1.5.1. Use special skills to establish therapeutic, caring and collaborative relationships with patients.		
Fa	culty o	2.1.6.1. Integrate experiences in a logical process of forming ideas		
Qualit	y Assu		Jmt	
Men	outral		y.	





Domain No.3	Manage People- work en	vironment 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 Comm	unication				
Competency	Key elements	Course subjects	Course objectives	Teaching Methods	Media used	Assessment of 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 interprofessional 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		
Fo	culty o	that can facilitate effective communications.		

Quality Assurance Unit





Торіс	No. of hours	Lecture / 2hours
Introduction about course	2	1
Communication	2	
Communication in organization	6	3
Telecommunication	2	1 National
Listening	2	1
Interview	2	Weince Unit
Nurse patient relationship	2	1 United Sity
Group dynamics	6	3





Total 30hrs.		6	3	
	`otal	30hrs.		
Quality Assuremed unit				
			SSUITE UNIT	





. 55.1.Group discussion with	the use of visual aids		
PowerPointPictureInteractive of			
5.2.Brain storming question			الأساليب المستخدمة: -ه
5.3.Presentation of theoretic	al knowledge followed by discussion and stu	ident participation in class.	Methods used
5.4.Assignment			
5.6.Case study			
5.7.group discussion			
-	m on the 8th week. examat the end of the term.	nce Unit	Timeالتوقيت : _و
Final-term Exam	80%		i and the second
Mid-term Exam 100	20% Total	100%	توزيع الدرجات : -ز Mark Distribution





List of References 5- قائمة الكتب الدراسية والمراجع	
	Course noteأ- مذكرات
(Text Books):	ب- كتب مقترحة
- Foster C, Berthollier N, Rawlinson D,(2014): A systematic Review of Potential Mechanisms of Change in Human Relationship, 4(133):2161-0487.	Recommended Books
- 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. 7 th ed. Philadelphia: Lippincott; 41-55 -Corsini, R and Wedding, D (2008): Current psychotherapies, 8 th ed. Thomspon, Australia	·
Sadock BJ, Sadock VA, (2015): Kaplan and Sadocks Comprehensive Textbook of Psychiatry. 8th ed.	/
Vol.(2), Philadelphia Lippincott, Williams and Wilkins.Nursing. 3 rd ed., Mosby. USA.	
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Wilkings, New York	







Menoufia University

Faculty of Nursing

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Nursing Administration Department





Course name	Code	Year and level
Nursing Administration (second level)	410N	4th year / first and second semester
Nursing Administration (first level)	314 N	3 th year / 2 nd 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

Faculty of Nursing

جامعة: المنوفية Henoufia University كلية: التمريض Faculty of Nursing قسم : قسم : تاريخ اعتماد التوصيف:

1- بيانات المقرر:

الفرقة / المستوى :	اسم المقرر: الفرقة / المس			الرمز الكودى :	
4th year / first and second semester	semester Nursing Administration (second level)			410N	
تطبیقی بالمعامل - المعامل - عملی (6 ساعة) - تطبیقی (ساعة)	عملی 6 ات الکلیة: نظری (3ساعة)	نظری 3 عدد الساء	عدد الساعات المعتمدة:		التخصص :





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:Domain No. 1 Domain 1: Professional and Ethical Practice

3-توصيف المقرر المبنى على الكفايات

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
1-1- COMPETENCY Demonstrate knowledge, understanding, responsibility and accountability of the	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,tele grams, Microsoft Team, and google classroom 	 written and midterm exam Final oral exam Final written exam
legal obligations for ethical	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





pract	tical level of	organizational	google	•	Final	oral
comp	petence.	structure	classroom		exam	
		- Recognize nursing department structure		•	Final exam	written

DOMAIN Y- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessme nt methods
2-1- COMPETENCY Provide holistic and evidence- based nursing care in different practice settings	 2.1.1. Conduct holistic and focused biopsychosocial 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 	of N	ce	g Unit		





	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-	2.2.1. Determine health related learning needs				
COMPETENCY	of patient/client within the context of culture,	-0. I			
Provide health education based	values and norms.	7. W. T			
on the	2.2.2. Assess factors that influence the patient's	A Visit			
needs/problems	and family's ability, including readiness to		/		
of the patient/client	learn, preferences for learning style, and levels				
within a nursing	of health literacy.	SE NIV			
framework.	2.2.3. Participate in informal and formal	OLIMI	TEST		
	methods of teaching that correspond to the				
	health of patient/client needs and abilities in	17010	200		
	different healthcare settings.	Mem			
	2.2.4. Apply educational principles and	for married			
	counseling techniques appropriately and		cers		
	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.			
	300		

Domain No. 3 Manage People, Work Environment And Quality

Competency	Key elements	Course Subjects	Course Objectives	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 careIllustrate factors to be considered in distributing duties to the staff membersImplement characteristics of effective assignment	• Online Learning	 Powerpoint presentation Video and recording using Webex,tele grams, 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 managemen t	-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





1000 000 1995						
				(situation)		
owr app mar prin mee	3. Organize n workload and ly time- nagement nciples for eting ponsibilities.	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
contech wor pati thro dele	monstrate trolling nniques for the rk flow and ent outcomes ough egating and supervising mbers of the nursing team.	Nursing Productivit y	-Define nursing productivity - List five ways to improve nursing productivity	• Online Learning	 Video and recording using Webex,tele grams , 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 managerDifferentiate between different types of risks in health care.	 Online Learning Brain storming session Problem solving (situation) 	Video and recording using Webex,tele grams, 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 managementEnumerate 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
	Wer	-Motivation	-Creating a motivating climate in an organizationStrategies 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,tele grams, 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	3-3-2. Participate					
improving the	in quality					
quality of nursing	improvement					
care.	process to enhance		74			
	nursing care		20			
	rendered and					
	patient/client					
	outcomes.		100	30.5		
	3-3-3. Utilize		ATTION ATTIO			
	quality indicators		CV VA. BIT			
	and benchmarks to		D 100 III			
	evaluate the effect	100	V : A : VA :			
N 1	of improvements	V 100000	- All Victoria			
	in the delivery of	400	Acres Williams	- 11-30		
	nursing care.		25-45 Ta-450	000-00		
	3-3-4. Implement					
	standardized					
	protocols when	CTITIEN	vot Mirri	CIPTO		
	providing nursing	C MILLY	TOT IN THE	2.11.17		
	care considering					
	quality		New Address of the Control of the Co		70700	
407	improvement and	TAVA	al all wall also	707111111111111111111111111111111111111	7.78	
	patient's safety.	1/2 a 1/2	Jalla GHTa	5 m/2		

Domain No. 4 INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Course objectivess	Teaching Methods	Media used	Assessment methods





Menoutra University





4-2-	4.2.1 Retrieve, and					
COMPETENCY Utilize information	manage data to make					
and	decisions using	- 14				
communication technologies in the	information management					
delivery of	system for providing					
patient/client care.	holistic patient care.	1 0				
	4.2.2- Apply	S 10	. W			
	communication	W W.	- W III			
×	technologies that support	Janes V. II	· Visil I			
	clinical decision making,	(C.) 15		45.20		
	care			571		
	coordination, and	other or	F Myres	rim er		
	protection of patients'	DILLYOF	ST TAPED	21117		
	rights.					
407	4.2.3. Apply technologies	Acci	Veloce .		13	
	and information systems	W.CC.	the man		200	
	to support provision of	DETERMINED	LIVE Proper	POSTHONO		
	safe nursing care practice		SHIP OF	1 PULTA		
	to individuals, families,			100		
	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 communities.	5.1.1- Maintain interprofessional 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 environment	 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,telegr ams, Microsoft Team,and google classroom 	 Final practica I exam Final oral exam Final written exam





					4- <u>محتوي</u> المقرر <u>:</u>
tuto	Practical/ tutorial (Hours No.) No. of No. of hours (theory)		hours	Topic	Course Content
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	To





AF OF THE	
	ماليب التعليم والتعلم
• Lectures	Teaching and Learning Metho
Group discussion	
Brain storming session	TO SECOND
• Problem solving (situation)	
Not applicable	ساليب التعليم والتعلم للطلاب القدرات المحدودة
لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية	na
	Teaching and Learning Methods of Disal
	A THE STATE OF THE
TEACHING COUNTY STATES	SITY
Students assessment	قويم الطلاب:





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		ح- الأساليب المستخدمة:
5.a.4- Final oral exam to evaluate knowledge and understanding and communic	cation skills.	Used Methods
5. a.5- Final clinical exam to assess professional and practical skills.		esea ivientous
5. a.6- Final written exam to assess the knowledge and intellectual skills.		
Assessment Schedule Assessment 1 periodic practical exam at the end of each rotation and quiz Assessment 2 Mid-term exam Assessment 3 Final practical and oral exam Assessment 4 Final written exam	4 th Week 7 th Week 14 th Week 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 %	Sily	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	ب۔ کتب مقترحة
nursing: Challenges & opportunities (4th ed., 109–123). Philadelphia, PA: Wolters Kluwer	Recommended Books
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	

Pro.Dr Manal Moussa





نموذج رقم (12)	
توصيف مقرر دراسى	
بناء على المعايير الاكاديميه المبنيه على الكفايات	
ابريل 2017	
	جامعة: المنوفية المنوفية المنوفية التمريض التعام التعام التعام التعام التعام التعام التعام التعام التعام التعام التعام التعام المقرر الكودى :
3 th year / 2 nd semester Nursing Administration (first level) عدد الساعات المعتمدة: نظرى عملى تطبيقى بالمعامل	314 N : التخصص :

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. 1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical	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,telegr ams, Microsoft Team,and google classroom 	 written and midterm exam Final written exam





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,telegr ams, 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 Y- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
	2.1.1. Conduct holistic and focused bio-	•				•
2-1-	psychosocial and environmental assessment	A Win		The second second		
COMPETENCY	of health and illness in diverse settings.	W=		Pa		
Provide holistic	2.1.2. Provide holistic nursing care that			2011/07		
and evidence-based	addresses the needs of individuals, families					
nursing care in different practice	and communities across the life span.	of N	CITSÍI	1.01		
settings	2.1.3. Provide holistic patient-centered care		5015	. 0		
	respecting people diversity.	A STREET		Intraction.		
	2.1.4. Advocate the patient/client	0)(0)	100			
	needs/problems within the Egyptian health		100000			
	care system and the personal context.	DIVATE BY	COST V	(FBN)/0		
	2.1.5. Utilize different community resources	20000		W-70		
	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-	2.2.1. Determine health related learning
COMPETENCY	needs of patient/client within the context of
Provide health education based	culture, values and norms.
on the	2.2.2. Assess factors that influence the
needs/problems of	patient's and family's ability, including
the patient/client	readiness to learn, preferences for learning
within a nursing	style, and levels of health literacy.
framework.	
	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 p	promotion and health education				
activitie	es.	V.			
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		and the same	_		
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Domain No. 3 Manage People, Work Environment And Quality

Competency	Key elements	Course Subjects	Course Objectives	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, telegr ams, 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 examFinal 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,telegr ams, 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
	F	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 managementEnumerate 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	culty	of Nu	sing		
and utilization that help in maintaining safe environment.	ty Ass	Urainc	e Ur		
3-2-4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe	101111	USTREE	ers(ty		





	work environment.					
			y			
3-3- COMPETENCY	3-3-1. Apply					
Review health	leadership skills, and decision	11				
care outcomes in	making in					
the light of	improving the			9 799		
quality indicators	quality of nursing		7. YO. III			
and benchmarks	care by using the	- 10 YA - AL	(A. W III			
to achieve the	existing	The second second	W Alexand			
ultimate goals of improving the	resources. 3-3-2. Participate		arms William	- JF 30		
quality of	in quality			-000		
nursing care.	improvement					
	process to		- E 9.1	- XX-1		
	enhance nursing	ICTHIV:	of Nur	SILLO		
	care rendered and					
	patient/client				DECEMBER OF THE PARTY OF THE PA	
	outcomes. 3-3-3. Utilize	A A A	The Harry	200	10.39	
100	quality indicators	Solan Tele	TATMETHIA		LLU77	
	and benchmarks	OCASIO CONTRA				
	to evaluate the	Spell DEUTS	THE PERSON	egostillow.		
	effect of	13.65 (19.11.11.11.11.11.11.11	CONTRACT.	211 201 FAM.		
	improvements in					
	the delivery of					
	nursing care. 3-3-4. Implement					
	standardized					
	protocols when					
	providing nursing					





quality improvement and patient's safety.	care considering			
	quality			
patient's safety.	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,	4.1.1. Use different sources of data related to contemporary standards of practice	As	suraina	e Un	D	•
communicate, manage knowledge and support decision making for patient care.	and patient care. 4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	Uff	Univ	ersity	•	





	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.	ulty				
4-2- COMPETENCY	4.2.1.Retrieve, and manage data to make					
Utilize	decisions using	YAVR	Still all and		778	
information and communication	information management system		Tell Fill		15.257	
technologies in	for providing holistic	III III K	- Linear man			
the delivery of	patient care.			BESTEW.		
patient/client care.	4.2.2. Apply communication					
care.	technologies that					
	support clinical					
	decision making,					
	care coordination, and					
	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,	15 ⁻ 0. II	7 770	
and communities.	7 1 W II		

Domain No. 5 INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
	(ellie)	ity Aco	urance	s I Inii		





COMPETENCY Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities	o. 1.1. Maintain interprofessional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities. o. 1.7. 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,telegr ams, 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,telegr ams, Microsoft Team,and google classroom 	• Final written exam





: C	Topic	(Hours No.) (theory) (theory)			
	Introduction of Nursing Management	2	1	Practical	tutorial
				-	2
	Time Management	4	2	-	4
	Recruitment	4	2	-	4
	Absenteeism and turnover	2	1	-	2
	Organizational Communication	2	1	-	2
	Supervision	2	1	-	2
	Delegation	2	Sul l	-	2
	Leadership	2	-AU-1	-	2
	Team building	2	707	-	2
	Managing Equipment and Drugs	2	1	-	2
	Power and Empowerment	4	2	-	4
	Stress Management	2	1	-	2
	Total	30	15	-	30





• Lectures	5-أساليب التعليم والتعلم
Group discussion	Teaching and Learning
Brain storming session	Methods
• Problem solving (situation)	
Not applicable	6- أساليب التعليم والتعلم للطلاب
لا ينطبق بمهنة التمريض لأن ممارسة المهنة تتطلب مواصفات بدنية وصحية	ذوي القدرات المحدودة
	Teaching and Learning
	Methods of Disables
Edculty of Nursing	
Students assessment	7- تقويم الطلاب:

Quality Assurance Unit





5. a.1- Mid-term exam to assess the knowledge at	nd understanding.	
5. a. 2- Semester work	الأســـاليب	
5.a.3- Final written exam to assess the knowledg	المستخدمة:	
		Methods used
Assessment Schedule	7th	- التوقيت : Week Time
Assessment 1 Mid-term exam	7 WALL OF BANK	
Assessment 2 Final written exam	end of s	emester
Weighting of Assessments (for each semester)		
Weighting of Assessments (for each semester)		
Final term exam	(80) 80 %	
Definester work	(20) 20 /0	
Total	(100) 100 %	
		ب_ توزيع الدرجات
		Mark Distribution
		1000
		- 2





List of References	 8- قائمة الكتب الدراسية والمراجع
Note book	أ- مذكرات Course note
	ب_ كتب مقترحة
	Recommended Books
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Deslandes G., (2014): "Management in Xenophon's Philosophy : a Retrospective Analysis", 38th Annual Research Conference, Philosophy of Management, 2014, July 14–16, Chicago, USA	

رئيس القسم Prof Dr Manal Moussa منسق المقرر





	نموذج رقم (12)		
	توصیف مقرر دراسی		
على الكفايات	المعايير الاكاديميه المبنيه	بناء علم	
	ابريل 2017		
الفرقة / المستوى :	اسم المقرر:		جامعة: المنوفية المنوفية التمريض Ity of Nursing كلية: التمريض قسم : قسم : تاريخ اعتماد التوصيف: 1- بيانات المقرر : الرمز الكودى :
First year-2nd semester	Quality in nursing		107 N
تطبيقى بالمعامل - ساعة) ـ عملى (-) ـ تطبيقي (-)	عملى - - د الساعات الكلية: نظرى (2 ⁴	عدد الساعات المعتمدة: نظرى	التخصص:

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	1.1.1-Demonstrate utilizing of the legislative framework and the role of the nurse					•
Demonstrate knowledge, understanding, responsibility and accountability of	and its regulatory functions.	aculty	of Nu			
the legal obligations for ethical nursing practice.	1-1-2 Apply value statements in nurses' code of ethics and professional conduct for ethical	nouth	Unite	e Unit		•
	decision making					





1.1.3 - Practise	•			•
nursing based on				
policies and				
procedural guidelines				
considering patient/				
client rights.				
100		ASTERNAL AST	900	
400		AV VA III		
1.1.4 - Demonstrate		F 1. 300. III		•
responsibility and		y A valid		
accountability for	90 1/6	(02:20)	The second	
care within the scope		ATTION VI. 2004.	- 20, 20	
of				
professional and				
practical level of		- L 2.1		
competence.	CELHIA	OF NU	rsin ci	

Quality Assurance Unit





DOMAIN Y- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment methods
	2.1.1. Conduct holistic and focused bio-	•				•
2-1-	psychosocial and environmental assessment					
COMPETENCY	of health and illness in diverse settings.			Or Control		
Provide holistic	2.1.2. Provide holistic nursing care that	F. 30				
and evidence-based	addresses the needs of individuals, families	A W-				
nursing care in different practice	and communities across the life span.			PO		
settings	2.1.3. Provide holistic patient-centered care			00		
	respecting people diversity.					
	2.1.4. Advocate the patient/client	of N	riegir	1.01		
	needs/problems within the Egyptian health	21.14	W [. S]]	0		
	care system and the personal context.	WALLSON.		I THE STATE OF		
	2.1.5. Utilize different community resources	0)(0)	100			
	for referral to assist the patient/client and		0.00			
	family through transitions across the continuum of care.	UNI	vers	(Ly		
	2.1.6. Examine evidence that underlie			100		
	clinical nursing practice to offer new					
	insights to nursing care for patients,					
	families, and communities.					





2-2-	2.2.1. Determine health related learning				
COMPETENCY	needs of patient/client within the context of				
Provide health	culture, values and norms.				
education based		7			
on the	2.2.2. Assess factors that influence the				
needs/problems of	patient's and family's ability, including				
the patient/client	readiness to learn, preferences for learning				
within a nursing			(ES) N		
framework.	style, and levels of health literacy.	P 305			
	2.2.3. Participate in informal and formal	A 30			
	methods of teaching that correspond to the	W Alle			
	health of patient/client needs and abilities in	ARRA VIII	B		
	different healthcare settings.	y 1000	1		
	2.2.4. Apply educational principles and	SE M	and it		
	counseling techniques appropriately and	OT 1A	71211		
	effectively with diverse populations.				
	2.2.5. Communicate health information and	1000	100		
	coordinate health education/promotion	ATT OTT			
	activities effectively according to	To a constant			
	patient/client needs.		cens		
	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- 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.	ICUITY	A Value	Sing		•
	3.1.2. Plan and implement change conducive to the improvement of health care provision.	ly Ass	Ureine	e Un		





	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.	culty	of Nur	Sing	•
3-2- COMPETENCY Provide a safe working environment that	3-2-1. Apply leadership skills to recognize and manage risks to provide safe care	y Ass Journal	Unive	e Un	
prevents harm for patients and workers.	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	culty	of Nur	sing		
	the best evidences to maintain safe work environment.	ty Ass	Ureinc	e Un		
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 examFinal written exam





	existing resources.			sessionProblem solving (situation)		
		-Pioneers for Quality	- List quality pioneersIdentify basic components of quality.	Online Learning	 Powerpoint presentation Video and recording using Telegram 	 Midterm exam Final written exam
	Eu ell	-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 presentationVideo and recording using	Midterm examFinal 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	Define total		• Powerpoint	Midterm
6		management(TQM)	quality management (TQM) Enumerate purpose quality management	Online Learning	 Video and recording using Telegram 	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 examFinal written





the delivery of		standards.	session		exam
nursing care.			• Problem solving (situation)		
	-Evaluation of quality of care	- Identify and describe ways for measuring Health Care Quality.	Online Learning	 Powerpoint presentation Video and recording using Telegram 	Midterm examFinal written exam
Quel	-Nursing Audits	- Define nursing Audits Explain principles of quality management	 Discussion with small group of discussion Brain storming session Problem solving 	Powerpoint presentation	Midterm examFinal written exam
	-Benchmarking	Define benchmarking. -Explain purpose of Benchmarking.	• Online Learning	 Powerpoint presentation Video and recording using 	Midterm examFinal written





				Telegram	exam
3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and	-Accreditation	- List the different principles of accreditation	Online Learning	 Powerpoint presentation Video and recording using Telegram 	 Midterm exam Final written exam
patient's safety.	-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	Assu	of Nu	ing the	
		(1113	UNIVE	ersity	





4-2-	4.2.1 Retrive, and				
COMPETENCY Utilize	manage data to make				
information and	decisions using				
communication technologies in	information				
the delivery of	management system				
patient/client care.	for providing holistic	- 10			
	patient care.	_6/ UL			
	4.2.2- Apply	4.70. III			
V.	communication	W APPEN			
	technologies that		4000		
	support clinical				
	decision making,	E MIN			
	care	DI IA I	ising		
	coordination, and				
Ma	protection of	IV-State		275	
100	patients' rights.	THE THE		200	
	4.2.3. Apply	The second second	and the same		
	technologies and	O STATE	STRILLY		
	information systems				
	to support provision				
	of safe nursing care				
	practice to				





individuals, families,			
and communities.			
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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 interprofessional 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	y Ass	United	S Unit		





communities.	communication approach to				
	transfer care				
	responsibilities to other				
	professionals to facilitate		24		
	experience transitions				
	across different healthcare				
	settings.	1			
	5.1.4- Utilize				
	communication styles that		ACTION ACTION		
	diminish the risks		07 00. 00 00	1770	
	associated with authority		F . 30. III III		
	gradients among healthcare	- N. A	7 : A : 700 HIII		
	team members.	- 100 TEACH	AN UNCOL		

t	actical/ utorial ours No.)	No. of lecture (theory)	No. of hours (theory)	Торіс	ــ <u>محتوی</u> <u>مقرر :</u> Course
tutori	al Practical	2	4	Introduction and Historical development of Quality	Conten
4	-	SVINE	ARIA.	Avanta and the second second	
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	1	2	Accreditation	
2		1	2	Patient safety and quality	
30	-	15	30	Total	

Quality Assurance Unit





5-أساليب التعليم والتعلم
Teaching and Learning
Methods
6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
Teaching and Learning Methods of Disables
7- تقويم الطلاب:

Quality Assurance Unit





5. a.1- Mid-term exam to assess the knowledge and understanding.	
5. a. 2- Semester work	أ الأس الدي
5.a.3- Final written exam to assess the knowledge and intellectual skills.	المستخدمة:
	Used Methods
Assessment Schedule	
Assessment 1 Mid-term exam 7 th Week	ب- التوقيت: Time
Assessment 2 Final written exam end of	ب- (معوقیت : Time
semester	
Weighting of Assessments (for each semester)	
Final term exam (80) 80 %	
Semester work (20) 20 %	
Total (100) 100 %	
	E-1
	ج- توزيع الدرجات :
	Mark Distribution





List of References	 8- قائمة الكتب الدراسية والمراجع
Note book	أ۔ مذکرات Course note
	ب۔ کتب مقترحة
Nicolle, L.E. (2017): The prevention of hospital-acquired urinary tract infection. Clin Infect Dis, 15(46), 251-253	Recommended Books
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.	
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منسق المقرر

Prof Dr Manal Moussa





(وثيقه 157د.)

مصفوفه اتساق اهداف المعايير الاكاديمية للكفايات مع الاهداف الاستراتيجية

Gualin Ince Unit





توافق اهداف البرنامج بالكفايات والاهداف الاستراتيجية 2020- 2025

Program domain	Domain Professi and ethi practic 1.1 Com	iona ical e		2	2.1. Com			c Pa		2.2	Ce 2.	0	enc	1		3. Co	1 om		vir	nage onn		eopl t an	le V	Qua	ality 3 om	pet	en			nfo Te	rm: ech	cy	s an ogy	.2	en		nter Com	Pro mun 5.	nin 5 fessional nication
	1.1.1	1	1	1.	2	2	2	2 2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5	5	5.1.4
	1111	1 . 2	1	1. 4	1 . 1	1	1	1 1	1	1		· 2	2		2	2	1	1		1 4	2 1	2	2	2		3	3 . 3	3 . 4		1 . 2	1 . 3	1 . 4	2 . 1	2 . 2	2	1	1	1 . 3	3.1.4
1		١		ř	ſ		7	1		7	i		7	7	4		1		1	d	r					1													
2													1							1																			
3	100		X	Ų.		T		H			X		X					3		P						1					١							X	
4	100	١,	X											h				X		U										X									
5			n	X																				X			ı												
6							İ																					Ų											
7																																							

عميد الكلية

المسئول عن المعيار د.صفاء دياب





وثيقه (158د.)

توافق اهداف المعايير الاكاديمية (NARS, 2017) و

رسالة ورؤية الكلية (2020-2025)

Faculty of Nursing



ssurance Unit





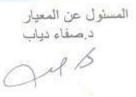
وثيقه (158د.)

توافق اهداف المعايير الاكاديمية (NARS, 2017) و رسالة ورؤية الكلية (2020-2025

Program domains	Pi				_		ain stic		tien	t C	ente	red	r e				M	oma lana ıd (age	Pec		W	ork	En	viro	nn	ent	t	Inf		n 4 nati olog		nd			Ir pi	nter rofe	essi	<u>5</u> onal nica
Vision & Mission	pı	act	ice			1. om	pet	tenc	y		2. C	2. omj	pete	ency	7			om]	pete	en		om	pete	en		omj	pete	•			eten	ıc		om		tio	on 1		
	1. Co	om	peto	en												Á	су				cy				no	:y			y				ei	enc	:y	C	om	pet	ency
-	1 . 1	1 . 1	1 . 1	1 . 1	2 . 1	. 1					2 . 2	2 . 2	2 . 2	2 . 2	2 . 2	2 . 2	3 · 1	3 . 1	3 · 1	3 · 1	3 . 2	3 . 2	3 . 2	3 . 2	3 . 3	3 . 3		3 . 3	1.	4 . 1	4 . 1	4 . 1		. 2	4 . 2	5 · 1	5 · 1	5 . 1	5.1 .4
	1	2	3	4	1	2	3		5	6	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4		2	3	4	1	2	3	1	2	3	
Vision of the Collage	١			X						Х			Ĭ	X								X	X	х		x	X	1		X		X		X	X	X			
Mission of the Collage		Х	Х	Х						Х						Х						X	Х	Х		х	X		S	Х		Х		х	Х	Х			

عميد الكلية

ا.د/ ایناس قاس







وثيقه 173د. مصفوفة اتساق المعايير الاكاديمية مع برنامج الكفايات







Matrix of NARS,(2017) with program domains

NARS Program domain	Pr an	oma ofes d et acti	sioi hica	ıal		oma olist		atier	nt Co	ente	red		J	į	/			in 3 ge I		ole V	Vork	k En	viro	nme	ent a	nd (Qual	ity	In		<u>n 4</u> natio		ıd			In pr		sion	al catio
Program domain	1.1			ıcy	2. C	1. omp	eten	ncy			2.2 Co		eten	cy	Ó	3.1 Co		oete	ncy		3.2 Co		eten	icy	3.3 Co		eten	cy	4.1 Co		eten	cy	4.2 Co	omp	ete	n 5.1	l	eten	
	1	1	1	1	2	2	2	2	2		2	2	2	2.	2	2	3	3	3	3	3	3	3		3	3	3	3	4	4	4	4	4	4	4	5	5	5	5
	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	1	1	1	1	2	2	2	2	3	3	3	3	1	1	1	1	2	2	2	1	1	1	1
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	5	1	2	3	4	1	1	2	3	1	2	3	4	1	2	3	4		2	3	1	2	3	4
Domain 1 Professional and ethical practice.	х	х	х	X	,		ŀ	C	1	0	L		Ì	Ý	ò	0	1		ľ		U		S		1	9													
Competency	6	M		n		Ġ	H	h	ì			À	V	d	ì	ř	ħ	k		'n	۲				ľ		ľ		r										
Domain 2 Holistic Patient Centered 2.1 Competency	1				Х	X	X	X	х	х	Į,				Ì	ĺ	J	1					1		I		y												

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NARS	Pı	ofe	nin 1 ssion	nal		oma olis			ent (Cent	tere	d	d	f	1		N			3 Peop	ole V	Vorl	En	viro	onm	ent	and		Inf	mai forn chn	atio	es ai	ıd			I	om: nter		
Program domain	1.		ice oetei	псу	2. C	1. omj	pete	ncy		ì	2. C		oetei	ncy		ÿ	3. C		pete	ncy	3. C	2. omp	etei	ncy	3. C y		pete	nc	4.1 Co	mp	eten	сy	Co nc	mp	ete	io 5	Com: on .1 Com:		ncy
	1 1	1	1 . 1 . 3	1 4	2 . 1 . 1	2 1 2	1 . 3	1 . 4		2 1 6	2 . 2 . 1	2 . 2 . 2	2	2 . 2 . 4	2 . 2 . 5	2 . 2 . 5	3 1 1		3 1 3	3 1 4	3 . 2 . 1	3 . 2 . 1	3 . 2 . 2	3 . 2 . 3	3 . 3 . 1		3 . 3	3 4	4 1 1	4 1	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		No.	10.	Ų.	j				71. 01-000	C	X	X	X	X	X	X	j			V I			53 Dwd				J												
Domain 3 Manage People Work Environment and Quality 3.1 Competency																	X	X	X	X		4			5			y											





NARS Program domain	Prar pr	rofe nd e act	nin 1 ssio thic ice	nal al	H 2.	olis				Cen	2.2	2.	oetei	ncy	/		Ma Qu 3.1	ality	ge Po	cy	3.2	•	Env		3.3	3	nd	ıc	Inf Te	forn chn	in 4 nati olog eter	cs a gy	4.2	mp	ete	In process of the control of the con	ter rofe omi n 1	ssior nun	ial icat
	1 1	1 1	1 1	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 . 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 1	3 2	3 . 3	3 3 4	4 1 1	4 1	4 1 3	4 1 4	4 2 1	4 . 2 . 2	4 2 3	5 1	5 1	5 1 3	5 1 4
Domain 3 Manage People Work Environment and Quality 3.2. Competency																		- CONT.	V		x	X	x	X															
3.3 Competency											l.		1	Y		١	,		1	٦					X	X	X	X											

Quality Assurance Unit





NARS	Pi al	rofe an]	Ho	mai listi			ent	Ce							M Q	lan ual	ain : age : ity				ork	Env			nt a	nd	II T	ıfor ech			and			In	oma iter rofe		
		hic				2.1						2.						3.					.2.				3.3			4.				4.			l			
D	p	ract	tice		'	Co	mp	eter	су			C	om	pete	enc	y			om	pete	nc			ıpet	enc			pet	en			peto	en		omj	pet		omi		nic
Program domain	1.	1																y				У				C	y			cy	y			er	ıcy		5.	ion 1		
uomam			pet	on																																		ı omp	ante	ne
	cy		pen	CII																																	v	om	JCII	·IIC
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			3												4			5 1	١.		. 4	.							4						2					
	1	2	3	4		1	2	3	4	5	6	1	2	3	4	5		5 1	1 2	2 3	4	1 1	1	1 2	2 3	1	. 2	3	4	1	2	3	4	1	2	3	1	2	3	4
																Ы																	·							
Domain 4																														X	X	X	X							-
Informatics and						١.		_																Ш																
Technology																									ь															
4.1									٥.																ď															
Competency 4.2																															-									
																																		X	X	X				
Competency Domain 5					H				+						\vdash											+			+	1	-	1				\vdash	v	X	X	X
Inter professional						ς.		U.			Н		3							W					Ш												Λ	А	А	A
Communication																																								
5.1																																								
Competenc																																								
AT 400				Н	н			N.			м	п						ж.																						
III, U''								и									Ш																							
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وثيقه 174د. مصفوفة توافق مخرجات التعلم مع طرق التقويم والتدريس

Quality Assurance Unit

Faculty of Nursing

الفرقه الاولى





Matrix of program domain with teaching methods

Course Title: English (level I & II) Code No.: 106 (L)

Program domain	Pro	main ofessi l eth	iona	l	Н	olist	ic F	atie		<u>mai</u> ente		ı	į	7				age lity	Peop		oma ork]		_	nme	nt ar	nd		Inf Tec		ıati	Dom ics ar gy				Int	er	nain 5 sional	_
	_	actic	e		2.1 C	1. omp	ete	ncy			.2. com	pete	ncy			3. C		pet	ency	3.2 Co:	mpe	ten	сy	3.3 Co	mpe	ten	cy	Con	4. mpe		ncy	Cor	4.2 npet	ency	Co:		unica	tio
	1.1 Co	mpe	tency	<u>y</u>							ď			A					1																	mpe	5.1 etency	
	1. 1. 1	1. 1. 2	1. 1. 3	1 1 4	1	1 1	1	1	2 .1 .6	2	2	2. 2. 3	2 . 4	2. 2. 5	2		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		3. 3. 4	4. 1. 1	4 1 2	4 1	4. 1. 4.	4. 2. 1	4 · 2 · 2	4.2.	5. 1. 1	5 1	5.1.	5. 1. 4
Blended learning 50% using Webex and MS Team			١					d	C	1	х	Х	x	X	X	х	X	X	Х	Х	X	X	Х	c				X	X	X	X	X	Х	X	X	X	Х	Х
Modified lecture for discussion											X	х	X	Х	X	X	X	X	X	Х	Х	X	X					Х	X	X	X	Х	Х	X	Х	X	X	X

رئيس القسم أ.د رضوان جاير السبكى

منسق المقرر

Matrix of program domain with teaching methods

Course Title: English (level I & II)

Code No.: 106 (L)

Program	Domain 1	Domain 2	Domain 3	Domain 4	Do
domain	Professional	Holistic Patient Centered	Manage People Work Environment	Informatics and	Inter





		d eth															a	nd	Qu	ality									Te	chi	nol	ogy				pr Co	
Teaching methods	1.1 Co	mpet	tency	7		.1. om	pet	tenc	e y			.2. Com	pete	ncy	7		3. C		pet	ency	3.2 Co	mpe	ten	сy	3.3 Co		ete	ncy	Co		l.1 ete	ncy	Co	4.2 mpe	2 tency	Co	m
	1.1	1.1	1.1	1 1 4	2 . 1 . 1	2 1 2	2 1 3	1 . 4	2 . 1 . 5	2 .1. 6	2	2 . 2 . 2	2.2	2	2.2 .5	2	3 . 1 . 1	3 . 1 . 2	3 . 1 . 3	3. 1. 4	3.2	3.2	3 . 2 . 2	3 . 2 . 3	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 . 1 . 2	4 . 1 . 3	4.1	4.2.	4. 2. 2	4.2.3	5.1	1 2
Blended learning 50% using Webex and MS Team		b					87					X	Х	X	X	X	X	X	X	X	X	Х	X	X					Х	X	X	X	X	X	Х	Х	X
Modified lecture for discussion		DACES.					7			7		X	Х	X	Х	X	X	X	X	X	X	X	X	X					Х	X	X	X	Х	Х	X	х	X

رئيس القسم العلمى أد رضوان جابر السبكى

منسق المقرر د/باسم بولس

Matrix of Matching courses Domains with Teaching Method





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

Course domains	Profe	essional prac	ain 1 l and etectice upeten	thical		Н	Do Distic F	maii Patient		red		Ma	ınage Pe	ople Wo	nain 3 rk Envir ality	onment and	Infor a	nain 4 matics nd nology	Doi pro Comr
Teaching methods			d				1. etency	7	Co	2.2. mpeter	ncy		3.1 petency		.2. petency	3.3 Competency		.1 petency	Con
	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	y,	A	X	X		Ш	5						
Modified lecture for discussion with small groups of students	X	X		X	X	X			X	X			X						
Clinical Skill lab	Α	7	X	X	U	11)	X	X	X	x	ITS	X	X	X	X	x	Х	Х	X
Simulation and Case studies			X	X			X	X	X	X	X	X	X	X	Х		X	X	

رئيس القسم

منسق المقرر

أ.د/ وفاء حسن عبد



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	Profe	ssional prac	ain 1 and entice peten	thical	J	Но		omaii Patient		ed		Ma	nage Pe	ople Wo	ain 3 rk Envir ality	onment and	Infor a	ain 4 matics nd nology	De pr Con
Evaluation Methods			1		n		.1. etency	7	Coi	2.2. mpeter	ncy	Comp			.2. etency	3.3 Competency	_	.1 etency	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	Profe	Dom essiona prac 1 Con	l and e ctice	thical			olistic I	omaii Patient						Qua	ck Envir ality	onment and	Information and Technology	matics	Do pr Con
Teaching Methods							.1. etency	7	Co	2.2. mpete	ncy		.1 etency		2. etency	3.3 Competency		.1 etency	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	Х	1			X	Ĺ	Ø.	4 /	х		Х				X				Х
Modified lecture for discussion with small groups of students		X			9	X	X	X	W	X		A	B			X	X	X	
Clinical Skill lab	V		FC	10	U	ty	100	of	N	u	18		1						
Simulation and Case studies	Y											Х	Х	X					

Course name: - Anatomy

Code:102 M

Course domains		Dom	ain 1	13	Domain 2							Domain 3						Domain 4	
	Profe	ssional	and e	thical	Holistic Patient Centered							Manage People Work Environment and						Informatics	
		prac	etice									Quality					a	and	
	1.1	1 Com	peten	cy													Technology 4.1		Comn
					2.1. Competency				2.2. Competency			3.1 Competency		3.2. Competency		3.3			
Evaluation Methods																Competency	Comp	etency	Con
	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																1			

منسق المقرر د/رشا سليمة

Matching Domains of psychology course with Teaching Methods

Course name:- Psychology Code:103 S

Course domains]	Dom	ain 1	<u>l</u>]	Dom	ain 2			Doma	<u>in 3</u>	Don	ain 4	Don	nain 5
	Pr	ofessi	onal a	nd		I	Holisti	c Pati	ent Cente	ered	44	Manage Peo	ple Work	Info	matics	II	nter
	110	eth	ical		10.1							Environm	ent and	a	nd	profe	ssional
		pra	ctice				1111					Qual	ity	Tech	nology	Comm	unicatio
	1.1	l Con	npeter	ıcy		2.	1.			2.2.		3.1	l		4.1		n
			-	•	(Comp	etenc	V	Cor	npetenc	v	Compe	tency	Co	mpeten	.	5.1
To a strong Martin strong						-		•		•					cy	Comp	petency
Teaching Methods	1.1.	1.1.	1.1.	1.1. 4	2.1.	2.12	2.1.	2.1.	2.2.1	2.2.2	2.2.	3.1.1	3.1.2	4.1.	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					10										
learning									100						
Blended learning	1	,				- 4	7		0.7	7	70				
50% using Webex	69	1				333	Mari	707			X				
and MS Team						AV	· A	700.							
Modified lecture for	110	100					200	- Va							
discussion with small	30)			- 0						-	AR 30	X			
groups of students											47.73				

رئيس القسم أ.د/ الهام خليل

منسق المقرر

Course name:- Psychology

Code:103 S

Course Evaluatio	domains	Pr	Dom ofessio ethi prac Com	onal a ical ctice	ind	Q	Hol	<u>Do</u> istic P		in 2 t Cen		11	Manag	omain 3 ge People Work ment and Quality	Inf	omain 4 ormatic and chnolog	cs	In	nain ter ssional nunicat
Methods		1.1	1.1	1.1	1.1.	2.1		1. etenc	2.1.	2.2	2.2. mpet	ency 2.2.3	Coi	3.1 mpetency 3.1.2	Co	4.1 mpeter cy		5.	on .1 petenc y 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			d	X		Ç.	0.							
Objective test												X	X				

منسق المقرر

Quality Assurance Unit

Course title: - Computer

Code:- 105
L

Faculty of Nursing

Program	Domain 1	Domain 2	Domain 3	Domain 4	Don
domain	Professional	Holistic Patient Centered	Manage People Work Environment	Informatics and	Inter





		d etl acti	hica ce	l												an	d Ç)ual	ity								To	echi	iolo	gy				_	ofess
	1.1 Con		tenc	y	2. Co		oete	ency	7		2.2 Co	mpe	tenc	y		3.1 Co		eten	су	3.2. Cor	npete	ency	3.3 Co		eten	ıcy	Co	4 omp	.1 eter	ıcy	Conc	4.2 ompo y		Co	mpe
Evaluation Method	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.	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.	3.2.	3.2.	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
Midterm exam	X		X	X			d		r		X	A	X		X		X	X		X	X						X	X	X						
Final written exam	X		X	X			6	M	١.		X	ÿ.	X	Λ.	X		X	x		X	X	À					X	X	X						
Clinical exam	X		X	X					4		X		X		Х		X	X		X	X						X		X						

رئيس القسم:

أد/ محمد الشرقاوى

g courses Domains with Evaluation

منسق المقرر:

د/ حاتم سيد أحمد

د/ أمل خليفة خليل

Code:109 M

Course	Domain 1	Domain 2	Domain 3	Domain 4	Doma
domains	Professional and	Holistic Patient Centered	Manage People Work Environment and	Informatics	Inter prof
	ethical		Quality	and	Commur
	practice			Technology	5.1
	_				





	1.1	1 Con	peter	ncy	Con	2.1. mpe	tenc	Co	2.2. ompet			3 Comp	.1 etency		.2. petency	3.3 Competency		l.1 petency	(Comp
Evaluation Methods	1.1. 1	1.1.	1.1.	1.1. 4	2.1	2. 12	2.1.	2.1.4	2.2.	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	Х	X	X	X	X	X	X	X	X	X	X	X				



culty of Nursing

Assurance Unit





Course name:- parasitology

Code:109 M

Course domains		ofessi eth pra	nain 1 ional a nical actice npete	and		2	<u>D</u> listic P 2.1. petency		t Cen	2.2. mpete		Eng 3 Con	Ianag vironi	3. Con	ple W	Vork Ouality 3.3 Com peten cy	Infor	nain 4 rmatics chnology 4.1 petency		nter pro Commu 5		
Teaching Methods	1.1 .1	1. 1. 2	1.1	1.1 .4	2. 1. 1	2. 1 2	2.1.	2. 1. 4	2.2	2.2	2.2	3.1 .2	3.1 .3	3.2	3.2	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	х	х	х	X	X	X	х	x	х	X	X	х	х	х)					
Modified lecture for discussion with small groups of students	\		y	E				i	7	0	ř	N	i	rs	î	0.0	X	X	х	X	X	Х
Brain storming	X	X	х	х	Х	X	X	X	X							9	х	X	X	X	X	X

رئيس القسم أد/نشأت السيد ناصف

منسق المقرر د/زهراء احمد





Code:314 N

Matrix of Matching courses Domains with Teaching Methods

Course name: - health education

Code:314N

Course domains		2	<u>Do</u> istic Pa 2.1. petency	d	t Cent	2.2. mpeter	ncy		anage 3.1 mpete		le Wo Qu	nain 3 rk Envir- ality 3.2. npetenc y	3.3 Competenc	Informa Techi 4	nain 4 natics and nology .1 netency	Inter pr Comm	nain 5 ofessional unication 5.1 oetency
Teaching Methods	2. 1. 1	2. 1 2	2.1.	2. 1. 4	2.2	2.2	2. 2. 5	3.1 .1	3.1	3.1	3.2	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	х	X	х	х	х	х	X	Х	Х	X	X	X	ď			
Modified lecture for discussion with small groups of students	6	n	Te	1	i i	ij.	Y.	W.	S	6)	řě	ini	ce	X	X	х	x

Matrix of Matching courses Domains with Evaluation Methods

Course name: - Health education

Course domains	Domain 2	Domain 3	Domain 4	Domain 5
	Holistic Patient	Manage People Work	Informatics	Inter professional
	Centered	Environment and Quality	and	Communication





														Tech	nology		5.1 petency
		2	2.1.			2.2.			3.1		3.	2.	3.3	4	l.1		
Evaluation	C	omp	peten	сy	Co	mpe	ete	Co	mpe	ten	Com	peten	Compete	Com	petenc		
Methods			ı	1		ncy			cy	1	c	y	ncy		y		
	2 · 1 · 1	2 1 2	2.1	2 · 1 · 4	2. 2. 1	2. 2. 3	2	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	х	X	X	X

رئيس القسم د/نبيلة السيد طة



Faculty of Nursing

Menoutra University

Quality Assurance Unit





Matching teaching methods with competency domains

Course title: - Microbiology Code:-

101M

Course domains	Pr	ofessi eth pra	ain 1 onal a ical ctice	nd	3	K	stic Pa	mair tient	Cente	ŀ	6		П	Quali	Envi ity	ronment and	Doma Inform an Techn	natics d ology	Doma Inter professi Commun	ional
	1.1	Con	ıpeteı	ıcy		2. Comp		y		2.2. npete	nc	3.1 Compe		Compo	eten	3.3 Competen	Compe		n 5. Compe	_
Teaching methods	1.1. 1	1.1.	1.1.	1.1.	2.1.	2.12	2.1.	2.1. 4	2.2.	2.2. 3	2. 2. 5	3.1.1	3.1.	3.2.1	3.2.	3.3.1	4.1.1	4.1.2	5.1.1	5.1.2
Blended learning 50% using Webex and Micro soft Team		Ý		a	Х	х	Х	Х	X	Х	X	Irs	ir	0					X	х
Modified lecture for discussion with small groups of students	o ji	ľ	81	Î	X	Х	X	X	X	х	X	O.	3	0	m	В			X	Х

Course domains	Domain 1 Professional and	<u>Domai</u> Holistic Patient		Manage Peo	Domain 3 ple Work Envi	ronment and	Domain 4	Domain 5
	ethical practice 1.1 Competency				Quality		Informatics and Technology	Inter professional
	111 competency	2.1.	2.2.	3.1	3.2.	3.3	4.1	Communica tion





Evaluation Methods					(Comp	etenc	y	Cor	npete	ency	Com	peten y	Com	peten y	Competen cy	Com	peten y	5.1 Compo	eten
	1.1. 1	1.1.	1.1.	1.1. 4	2.1.	2.12	2.1.	2.1.	2.2.	2.2.	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







Matching evaluation methods with competency domains

Course title: - physiology Code:-

104M

Course domains	Profe	Domessional practification practific	l and e	thical	1	Но		omaii Patient		ed		Ma	nage Pe	op <mark>le W</mark> oi	ain 3 rk Enviro ality	onment and	Infor	ıd	<u>]</u>
Evaluation		1			W.	2. Comp		7	Co	2.2. mpete	ncy	_	.1 etency		.2. etency	3.3 Competency	Comp	.1 etency	(
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	2.2.4	3.1.1	3.1.3	3.2.1	3.2.2	3.3.4	4.1.1	4.1.2	
Mid-term exam	d				X	X	X	X	X	X	X			X	X	X	X	X	
Final written exam		7			X	X	X	X	X	X	X			X	X	X	X	X	

Course domains	_	rofessi eth	ain onal a nical ctice		7	Holi		mair atient	1 2 Center	red	ň	Mana	ge Peo	Qual	Envi ity	ronment and	Dom: Inform an Techn	natics d	Doma Inter professi Commun	onal nication
	1.1	1 Con	npetei	ıcy		2. Comp		y	Con	2.2.	2. 3.1 3.2. Competenc v Competenc v Competenc v					5. Compe				
		171	250	80		H.					5	y	11	y		y		_		1
Teaching meth	1.1. 1	1.1.	1.1.	1.1. 4	2.1. 1	2.12	2.1.	2.1.	2.2.	2.2.	2. 2. 4	3.1.1	3.1.	3.2.1	3.2.	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	х	X	x	х	х	Х			X	х	x	X	X	X	X







منسق المقرر رئيس القسم د/انوار شعبان

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

Faculty of Nursing Quality Assurance Unit

Matching evaluation methods with competency domains





Code:-

Course title: - Nutrition

108 L

Course domains Evaluation Methods	Pro		onal a ical ctice	and		Holis		mai ati <mark>en</mark> t		tered	6	Man				nvironment	Doi n Infor cs a Tech	4 mati	Dom n 5 Inte	er sion
Wethous			Ó		2.1. Competency				Con	2.2. mpet y		Com	pete		2. ipete	3.3 Compete ncy	Com no	pete	catio 5.1 Comp ncy	pete
	1.1 .1	1.1	1.1	1.1	2.1	2.1	2.1	2.1	2.2	2.2	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
Objective test	Λ				X	X	X	X	X	X	X	X	X	X	X	X	Х	X	X	X
Clinical exam				17-(X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Quality Assurance Unit

Course	Domain 1	<u>Domain 2</u> Holistic Patient Centered	Domain 3	Domain	<u>Domain</u>
domains	Professional and ethical	Houstic Patient Centered	Manage People Work Environment and Quality	4 Informatics	5 Inter





	1.1	-	ctice ipete	ncy													an Techn		Commu	
Tanahina					C		1. etenc	:y		2.2. npete y	enc	Con	.1 ipete cy	3.2 Comp	oete	3.3 Compete ncy	4. Comp	oeten	on 5.1 Comp	
Teaching methods	1.1. 1	1.1.	1.1. 3	1.1. 4	2.1. 1	2.1	2.1.	2.1. 4	2.2. 1	2.2. 3	2. 2. 4	3.1.1	3.1.3	3.2.1	3.2.	3.3.4	4.1.1	4.1.2	5.1.1	5.1.2
Blended learning 50% using Webex and MS Team			Ú	1	X	X	X	X	X	X	X									
simulation					/	7						X	X	X	X	X	X	X	X	X
video												X	X	X	X	X	X	X	X	X

Faculty of Nursing

Quality Assurance Unit

رئيس القسم

منسق المقرر أ.د/ يوسف عبدالعزيز الحسني

Code: 107 N

Matrix of Matching courses Domains with Teaching Methods

Course name: - Quality in nursing





Course domains	Doma Professional a	and ethical	Domain 2 Holistic Patient Centered	Manage P Environ Qu	nain 3 eople Work ment and ality	Domain 4 Informatics and Technology 4.1.2	Domain 5 Inter professional Communication
	1.1 Compe		Competency		petency	competency	5.1 Competency
Teaching methods	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	Х	x	X	X	
Modified lecture for discussion with small groups of students	X	Х	х	X	X	х	
	Fac	ulty	of N	JESÎ	n cr		,

Course domains	Dom Professional prac		Domain 2 Holistic Patient Centered	Manage Po Environ	eople Work ment and ality	Domain 4 Informatics and Technology	<u>Dom</u> Inter professional	ain 5 Communication
Evaluation Methods	1. Comp		2.2. Competency		3.3 petency	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	Х	Х	X	X	X		





Clinical exam	X	X	Х	X	X	Х	



منسق المقرر رئيس القسم

أ.د/منال موسى أ.د/نرمين عيد أ.م.د/منال زينهم أ.م.د/سهير مبروك





Matrix of Critical Care Medicine domains with Teaching Methods

Program domain	1		ain ssio		ŀ	Iol	isti			om ien				ed		/	E	nv	_	ge Pe	nt	le V and	Vo	rk	ılit	_				ıfo ecl	rm ınc			nd		In pr	ter ofes	nair	nal
	etl	and hica ract	ıl			.1. Con		eten	ıcy		2 Co		pet	tend	ey		3. C cy	om	ıpe	ten	3.2 Co	mp	et	en			ıpe	ten	C	om	l.1 pet	ten		4.2 omp cy		on	5	unic 5.1 oeter	
	Co y		eten						q	Š					ď			Λ		Ŋ														1	•				
	1. 1. 1	1. 1. 2	1. 1. 3	1 . 1 . 4	1	1 1	1		1	.1 .6	2	2	2. 2. 3	2 . 4	2. 2. 5	2 . 6	1	i 1	3 . 1 . 3	3. 1. 4	3. 2. 1	3. 2. 2	3 . 2 . 3	2	3		3	3. 4	4. 1. 1		1 . 3	4. 1. 4.	4. 2. 1	2 . 2	4 . 2 . 3	5. 1. 1	5 1	5.1.	5. 1. 4
1-Lecture	X	X	X	١	X	X	X	Σ	ζ.		X				Ì				X		X		ľ		Х			X	X							X			
2-Online Discussio n					1	ľ		2	ζ	Ā	j		ľ		8					ě	X	Ì	St. See 3		Х											X			
100	1	1	2%										ì		h																								







Matrix of Critical Care Nursing domains with course Teaching Methods

Program domain	Pro and	oma ofess d eth	sion: nical	al	H	Ioli	sti	c P	_	Onent (di		i			_	e Peo ality		oma Vor		_	iron	me	nt			for	ma	oma tics ogy	in 4 and	i		Int	ofess
Courses domains	1.1	action of the second se		y		.1. Com	pet	teno	ey			.2. com	pete	ency	Á		3. C		pet	ency	3.2. Con	mpe	ten	сy	3.3 Co		ete	ncy	Co		.1 ete	ency	Con		te		mmu 5 mpe
	1.1 .1	1.1	1.1	1 . 1 . 4	2 . 1 . 1			2 1 4	2 1 5	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 2 . 4	2.2 .5	2 . 2 . 6	3 . 1 . 1	3 . 1 . 2	3 1 3	3. 1. 4	3.2	3.2	3 . 2 . 3	3 . 2 . 4	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 1 2	4 . 1 . 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5 . 1 . 2
1-Interactive teaching	X	Х	X	X						L			ľ	1	2					113		X	X													X	X
2-Lecture	X	X	X	X	X	X	X		X	X	X	X		X	X	X						X	X	X		71			X	X	X		X	X	X	X	X
3-Online Discussion	N		M	J	X	X	X	À	X	X	X	X	*	X	X	X		I		9(I									X	X	X		
4-Practical Skills (Demonstration and Redemonstration				ij	X	X				Į,					Ü		1			Ó		Х	X	X													
5-Case Senario			 			v	v		\mathbf{v}	v	v	v		\mathbf{v}	v							v	v						v	v	v		v	L_{X}	X	X	Х

Matrix of Critical Care Nursing domains with course Evaluation Methods

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Program domain	Pro	ma ofess	iona	ıl	Н	[oli	stic	e Pa		Oon ent (1ag Qu		_	<u>Do</u> ole V	oma Vor		_	iroı	ıme	ent				ma	oma tics ogy	in 4 and	•		In pr	Doi ter ofes	ssio
Courses	pr:	actio	ee			2.1. Competency												.1 lom	ıpet	enc	y	3.2. Con	mpe	ten	cy	3 Co		ete	ency	Co		l.1 oete	ncy		4.2 mpe	te		omm omp	5.1
domains		npet	ency	7																																		
	1.1 .1	1.1	1.1	1 1 4	1	1	1	1	1	.1.	2	2		2	2.2	2	3 1 1	3 1 2		3 1 4		3.2	3.2	3 . 2 . 3	2	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 1 2	4 1 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5 1 2	5.
1-Case Senario					X	X	X	N	X	X	X	X	y	X	X	X							X	X						X									
2-Critically assessment tool					X	X																ü															X	X	
3-Direct observation of procedure skills	X	X	X	X	7		C			ī			7.	X	5		ì	J	Ö	ì	S	î	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	4		vy		X	X	X		X	X	X	X		X	X	X			,		ļ		X	X	B									X	X	X	X	X	
6- OSCE	X	X	X	X									7									9	X	X	X						X	X	X						

رئيس القسم العلمى







Matrix of Critical Care Medicine Spec with Evaluation Methods

Program domain	Pr		ain ssio		Н	[oli	ist	ic I	_	on				ed	1					ge I	Peo	ple		orl	ζ	itv					foi	m		in 4 s an	_		In	ter	nain ssion	
	etl pi	ica ract	1					eter	ıcy			.2. Con	ipe	ten	сy	Ó	3	5.1		eten		3.2.		Ĭ	Y	3.3	3 omp	pet	en		4	.1 pet	<u> </u>		4.2 mpo	et	Co n	mn	iunica 5.1 oeten	atio
	ethical practice										7				3		í			Ų		y	l			J	ř		à									_		_
	1. 1. 1	1. 1. 2	1. 1. 3	1 4	1	2 1		1	2 1 5		2	2	2. 2. 3	2 . 2 . 4	2. 2. 5		1	3 1	3 . 1 . 3	3. 1. 4		3. 2. 1	3. 2. 2	3 . 2 . 3	3 · 2 · 4	3. 3. 1	3	3 . 3	3. 3. 4	4. 1. 1	1 . 2	4 1 3	4. 1. 4.	4. 2. 1	4. 2. 2	4 · 2 · 3	5. 1. 1	5 1	5.1.	5. 1. 4
1-Written exam	X	X	X		X	X	X		X		X		7.1		7				X			X			-	X			X	X							X			

رئيس القسم العلمى





Third Year (Maternal & Newborn Health Nursing) Courses





with Assessment Methods

Course Maternal & Newborn Health Nursing

Code 300 (N)

Course domain	Pro and	ofes d E	nin 1 sion thic	al al	à	Hol	istic		Don tier				red	Ca	re		M	ana	ge l	Peoj	ple \	Wo	ain : rk E ality	nvi	ron	mei	nt a	nd		Iı	nfo	rma	ain 4 atics aolog	and	i	P Con
Assessment		1-			9		2-1- npet				l.	Co	2-2 mpe		сy	N	C	3- omp		cy	C		-2- peten	су	C		-3- peter	псу	C	4- omp		су	Co	4-2 mpe	tency	(
Methods	1. 1. 1	1. 1. 2	1. 1. 3	1. 1. 4	2. 1. 1	2. 1. 2	2. 1. 3	1		2 4	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	. 2.	2.	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	X	X	X	1. 2. 2. 2. 2 2 2 2 2 2 1 1 1 1 1 1 1 2 2 2 1 2											X	X		X			Δ	7	ζ.	X				X		X	X	X		X		X
Practical Exams																						١														
Mid-Term Exam	X	X	X	X	X	X	X		Х	X	X :	X		X	X	X		X				7	ζ .	X				X		X	X	X		X		X
Final Clinical	X	X	X	X	X	X	X		X	X	X	X		X	X	X	×	X				y	ζ.	X				X		X	X	X		X		X
Exam			7																																	
Final Oral Exam	X	X	X	X	X	X	X		X	Х	X	X	ř	X	X	X	P.	X				Y	ζ	X				X		X	X	X		X		X
Final Written Exam	X	X	X	X	X	X	X		X	X	X	X		X	X	X	Ш	X			2	7	ζ	X				X		X	X	X		X		X
			1	V)	e	1	13	9	Ų	1		ŝ				١		Ý	ė	f	Š		3)	1												





Course Critical Maternal & Newborn Health Nursing

Code 301 (N)

Course domain	Pro and	ofes d E	in 1 sion thic tice	al al]	Hol	istic	_		nain it C		erec	l Ca	re		M	ana	ge I	Peop	ple V	Vor	in 3 k E lity		ron	mei	nt a	nd		Iı	nfo	rma	ain atics nolo	and	l	P Cor
Assessment	Co	1- mpe	1 etenc	e y			2-1- ipet	ency			C	2 comp	-2- eten	cy		C	3- omp	_	сy	C		2- eten	cy	C		-3- eten	су	C	4- omp	·1- eten	су	Co	4-2 mpe	tency	
Methods	1. 1. 1	1. 1. 2	1. 1. 3	1. 1. 4	2. 1. 1	2. 1. 2	2. 1. 3	2 1	2 2 1 1 5 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	Ä	X				X		X				X	X	X	X	X		X	Х	X
Mid-Term Exam	X	X	X	X	X	X	X	Ø,	X	X	X		X	X	X		X			Ŋ.	X		X				X	X	X	X	X		X	Х	X
Final Clinical Exam	X	X	X	X	X	X	X		X	X	X		X	X	X		X			'n	X		X				X	X	X	X	X		X	Х	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	Х	Х
Final Written Exam	X	X	X	X	X	X	X	B	X	X	X	j	X	X	X	7	X			V	X	R	X		k		Х	X	X	X	X		X	Х	X







Course Obstetrics & Gynecological Medicine

Code 302 (M)

Course domain			nin 1 sion	- 1]	Hol	istic	,			n 2- C <mark>en</mark> t	tere	ı C	are		M	ana	ge I	Peop	<u>Do</u> ple V		in 3 k Eı	_	onr	nen	nt a	nd		Ir			ain 4 itics		l	Ī
	an	d E	thic	al																(Qua	lity								Te	chi	olog	gy		Pı
	P	Practice 2-1-																																	Con
Assessment	ζ.					C							-2-			C	3-				3-2					3-			4-			C-	4-2		
Methods	Co	mp	etenc	y		Con	npet	enc	y		,	Comp	etei	ıcy			omp	eten	cy	C	mp	etenc	:y	C	omp	eten	icy	C	mp	eten	icy	Co	mpe	tency	C
Methods	1-1 Competency Competency 1. 1. 1. 1. 1. 2. 2. 2. 2 2 2 2 1. 1. 1. 1. 1. 1. 1. 1. 1. 1 1 1 1 2 3 4 1 2 3 4 5 6											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.	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	0	2	X	X		X	X	X		X			d	Х		X				X		X	X	X		X		Х
Final Written Exam	X	X		X	X	X	X		2	XX	X		X	X	X	1 77	X			'n	X		X				X		X	X	X		X		X



Quality Assurance Unit





Course Population Studies

Code 303 (N)

Course domain	Pro	ofes	in 1 sion	al]	Hol	istic				ain Ce		red	Ca	are		M	ana	ige]	Peo	ple \	Wo	ain : rk E	nvi	ron	mei	nt a	nd		Iı	nfo	rma		and	ĺ	Ī
		and Ethical Practice 1-1 2-1- 2-2- Competency Competency																			Qu	ality	•							Te	echi	ıolo	gy		Pi Con	
Assessment		Practice 1-1 Competency Competency													су	l	C	3- omp	-1- eten	су			5-2- peten	cy	С	3. omp	-3- oeter	ісу	C	4- omp	1- eter	псу	Co	4-2 mpe	tency	Con
Methods	Competency Competency Competency												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	2 2 2		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		Y	á	X	X	X		X			Х	2	ζ.	X				X	X	X	X	X			X	X
Final Written Exam	X	X	X	X	X	X	X	X		X		y	1 8	X	X	X	77	X		S	X	2	K	X				X	X	X	X	X			X	X

Quality Assurance Unit





Course Methods of Teaching in Nursing

Code 304 (N)

Course domain	Pro	ofes	ain sior thic	nal		Hol	istic		Dom itien			ered	l Ca	ire		M	ana	ge P	Peop	ole V				onr	nen	t ar	nd		Ir	for	ma	ain 4 tics olog	and		<u>D</u> Pr
	F	Prac	ctice	2					-//																										Con
Assessment	Co	1- 0mpo	-1 eteno	cy	9		2-1- npet		7		C	2- omp		су	N	C	3- omp	1- eteno	сy	Co	3-2 mpe	2- etenc	y	Co	3-: mp	3- eten	сy	Co	4- 0mp		сy	Coı	4-2- mpet	ency	C
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 2 1 1 5 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	Х		1	X				1	X	X	X	X	X	X	H	X						X						X	X	X		X		
Final Written Exam	X	X		1	X	C	10		Ú	X	X	X	X	X	X	V	X		200	'n	C		X						X	X	X		X		



y Assurance Unit





Course Reproductive Health

Code 305 (N)

Course domain	Pro an	ofes d E	ain 1 sion thic	al al	2	Ho	listic		Don atier				l Ca	are		M	ana	ge I	Peop	ple V	oma Vorl Qual	k Er		onn	nen	t aı	nd		Iı	ıfor	ma	ain 4 atics aolog	and	l	<u>I</u> Pi Con
Assessment	Co	1- omp	·1 eteno	:y	Ŋ	Cor	2-1- npet		y		(2 Comp	-2- eten	ıcy		C	3- omp		cy	Co	3-2 0mpe		y	Co	3-3 ompe		сy	Co	4- omp		cy	Co	4-2- mpet	- tency	
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 2 1 1 5 6	2 2 2 5 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			Х				X		X		X			X	X							X	X	X					X
Final Written Exam	X	X	X	X	X	X	1(X		V		X	f	X	77	X			X	X							X	X	Х					Х

Quality Assurance Unit





Course English Language (level 4)

Code 306 (L)

Course domain			ain 1 sion			Hol	istic		Don tier			erec	l Ca	are		M	ana	ige]	Peoj	<u>D</u> ple V		ain : rk E	_	ron	mei	nt a	nd		Iı			ain 4 tics	_		D
	an	d E	thic	al																	Qua	ality	,							Te	chn	olog	gy		Pr
	Practice 2-1- 2-2-													1																				Con	
Assessment	C -	1-1 2-1-																1-				-2-				-3-			4-			ζ	4-2		
	Co	mp	eteno	:y		Con	npet	ency	7		C	omp	eter	ıcy		C	omp	eten	icy	C	omp	peten	icy	C	omp	eten	ıcy	C	mp	eten	cy	Co	mpet	ency	C
Methods												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.	3 2 2		2.	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			I	þ			X	X			d			X						X			X			Х
Final Written Exam	X	X	X	X	X	C	X		Х		ý		Ó	f		X	X	r		'n	(X						X			X			Х







Course Adolescent Health

Code 307 (N)

Course domain			iin 1	_					Don				~			3.4		_			ma					4	,		_			ain 4			<u>D</u>
domain			sion thic		ento	ered	Ca	ıre		IVI	ana	ge 1	e op	ole V	vori Jual		ıvır	onr	nen	ıt ar	ıa			_		tics olog			Pı						
		and Ethical Practice																			Z 12.11.2	103										.0108	ÐJ		Con
Assessment	Co	1-	1 etenc	·v		Con	2-1- npet				C	2- omp		cv		C	3- omp		r v	Co	3-2 ompe		·v	Co	3- omp	3- eten	cv	Co	4-1 mpe		CV	Coi	4-2-	- tency	(
Methods	1. 1.	1. 1.	1. 1.	1. 1.	2. 1.	2. 1.	2. 1.	2	2 2 1 1	2 2	2 2	2 2	2. 2.	2. 2.	2 2	3. 1.	3. 1.	3. 1.	3	3.	3. 2.	3. 2.	3.	3. 3.	3. 3.	3	3. 3.	4. 1.	4. 1.	4. 1.	4	4.	4. 2.	4. 2.	5. 1.
	1	2	3	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
Mid-Term Exam	X	X	X	X	X	X	X	ó	X		ď	d	Ē	3	1		X				X		X				X		X		X				Х
Final Written Exam	X	X	X	X	X	X	X		X		V	do	Ö	1			X			'n	Х		X				X		X		X				Х

رئيس القسم العلمي أ.د/ عايدة عبد الرازق عبد الرحمن







<u>Matrix of Third Year (Maternal & Newborn Health Nursing) Courses Domains</u> <u>with Teaching Methods</u>

Course Maternal & Newborn Health Nursing

Code 300 (N)

Course domain	Pro and	ofes d E	nin 1 sion thic ctice	al al	di	Hol	istic		Don atien		_	erec	l Ca	are		M	ana	ge l	Peoj	ple '	oma Wor Qua	k E		roni	mer	nt a	nd		Iı	nfo	rma	ain 4 itics iolog	and	l	P Cor
Teaching	Co	1- mpe	1 etenc	e y			2-1- npet		y		C	2. omp	-2- eten	су	h	C	3- omp		сy	C	3- Comp		cy	C		-3- eten	су	Co	-4 mp		су	Co	4-2 mpe	tency	(
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 2 1 1 5 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. 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	1	X	X	X		X	X	X	7	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	ď	X	X	X	'n	X				X	r	X		١		X		X	X	X		X		X
Self-learning	X	X	X	X	X	X	X		X	X	X		X	X	X		X				X		X	Н			X		X	X	X		X		X
Group discussion	X	X	X	X	X	X	X		X	X	X		X	X	X		X		. 1		X		X				X		X	X	X		Х		X
Case study	X	X	X	X	X	X	X		X	X	X		X	X	X		X			5	X		X				X		X	X	X		X		X
Demonstration & redemonstration	X	X	X	X	X	X	X		X	Х	X		X	X	X		X				X		X				X		X	X	X		X		X





Course Critical Maternal & Newborn Health Nursing

Code 301 (N)

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Course			ain 1	_					<u>Do</u>								l			_	_		ain					_		_	_		ain 4		_	I
domain			sion			Hol	istic	Pa	atie	ent	Ce	ente	red	l Ca	are		M	ana	ge]	Peo	_		rk E		ron	mei	nt a	nd		Iı			tics		l	
	an	d E	thic	al																		Qu	ality	•							Τe	chi	olog	gy		P
	P	rac	ctice	<u> </u>	- 4																															Con
		1-	1				2-1-						2-	2-				3-	1-			3	3-2-			3	-3-			4-	1-			4-2	-	
Teaching	Co	mp	eteno	ey .	1.7	Cor	npet	enc	y			C	omp	eten	cy		C	omp	eten	cy	(Com	peter	cy	C	omp	eter	ıcy	C	omp	eten	cy	Co	mpe	tency	
Methods	1.	1.	1.	1.	2.	2.	2.	2	2	2	2 2	2 2	2	2. 2.	2. 2.	2	3.	3.	3.	3	3.	3			3.	3.	3	3.	4.	4.	4.	4	4.	4.	4.	5.
Methods	1.	1.	1.	1. 4	1.	1.	1.	1 4	1	1	2	2 2	2 3	2.	2. 5	2	1.	1.	1.	1 4	2.	2		2.	3.	3. 2	3	3. 4	1.	1.	1.	1 4	2.	2. 2	2.	1.
	1	2	3	4	1	2	3	4	3	0	1	2	3	4	3	6	1	2	3	4	1	2	2 3	4	1		3	4	1		3	4	1		3	1
Video ppt	X	X	X	X	X	X	X	9	1	X	X	X	1	X	X	X		X			1	2	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				2	X	X				X	X	X	X	X		X	X	X
Collaborative	X	X	X	X	X	X	X			X	X	X		X	X	X		X				2	X	X				X	X	X	X	X		X	X	X
learning		1			- 10	,,,,	43	-	-		4				Ŧ.		d	7			1															
Spaced learning	X	X	X	X	X	X	X	1		X	X	X		X	X	X	Y	X				2	X	X				X	X	X	X	X		X	X	X
Crossover	X	X	X	X	X	X	X			X	X	X		X	X	X		X				7	X	X				X	X	X	X	X		X	X	X
learning																																				
Self-learning	X	X	X	X	X	X	X			X	X	X		X	X	X	r	X				2	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	Ш	X				2	X	X		P		X	X	X	X	X		X	X	Х
Case study	X	X	X	X	X	X	X			X	X	X		X	X	X		X				7	X	X				X	X	X	X	X		X	X	X
Demonstration & redemonstration	X	X	X	X	X	X	X	2		X	X	X		X	X	X		X			3	2	X	X				X	X	X	X	X		X	Х	X





Course Obstetrics & Gynecological Medicine

Code 302 (M)

Course	Do	oma	ain 1	<u>1</u> -				i	Don	nai	n 2-		ч							D	oma	in 3	-							D	om	ain 4	<u>1-</u>		<u>I</u>
domain	Pro	ofes	sion	nal]	Hol	istic	e Pa	atier	nt C	l <mark>en</mark> t	tere	d C	are		M	ana	ge I	Peop	ple V	Vor	k Eı	avir	oni	nen	it a	nd		Iı	ıfoı	rma	tics	and	l	
	an	d E	thic	al																(Qua	lity								Te	chi	olog	gy		Pı
	P	rac	ctice	•																															Con
Tooching		_	-1				2-1-		.,				2-2-	-			3-	_	-		3-				_	3-			4-	_			4-2		
Teaching Methods	Co	mp	eteno	e y		Con	npet	ency	y			Com	pete	_		_	omp	eten	cy		omp		y	Co	mp	eten	cy	Co	mp	eten	cy	Co	mpe	tency	C
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 1 5 6	2 2 2 5 1	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		Х	X	X		X	X	X		X				X		X				X		X	X	X		X		Х
Flipped classroom	X	X		X	X	X	X		Х	X	X		X	X	X		X				X		X				X		X	X	X		X		X
Collaborative learning	X	X		X	X	X	X	0.0	X	X	X		X	X	X		X				X		X				X		X	X	X		X		X
Spaced learning	X	X		X	X	X	X		Х	X	X		X	X	X		X				X		X				X		X	X	X		X		X
Crossover learning	X	X	١,	X	X	X	X		X	X	X		X	X	X	У	X		31		X		X				X		X	X	X		X		Х
Self-learning	X	X		X	X	X	X		Х	X	X		X	X	X		X				X		X				X		X	X	X		X		Х
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		Х	X	X		X	X	X		X				X		X				X		X	X	X		Х		X







Course Population Studies

Code 303 (N)

Course	Domain 1- Professional Holistic Patient Cen													L C.				[. ~ .	Do				in 3	_			-4 -			т.	_		ain 4	_	1	Ī
domain	an	d E	sion thic ctice	al	5	HOI	1SU	c P	atte	nτ	Ce	ente	erec	ı Ca	ire		IVI	lana	ıge	Pe	eop	ole V (k E	AVII	coni	mer	it a	na		11			tics 10lo		1	Pi Cor
Teaching	Co	1- mpe	1 etenc	e y	N		2-1- npet		y	6		C		-2- eter	су	Ų.	C	3 Comp	-1- oete	ncy	7	Co	3-: omp	2- eteno	ey	C	3- omp	3- eter	ісу	C	4- omp	_	су	Co	4-2 mpe	tency	(
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 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	Х	X		X				X	X		X				X	X	X	X	X			X	X
Flipped classroom	X	X	X	X	X	X	X	X		X		9	7	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	Х
Spaced learning	X	X	X	X	X	X	X	X		X			1	X	X	X		X				X	X		X				X	X	X	X	X			X	X
Crossover learning	X	X	X	X	X	X	X	X	Ч	X	1	Ž.	4	X	X	X	Y	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	V	ч		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		ı,		X	X	X	Ī	X	r			X	X	N	X				X	X	X	Х	Х			X	X





Course Methods of Teaching in Nursing

Code 304 (N)

Course	Do	oma	ain I	<u>1</u> -				į	Don	nain	2-	-								De	oma	ain 3	-							D	om	ain 4	<u>1-</u>		<u> L</u>
domain	Pro	ofes	sior	nal		Hol	listi	e Pa	atier	t C	ente	ered	l Ca	are		M	ana	ge I	Peop	ple V	Voi	k Eı	nvir	oni	nen	nt ai	nd		Iı	ıfoı	ma	tics	and	l	
	an	d E	thic	al																(Qua	ality								Te	chr	olog	gy		Pı
	P	rac	ctice																																Con
Teaching	Co	1. mp	-1 eteno	сy	d	Coı	2-1- npet		y		C	2- omp	2- eten	су	ŀ	C	3- omp		сy	C		-2- eteno	:y	Co	_	3- eten	ıcy	Co	4- omp	_	сy	Co	4-2 mpe	tency	C
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 2 1 1 5 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	1				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	- (17			X	X	X	X	X	X	7	X						X						X	X	X		X		
Crossover learning	X	X	٧		X					X	X	X	X	X	X		X				1		X						X	X	X		X		
Self-learning	X	X	М	N	X	H				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	1	7	X		11	2	Ų	X	X	X	X	Х	X		X		ľ	S		y	X						X	X	X		X		







Course Reproductive

Code 305 (N)

Course			in 1	-					Dor					_										in 3	_							_		ain 4	_	_]
domain	an	d E	sion thic tice	al	d	Hol	istic	e Pa	atie	ıt (Cer	ntei	red	. Ca	are	Ú	M	lana	ige	₽€	eop	ole V		k Ei lity	nvii	on)	mei	ıt a	nd		Iı			tics 10lo		d	P Con
Teaching	Co	1- mpe	1 etenc	e y	7		2-1- npet		y		V	Co	2-: mp	2- eten	су	N	C	3 Comp	-1- oete	ency	7	Co	3-: omp	2- eten	ey	C	3. omp	3- eter	псу	C	4- omp	_	cy	Co	4-2 mp	2- etency	
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 5		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	3. 1.	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.	4. 2. 2	4. 2.	5. 1. 1
Video ppt	X	X	X	X	X	X			У					X		X		X				X	X							X	X	X					X
Flipped classroom	X	X	X	X	X	X			Y					X		X		X				X	X							X	X	X					X
Collaborative learning	X	X	X	X	X	X	ĸ		Y		1	ý	Ó	X	Ī	X	y	X	ľ	S		X	X							X	X	X					X
Spaced learning	X	X	X	X	X	X			y					X		X		X				X	X							X	X	X					X
Crossover learning	X	X	X	X	X	X			У		Į,	3	ř	X	5	X	P	X		5		X	X	R	Ŗ		K			X	X	X					X
Self-learning	X	X	X	X	X	X			y			Ż	À	X		X		X				X	X			U				X	X	X					X
Group discussion	X	X	X	X	X	X			3					X		X		X				X	X							X	X	X					X
Case study	X	X	X	X	X	X	W		>					X		X		X				X	X							X	X	X					X
Demonstration & redemonstration	X	X	X	X	X	X			У					X		X		X				X	X	7						X	X	X					X





Course English Language (level 4)

Code 306 (L)

Course			ain 1	_					Don			_		~						_	_		ain 3	_						_			ain 4	_		<u> </u>
domain			sior			Hol	listic	c Pa	atiei	it (Cen	iter	ed	Ca	re		M	ana	ge	Peo	ple \	N O	rk Ei	nvii	ron	mer	nt a	nd		Ir	ıfor	ma	tics	and	l	
	and Ethical																					Qua	ality								Te	chr	olog	3y		Pı
	Practice												¥																							Con
Teaching	1-1 2-1-												2-2	-		Ď,			1-				-2-				-3-			4-				4-2		
Methods	Co	mp	eten	cy		Cor	npet	enc	y			Co	mpe	teno	e y		C	omp	eten	ıcy	C	omp	oeteno	e y	C	omp	eter	ncy	Co	mp	eten	cy	Co	mpet	tency	C
Methods	1. 1.	1. 1. 2	1. 1. 3	1. 1. 4	2. 1.	2. 1. 2	2. 1. 3	2 1 4	2 2 1 1 5 6	2	2 2	2 2 2	2 2 3	2. 2. 4	2. 2. 5	2 2 6	3. 1.	3. 1. 2	3. 1. 3	3 1 4	3. 2.	3 2	3. 2.	3. 2.	3. 3.	3. 3.	3 3 3	3. 3. 4	4. 1.	4. 1. 2	4. 1. 3	4 1 4	4. 2.	4. 2.	4. 2. 3	5. 1.
Video ppt	X	X	X	X	X		X	Ö	X	+	1	_		7	3	U	X	X		Ť	1	2	3	4 X	_	1	3	<u> </u>	-	X	,	7	X		3	X
raco ppo	71	71	71	21	71		1		2								71	71						71						71			71			7
Flipped classroom	X	X	X	X	X	6	X		Х		ł۱	7	W	7	F	1	X	X	r	e i	'n	6		X						X			X			Х
Group discussion	X	X	X	X	X		X		Х								X	X						X						X			X			X







Course Adolescent Health

Code 307 (N)

Course	Do	oma	in 1	<u>[</u> -					Dom	ain	2-	9								Do	ma	in 3	-							De	oma	ain 4	<u>1-</u>		Ī
domain	Pro	ofes	sion	al		Hol	listic	e Pa	ıtien	t Co	ente	ered	l Ca	re		M	ana	ge I	Peo j	ole V	Vorl	k Er	ıvir	onr	nen	ıt aı	nd		Ir	ıfor	ma	tics	and	l	
	an	d E	l Ethical																	(Q ual	ity								Te	chr	olog	gy		Pı
	P	rac	tice	:																															Con
Teaching	Co	1- mpe	1 eteno	ev	Δŝ		2-1- npet		V		C	2- omp	2- eten	cv		C	3- omp		cv	C	3-2 ompe		v	Co		3- eten	cv	Co	4- omp		cv	Co	4-2 mpe	- tency	
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 2 1 1	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			4					X			и	X		X				X		X		X				X
Flipped classroom	X	X	X	X	X	X	X		X				1				X				X		X				X		X		X				X
Collaborative learning	X	X	X	X	X	X	X		X				L	Ç			X				X		X				X		X		X				Х
Spaced learning	X	X	X	X	X	X	X		X	Т	V					7	X				X		X				X		X		X				X
Crossover learning	X	X	X	X	X	X	X		X		ſ.						X				X		X				X		X		X				Х
Self-learning	X	X	X	X	X	X	X		X					93			X				X	13	X				X		X		X				Х
Group discussion	X	X	X	X	X	X	X		X				U)	1			X				X		X		Ü		X		X		X				X
Case study	X	X	X	X	X	X	X		X								X				X		X				X		X		X				X
Demonstration & redemonstration	X	X	X	X	X	X	X	9	X				Ĺ	JI,			X			3	X	V	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	Pro	ma ofess d eth	iona	al			Ho	lis	_	on Pati			<u>2</u> ente	ere	d			M	ana	ge Pe	ople	oma Wo d Qu	ork	En	viro	nn	nen	nt		In	for	mat	in 4 ics a ology	nd		Int	Don er Pr ommi
Course teaching methods	1.1	action mpet		y		.1. om	pete	enc	e y			.2. om	pete	ncy	7	à	3. C		pet	ency	3.2. Con	mpe	ten	с у	3.3 Co		etei	ncy	Co		.1 ete	ncy	Con		te		5 Comp
methods	1.1	1.1	1.1	1 4	2	2 1	2 : 1 : 3	2 . 1 . 4	2 . 1 . 5	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 2 . 4	2.2 .5	2 . 6		3 1	3 1 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 2	3 3 ·	3.3	4.1	4 1 2	4 1 3	4.1	4.2.	4. 2. 2	4 · 2 · 3	5.1	5.1
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
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	٦	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				X			

رئيس القسم العلمي ويده محمد خليفة

منسق الجودة





Matrix of Course domains with teaching methods of geriatric medicine course

Course domains	Pro	ofess	in 1 siona nical	al			Н	olis	_	On Pat			<u>2</u> ente	ere	d			M	ana	ige Pe	eople	oma e Wo	ork	En	viro	nn	1en	ıt		In	for	mat	in 4 ics a ology	nd		Int	Don ter Pr omm
Course teaching methods	1.1	action mpe	ce tency	y		.1. Com	pet	enc	cy			.2. om	pete	ncy	,		3. C		pet	ency	Con	mpe	ten	cy	3.3 Con		etei	ncy	Co		.1 ete	ncy	Cor	-	te		Com
	1.1	1.1	1.1	1 4	2 . 1 . 1	2 1 2	2 1 3	2 1	2 1 5	2 .1. 6	2 2 1	2	2.2	2	2.2	2 . 6	3 1 1	3 1 2	3 1 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 . 2	3 3 3	3.3	4.1	4 . 1 . 2	4 1 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5.1
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							C		X	X		X	X	X	ÐΪ			j		X	X	1(X	X	X		X	X		X		X				X	Х

ity Assurance Unit

رئيس القسم العلمي المحمد خليفة

منسق الجودة





Matrix of course domains with evaluation methods of geriatric nursing course

course domains	Pro	ma ofess d eth	iona	ıl	2	ø	Н	olis		Oon Pat			2 Cent	erec	d	à		M	ana	ige Po	eople	oma e Wo d Qu	ork	Er	vir	onr	ner	nt			for	mat	in 4 ics a ology	nd			Don ter Pr
Course evaluation	1.1	action of the second of the se		7		.1. om	pet	enc	e y	ĺ		.2.	pete	ncy	Á	١	3. C		pet	ency	3.2 Co	mpe	ten	сy	3.3 Co		ete	ncy	Co		.1 ete	ncy	Con		te		Com
methods	1.1	1.1	1.1	1 1 4	2 . 1 . 1	2 . 1 . 2	2 3	2 1 4	2 · 1 · 5	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 2 . 4	2.2	2 . 2 . 6	3	3 . 1 . 2	3 . 1 . 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	2	3.3	3 3 2	3 . 3	3.3	4.1	4 . 1 . 2	4 · 1 · 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5.1
✓ 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	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	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	X
✓ Written exam	Х	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Х	X	X	X	X	X	X	Х	X	X	X	X	X	Х	X	Х	Х

منسق الجودة رئيس القسم العلم

ا. م/ توحيده محمد خلي<mark>ف</mark>ا





Matrix of program domain with evaluation methods of geriatric medicine course

Program domain	Pro	ofess	in 1 siona nical	al			Н	olis	_	Don Pat			<u>2</u> ente	ere	d			Ma	ana	ige Pe	eople	oma e Wo d Qu	ork	En	viro	onn	nen	nt			for	mat mat	ics a	nd		Int	Don ter Pi omm
	pr	actio	ce		2. C	1. om	pet	enc	ey	Ħ		.2. com	pete	ncy	7	ij	3. C		pet	ency	3.2 Co	mpe	ten	сy	3.3 Co		ete	ncy	Co		l.1 ete	ncy		4.2 mpe	te		
Courses domains	1.1 Co		tency	7											Å		h																ncy	7			Com
	1.1	1.1	1.1	1 1 4	2 1 1	2 1	2 1	2 1 4	2 1 5	2 .1. 6	2 2 1	2 · 2 · 2	2.2	2 2 4	2.2	2 2 6	3 1 1	3 1	3 · 1 · 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 3	3 . 3	3.3	4.1	4 1 2	4 1 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5.1
Semester work	X	X	X	X	X	X	X	X	X	х	X	X	X	X	Х	X	X			X	X	X	y	İ	X	X	X	X								X	X
Written exam	X	Х	X	X	X	X	X	X	X	X	X	X	X	X	Х	X	X			X	X	X		ķ	X	X	X	X								X	X

رئيس القسم العلمي

منسق الجودة







Code	410N
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course domain	Pro and	ofess d etl	in 1 siona nical	al	Н	[oli	stic	c P		Dor ent	Ce	nte					a	nd		ge Peo uality	ple	W	ma 'ork					nt			for chr	ma nol	oma tics ogy		_		Int pro	ofessio
	pr	acti	ce			.1.						.2.						.1			3.					3.3						.1			4.2		Co	mmuni 5.1
Assessment	1.1 Con		tency	7	C	com	pet	ten	cy			Com	pete	ency	7			om	ıpe	tency		om	pet	enc	ey	Co	mp	ete	ncy	Co	mp	ete	ncy	ncy	mpe	te	Co	mpete
	1.1	1.1	1.1	1 . 1 . 4	2 . 1 . 1			2 1 4	2 1 5	2 .1. 6	2 . 2 . 1	2	2.2	2 . 2 . 4	2.2	2	i i	3 . 1 . 2	3 . 1 . 3	3. 1. 4	3.2	2 1	3.2 2.	3 · 2 · 3	3 . 2 . 4	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 . 1 . 2	4 . 1 . 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5 5
-Periodical practical exam		X		ļ			6			7		ŀ	7			F	X	X	X	Х	i	ì	1	4						X						X		
Periodical oral exam		Х	Y														X	X	X	Х			1	57						X						X		
written and midterm exam) l		0			À	j		À	Š	Š		Į	ĺ	X	X	X	Х		Ì			Ì		j	Ì		X						X		
Final practical exam		X	7	ÿ	Ŋ	5		10		Ц			ķ			ı	X	X	X	X		d			Ú	į				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	Pr	oma ofess d eth	sion	al	Н	Ioli	sti	c P	_	Don ent										e Peoj ality		oma Vor			iron	me	nt			for	ma	oma tics a	in 4 and	•		Int pro	fessio
assessment methods	1.1	ractions I Omper		y		.1. Com	pet	ten	cy			.2. Com	pete	ency	A	1	3. C		pet	ency	3.2. Con	mpe	tene	cy	3.3 Co	mp	etei	ncy	Со		.1 ete	ncy	Con		te		mmun 5. mpete
	1.1	1.1	1.1	1 4	2 . 1 . 1		١.		2 1 5	2 .1. 6	2		2.2	2 . 4	2.2	2	3 . 1 . 1	3 . 1 . 2	3 1	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3	3 3 ·	3.3	4.1	4 1 2	4 · 1 · 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5 5
-Periodical practical exam			Ŋ				C			L			1	Х)]			1		118		15															
Periodical oral exam	à														Į,							ın			83												
written and midterm exam		0.00	Į.	d				À	100				9.5		Ш						X	X	Į	1	3											X	X
Final practical exam				7						l,			8		U	į	١			e		1		ý													
Final oral exam																																					
Final written exam																					X	X														X	X





Matrix of Quality in Nursing domains with assessment methods

Code 107N

course domain	Pro and	ofes: d etl	in 1 sion: hical	al			isti	c P		Dor ent	Ce	nte	2 red	/			:	and	d (Peo _j	ple \	Wo	<u>1ai</u> ork					nt			ech	ma nol	oma atics logy	and	i			Int pro	fessio
	pr	acti	ce			.1.						2.2.						3.1				3.2					3.3						4.1				.2		Co	mmun 5.
assessment					C	Com	pe	ten	сy		(Com	pet	enc	y		(Co	mp	ete	ency	Co	mp	ete	enc	y	Co	mp	ete	ncy	Co	m	ete	ency			pet	e	Co	mpete
methods	1.1		tenc	V	7												Ŋ.																		n	Сy				
	1.1	1.1	1.1	1 . 1 . 4	2 . 1 . 1	1	1		2 1 5	2 .1. 6	2 . 2 . 1	2	.3	2 . 2 . 4	.5		2 3 · · ·	i i	1	3 . 1 . 3	3. 1. 4	3.2	3. 2	.2 2.	3 . 2 . 3	3 2 4	3.3	3 . 3 . 2	3 . 3	3.3	4.1	1 . 2	1	.4.	4		4. 2. 2	4 · 2 · 3	5.1	5 5 1 . 2
-Periodical practical exam		١																																						
Periodical oral exam							C			Ľ			ý.	Ü	Э	Í		١			T S	11	1		1															
written and																											X	X	X	X										
midterm exam	A		77		Ē	Ţ	H			- 3		Ų			A	ij										ş		١												
Final practical exam			0.3									1									3						W													
Final oral exam			7	1	Ų	5			(-)	II.						J			N			Ŋ				V														
Final written exam			11																								X	X	X	X										





$\underline{Matrix\ of\ Methods\ of\ scientific\ research\ domains\ with\ assessment\ methods}$

Code 405N

course domain	Pro and	oma ofess d eth	iona ical	ıl			stic	e Pa	_	Oon ent (Cei	ıteı	_	/			aı	nd	_	e Peog	ple V						ent			ech	ma nol	oma tics ogy				In pr	Doi ter ofes	ssio
	pr	actio	e		2.							.2.					3.				3.2				3.3						1.1			4.2		Co)11111	5.1
assessment					С	om	pet	enc	y		C	om	pete	ency			C	om	pet	ency	Co	mpe	ten	сy	Co	mp	ete	ncy	C	m	ete	ncy		mpe	ete	Co	omp	
methods	1.1				14																1												nc	y			P	
		mpet		7																																		
	1.1 .1	1.1 .2	1.1 .3	1	2 · 1	2 1	2 . 1	2 . 1	2 . 1	2 .1. 6	2 . 2	2 . 2	.3	2 . 2	2.2 .5	2 . 2	3	3 . 1	3 . 1	3. 1. 4	3.2	3.2	3.2		3.3	3 . 3		3.3	4.1	4	4 . 1	4.1 .4.	4.2. 1	4. 2. 2	4 . 2	.1	5 . 1	5
	١			4	1	2	3	4	5	v	1	2	7	4		5	1	2	3	U		ĮĘ.	3			2	3			2	3				3		2	
-Periodical practical exam		Λ			P														1																			
Periodical oral exam			١.				S			U			Ţ.	X	O		ľ			TS	11	1	Ų															
written and		X																				X	X	X														\square
midterm exam	A		o,												Ņ																							
																															-							\sqcup
Final practical	٧.																				-4		-															
exam																																						Ш
Final				- 31																	100																	
oral exam																								1							$oldsymbol{igstyle igytyle igstyle igytyle igstyle igytyle$							Ш
Final written exam		X																				X	X	X														





Matrix of English (Fifth level) domains with assessment methods

Code 406L

course domain		ofes		-	F	Ioli	sti	c P	_	Dor ent				^			N	lan	ag	e Peo		oma Wor		_	iron	me	nt		Int			oma tics		<u>!</u>		<u>I</u> Int	om: er
	an	d etl	nical									ð					a	nd		ality										chi	nol	ogy				pre	ofessio mmur
assessment	pr	acti	ce			.1. Com	pe	ten	сy			.2. Com	pete	ency	7		3. C		pet	ency	3.2 Co	mpe	ten	cy	3.3 Co		ete	ncy	Co		.1 ete	ncy		4.2 mpe	te		5.
methods	1.1 Co	mpe	tenc	y		1	d					V	A	1	Į,	'n																	ncy	7		Co	mpet
	1.1	1.1	1.1	1 1 4	2 1 1	1		١.	2 1 5	2 .1. 6	2	2 . 2 . 2	2.2	2 2 4	2.2	2	1	3 1	3 1	3. 1. 4	3.2	3.2 2.	3 . 2 . 3		3.3	3 . 3 . 2	3 . 3	3.3	4.1	1 . 2	4 1 3	4.1	4.2.	4. 2. 2	4 · 2 · 3	5.1	5 5 1 1
-Periodical practical exam		1				Ē	Č			T	ı	h	7	1	7		ħ	J	n	rs	ii	11	11														
Periodical oral exam			٧																				2														
written and midterm exam		8	Į)	Ì		1			Ņ		3 1-3	Ś	14			Ċ			7	(20.1)			į	Sec. 60.		Ì										Х	X
Final practical exam																																					
Final oral exam													n											1													
Final written exam																																				X	х

Matrix of English (Sixth level) domains with assessment methods

Code 411 L





course domain	Pro	ofess	in 1 siona nical	al	Н	Ioli	sti	c P		Dor ent									_	e Peo ality		oma Wor			iron	me	nt			for	ma	oma tics ogy		<u>!</u>		Int	ofessio
	pr	acti	ce		2	.1.					2	.2.					3.				3.2				3.3	3					.1			4.2		Co	mmun 5
assessment					C	om	pet	ten	сy		(com	pet	ency	y		C	om	pet	ency	Co	mpe	ten	сy	Co	mp	ete	ncy	Co	mp	ete	ncy		mpe	te	Co	5. mpeto
methods	1.1																																ncy	7		Cu	шрец
	Co	mpe	tency	y									8																								
	1.1 .1	1.1	1.1	1 1 4	2 1 1	1		1 . 4	2 . 1 . 5	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 4	2,2	2	1 1		3 1	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 3	3 . 3	3.3	4.1	4 1 2	4 1 3	4.1	4.2.	4. 2. 2	4 · · 2 · 3	5.1	5 5 1 1
-Periodical practical exam	١							S					ÿ							, I				h													
Periodical oral exam	1 1	Ţ																		è																	
written and midterm exam				7			C	1		l	1	ŀ	7	X)	ľ	1	į	Ü	T S	ì	1	q													Х	X
Final practical exam																																					
Final oral exam													1							ΘĬ				ì													
Final written exam																																				X	X





Code 410	N
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course domain	Pro	ma ofess d eth	siona	al	Н	[oli	stic	e Pa	_	Oor ent			_							e Peog		oma Wor		_	iron	me	nt			fori	ma	oma tics a	in 4 and			Int pro	fes	sio
teaching method	1.1	action mpe		y		.1. om	pet	enc	cy			.2. Com	pete	ency	7			.1 Com	pet	ency	3.2 Co	mpe	eten	сy	3.3 Co		ete	ncy	Co		.1 ete	ncy	Corncy		te	Cor		5. 1
	1.1	1.1	1.1	1 . 1 . 4	2 . 1 . 1	2 1 2	2 1 3	2 1	2 1 5	2 .1. 6	2	2	2.2	2 . 2 . 4	2.2	2	1	3 . 1 . 2		3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 2	3 3	3.3	4.1	4 1 2	1 . 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5 . 1 . 2	5.
Lectures		X															X	X	X	Х									X						X			<u> </u>
Group discussion		X	١			1	C	1		ú	1		Ý.	X)		X	X	X	X	11	1	g						X						X			
Brain storming session	ď	8	χì	Ì	9	ì	ì	ì	7)		ķ	ķ;		ij	ľ	X	X	X	X		ľ		Î	8		j		X						X			
Problem solving (situation)		X	7	7	i i			i i									X	X	X	X		u i		Ú					X						X			
Another method			11														X	X	X	X				1					X						X			





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

Code 314N

Code	314 1	١																																				
course	\mathbf{D}_0	ma	<u>in 1</u>						<u>I</u>	Dor	nai	in 2	2								_	oma		_							<u>Do</u>	ma	in	<u>4</u>			Do	
domain		ofess			H	oli	stic	e Pa	atie	ent	Cei	ıteı	red							e Peo	ple V	Vor	k E	nv	iron	me	nt					tics	and	[ter	
		d eth															_		Qu	ality					•				Te			ogy	•				rofe	
	pr	actio	ee		2.	1.					2	.2.						.1			3.2				3.3	3					.1			4.2			omn	nuni 5.1
					C	om	pet	tenc	cy		C	om	pete	ency	7		(Com	pet	ency	Co	mpe	ten	сy	Co	mp	ete	ncy	Co	mp	ete	ncy		omp	ete	C	omj	
teaching	1.1																																no	y			omj	JCIC
method		mpet	ency																								,	•										
	1.1 .1	1.1 .2	1.1	1	2	2	2	2	2	2 .1.	2	2	2.2	2	2.2	2	3	3	3	3. 1.	3.2	3.2	3		3.3	3	3	3.3	4.1	4	4	4.1	4.2	. 4.		1		5.
	••			1	1	1	1	1	1	6	2	2		2		2	1	1	1	4		2.	2	2	••	3	3			1	1		1	2			1	
		1		4	1	2	3	4	5		1	2		4		•	1	2	3				3	4		2	3			2	3				3		2	
		- 1										_				5	ľ							ľ		-				-					`		-	
Lectures																				-	v	v													-		, v	
			-								-		7			+					X	X								-			-	-	-		X	
Group			•																		X	X														X	X	
discussion																																			_			
Brain storming	А		W																		X	X														X	X	
session																															<u> </u>				_			
Problem																					X	X														X	X	
solving																																						
(situation)																																						
Another																					X	X														Х	$\mathbf{x} \mid \mathbf{x}$	
method																																						





Matrix of Quality in Nursing domains with teaching methods

Code 107N

course domain	Pro	ofess	in 1 iona ical	il	Н	oli	stic	e Pa	_	Dor ent										e Peo		om Wol			iro	nme	ent			for	ma	oma tics ogy	and				Into	fes
	pr	actio	ce		2.	1.					2	.2.					3.				3.2				3.						l.1			4.2			Cor	nm
41					C	om	pet	enc	cy		C	om	pete	ncy	ad.		C	om	pet	ency	Co	mp	eter	ıcy	C	omp	ete	ency	Co	mp	ete	ncy		omp	ete	;	Coı	
teaching	1.1																Ŋ.																n	e y			00.	P
method			ency	1	2	2	2	2	12	1 2	1	1 2	2.2	1 2	2.2	1 2	2	1 2	2		22	1 2 2	1 2	12	2.1	12	1 2	122	4.1	1 4	1 4	111	1	<u>, </u>		1	<i>5</i> 1	-
	1.1 .1	1.1 .2	1.1	:	2	2 . 1	2 . 1	2	2 . 1	.1.	2 . 2	2	.3	2 . 2	2.2 .5	2 . 2	3	3 . 1	3	3. 1.	3.2	3.2		3	3.3	١.	3	.4	4.1 .1	4		4.1		. 2	2.		5.1 .1	5
				1	1		1	1		6	2	2		2		2	1		1	4			2	2		3	3			1	1			- -		2		1
				4	1	2	3	4	5		1	2		4		5	1	2	3				3	3		2	3			2	3					3		2
											4					Ľ																						
Lectures															31					11.5					Х	X	X	X										
Group																									Х	X	X	X										
discussion																																						
Brain storming										,					Ņ										X	X	X	X										
session																																						
Problem	1														1										X	. X	X	X										
solving																																						
(situation)																																						
Another									17						12									Y	Х	X	X	X										
method																																						





$\underline{Matrix\ of\ Methods\ of\ scientific\ research\ domains\ with\ teaching\ methods}$

Code 405N

course domain	Pro	ofess	in 1 iona ical	ıl	Н	oli	stic	e Pa		Oor ent										e Peogality		oma Wor			iron	me	nt			orı	ma		in 4 and	<u> </u>		Int pro	fessi
	pr	actio	ce		2.							.2.					3.				3.2				3.3						.1			4.2		Coi	nmur 5.
teaching	1 1				C	om	pet	enc	cy		C	om	pete	ncy	ari		C	om	pet	ency	Co	mpe	eten	cy	Co	mp	ete	ncy	Co	mp	etei	ncy	ncy	mpe	te	Co	mpet
method	1.1		ency																														ney	′			-
meurou	1.1	1.1	1.1	1 . 1 . 4	2 : 1 : 1	2 1	2 1 3	1 . 4	2 1 5	2 .1. 6	2	2 . 2 . 2	2.2	2 . 2 . 4	2.2	2	3 . 1 . 1	3 . 1 . 2	3 · 1 · 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	2	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 1 2	4 1 3	4.1	4.2.	4. 2. 2	4 · 2 · 3	5.1	5 5 1 1
Lectures		X					C						0	1	31		n	Ĵ		TIS		X	X	X													
Group discussion		Х	Υ.										4									X	X	X													
Brain storming session	Æ	X	n		ā					3			ų.		ń					ng.		X	X	X													
Problem solving (situation)		X	70.						2				8							34		X	X	X													
Another method		Х											10		4							X	X	X													





Matrix of English (Fifth level) domains with teaching methods

Code 406L

course domain	Pro	fess l eth	in 1 iona ical	l			stic	e Pa	_	Oor ent	Cei	ıteı	_				aı	nd		e Peo	ple V						ent			ch	ma nol		in 4 and			In pr	Doi ter ofes	sio
	pr	actio	:e		2. C		pet	enc	ev			.2. com	pete	ncv			3. C		pet	ency	3.2 Co	mpe	ten	сy	3.3 Co		ete	ncy	Co		l.1 oete	ncy	Co	4.2 mpe	te			5. 2
teaching method	1.1 Cor		ency										P				Ĺ			i								- J				·	nc			Co	mp	ete
	1.1	1.1	1.1	1 . 1 . 4	2 1 1	2 : 1 : 2	1 . 3	2 1 4	2 1 5	2 .1. 6	2	2	2.2	2 . 2 . 4	2.2 .5	2	3 1 1	3 : 1 : 2	3 1 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 3	3.3	3 . 3 . 2	3 . 3	3.3	4.1	1 . 2	1 . 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5 . 1 . 2	5
Lectures																																				X	X	
Group discussion						ŀ	S			L			ý.	X)		6	7		T S	11	11														X	X	
Brain storming session																																				X	X	
Exercises		m											ď		T	r				767	1															X	X	
Another method	Ü	Š				ł			1				6		4																					Х	X	

Matrix of English (Sixth level) domains with teaching methods

Code 411 L

course	Domain 1	Domain 2	Domain 3	Domain 4	Doma
domain	Professional	Holistic Patient Centered	Manage People Work Environment	Informatics and	Inter





		d eth	nical ce															ar	ıd (Qu	ality										Te	chi	nol	ogy				pro Co	ofes
teaching method	1.1 Cor		tency	,		1. om	pete	enc	y			.2. Com	peto	enc	y			3.1 Co		pet	ency		.2. Con	npet	teno	c y	3.3 Co		ete	ncy	Co		l.1 ete	ency		.2 ipet	æ	Co	mp
	1.1	1.1	1.1	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	2.2	2	3 . 1 . 1	3 . 1 . 2	3	3. 1. 4		.2	3.2 2.	3 . 2 . 3	3 . 2 . 3	3.3	3	3 . 3	3.3	4.1	4 1 2		4.1		4. 2. 2	4 · 2 · 3	5.1	5 . 1 . 2
Lectures				1																																		X	X
Group discussion							1	À																JĘ.		À												X	X
Brain storming session		N	١.	ď																																		X	X
Exercises																																						X	X
Another method			١,				C	11					Ý.	ĊŰ	Ø	H			1		T.S	3:1		1(J													X	X

رئیس القسم العلمی أ.د/ منال موسی



مصفوفه اساليب التعليم مع النواتج

uality Assurance Unit





Family and community health nursing

Course topics	l a	ınd		na	Но	listi	ic P	atie	nt (Cen	ter	ed						ana uali	_	Peop	le W	ork	Env	viror	ıme	ent a	nd				nati olog		nd			_	ofes	sion	
		hica act	ai ice		Со	mp	eten	ncy1	ļ		C	om	pete	ency	2		C 1	omp	oetei	ncy	Co	mpe	eteno	ey2		comp y3	pete	n	Co 1	mp	eter	ıcy		omp		on		aunic	cati
	1 1	1 1	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	1	١	X	Х	X		X	X	X	X	X		X	X	X	X	X		X	Х	Х			X	X	X		X	X	X	X	X		X	X	X		X
Discussion			- 1		X	X		X	X	X										X	X		X	X	X					X	X		X	X	X				
Clinical practice					X	X		X	X	X							- 1																						
Case studies.				٦	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			l.y		X	1		X														
Brain storming	X				X	X		X	X			X	X		X	X	7.1					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 أدر نهله عاشور سعفان





Medical Statistics

Course topics	an	ofes d et	hica		Н	olis	tic 1	Patio	ent	Cei	nter	ed						nag ality		eopl	e W	ork	Env	iroı	nme	nt a	nd				nati olog	cs a gy	nd			pre	ter ofes	
	pr	acti	ce		C	omj	pete	ency	1	ď	Co	mpe	teno	ey 2	À		Cor 1	mpe	eten	cy	Co	mpe	tenc	ey2	C		pete	n	Co 1	mp	eter	ıcy		omp		on		ui
	1 1	1. 1. 2	1 1 3	1. 1. 4	1	2	3	4	5 6	5	1	2 3	4	5	5 6	5	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 I	Х	X 3	X	X	ζ 2	X	X	X	X									X	X	X	X	X	X	X			
Brain storming	X	X	X	X	X	X	X	X	X	X 2	X I	Х	X >	X	X	ζ 2	X	X	X	X									X	X	X	X	X	X	X			
Demonstration	X	X	X	X	X	X	X	X	X			Ú.					Ú.																			X	X	
Blended learning	X	X	X	X	X	X	X	X	X X	X 2	X :	Х	X >	X	X	ζ 2	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	an	ofes d et	hica		H	olis	tic l	Pati	ien	t Co	ento	erec	ı					ana ualit	_	eop	le W	ork	Env	iro	nme	ent a	nd				nat iolo	ics a gy	nd				ofess
	pr	acti	ce		C	om	pete	ency	71	d	C	om	pete	ency	· 2	ĺ.	Co 1	omp	eten	icy	Со	mpe	tene	ey2		omj y3	pete	en	Co 1	mp	ete	ncy		omp icy2		on	mmı
	1 1	1. 1. 2	1 1	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
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	Х	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Health education

Course topics	Professional	Holistic Patient Centered	Manage People Work Environment and	Informatics and	Inter
	and ethical		Quality	Technology	professio





	pra	ctio	ce		Co	mpe	eten	cy1			C	omj	pete	ency	2		Co	omp	eten	cy	Cor	npe	tenc	y2		omp	ete	n	Co	mp	eter	ıcy		omp cy2		Co on	mm	ur
																	1								cy	3			1				CII	Cy2		OII		ı
	1. 1. 1	1 1	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	(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	i	X		X	X		X	X	X		X	X		X		X	X	3
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		1
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		X		7
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		7

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان



ty Assurance Unit

Faculty of Nursing





<u>Matrix of family & community health nursing courses domains with assessment methods</u> Family & community health nursing

Course

Code 400N

	OOL	1																																				
course domain	\mathbf{D}	om	ain	<u>1</u>					D	on	aiı	n 2									$\mathbf{\underline{D}}$	oma	<u>ain</u>	3							\mathbf{D}	om	aii	<u>1 4</u>			\mathbf{D}_{0}	m
	P	rofes	ssion	ıal	I	Hol	isti	ic P	ati	ent	Ce	nte	red			N	Ma	naş	ge P	eop	le V	Wor	k E	Env	iro	nm	ent]	nfo	rm	atic	s ai	nd			nter	
	aı	nd et	thica	ıl							91					a	nd	l Q	uali	ty									7	Γech	no	logy	y			_	rofe	
	p	ract	ice		2	2.1.				1	2.2.					3	.1				3.2	•			3	.3					4.1			4.	2		Comi	
Assessment method	1.	.1			(Con	ıpe	ten	cy		Con	npe	tenc	y		(Con	npe	teno	ey	Co	mpe	eten	cy	C	omj	ete	ency	y (Com	pet	ency	y (Com	pete	1	٦ om:	5. not
	C	omp															,																	ncy		`	Com	
	1	1.1 .2	1.1 .3	1.1.4	2	2	2	2	2	2 .1.	2	2	2.2	2	2.2	2	3	3	3	3. 1.		3.2	3.2	3	3	3.3	3	3	3.3	4.1 .1	4	4	4.1 .4.	4.2.	4. 2.	4	5.1	5
	1				1	1	1	1	1	6	2	2		2		2	1	1	1	4		••		2	2	••	3	3			1	1	•••	_	2	2	••	1
	i			- 21	1	2	3	4	5		i	2	3	4		:	1	2	3		ь	All I		3	4		$\frac{1}{2}$	3			$\frac{1}{2}$	3				3		2
																5																						
-Periodical practical	X	X	X	X	X	X	X	X	x	X	X						X	x	X	У			X	X	X					X						X		+
exam											Į.	Lo	٠.,		F	3				6		2	Ä,															
Periodical oral	X	X	X	X	X	X	X	X	X	X	X	Y		7			X	X	X	Х			X	X	X					X						X		T
exam			т.																																			
Midterm written exam	X	X	X	X	X	X	X	X	X	X	X	X	37		77		X	X	X	У			X	X	X					X						X		
					Ш																																	_
Final practical exam	X	X	X	X	X					X			X	X	X		X	X	X	У										X						X		_
Final oral exam	X	X	X	X	X												X	X	X	Х			X	X	X					X						X		
Final written exam	X	X	X	Х	X			X	X	X		1					X	X	X	Х		911	X	X	X					X				1		X		T

Matrix of family &community health nursing courses domains with assessment methods

Community medicine & epidemiology Course

Code **404M**

course	Domain 1	Domain 2	Domain 3	Domain 4	Doma
domain	Professional	Holistic Patient Centered	Manage People Work Environment	Informatics and	Inter





		l eth actio	ical e														aı	nd	Qu	ality										Te	chr	olo	ogy					ofes mm
Assessment method	1.1 Cor		ency	7		.1.	ipe	ten	сy			.2.	pete	ncy	,		3. C		pet	ency	3.2 Co	2. omp	ete	ency		3.3 Cor		etei	ncy	Co		.1 ete	ncy	Co	4.2 mpe	te	Co	mp
	1.1 .1	1.1	1.1	1 1 4	2 1 1	2 1 2	2 1 3	1	1	2 .1. 6	2	2	2.2	2 . 2 . 4	2.2 .5	2	3 1 1	3 . 1 . 2	3 1 3	3. 1. 4	3.2			2		3.3	3 3 ·	3 3 ·	3.3	4.1	4 · 1 · 2	4 1 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5 . 1 . 2
Midterm written exam	١	X			X	X	X	X		ļ	ļ	ĺ	9		A	Ŋ	X	X	X	X				١	À					X						X		
Final written exam		X			X	X	X	X	X	X							X	X	X	X										X						X		
		1	Ţ	Y	7	F	C	1	C	L		h	ý.	X	0		ľ	į	Ú	T S	ì	n	C	1														

Matrix of family &community health nursing courses domains with assessment methods

Course Medical statistics
Code 403N

	course	Domain 1	Don	nain 2		Domain 3		Doma	<u>in 4</u>	Doma
`	domain	Professional	Holistic Patient	Centered	Manage Peo	ple Work Env	ironment	Informatics	and	Inter
		and ethical			and Quality			Technology		professio
		practice	2.1.	2.2.	3.1	3.2.	3.3	4.1	4.2	Commun
			Competency	Competency	Competency	Competency	Competency	Competency	Compete	Commete
	ssessment	1.1							ncy	Compete
m	ethod	Competency								





Midterm written exam	1.1 .1	1.1	1.1	1 . 1 . 4	2 1 1	2 1 2	2 1 3	2 1 4	2 1	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 2 . 4	2.2 .5	2	3 1 1	3 1 2	3 1 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 2	3 . 3	3.3	4.1 .1	4 . 1 . 2	4 1 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5 . 1 . 2	5
Final written exam		X				X	X	X			P	9	8	Ø		i.	X	X	X	X									X						X			

Matrix of family &community health nursing courses domains with assessment methods

Course Health education
Code 110N

course domain	Pro	ofess	in 1 iona ical	ıl	Н	olist	tic I		Dor ent			_	X	21				_	e Peo _l ality		ma Vorl		_	ron	me	nt			fori	ma		in 4 and	_		Int	Dor ter ofes	
		actio		ř	2.1 Co		eter	ıcy			.2.	pete	ncv	Y	r	3.1	[ency	3.2. Cor	npet	enc	y	3.3 Cor		eten	ncy		4	.1	ncy		4.2 mpe	te	Co	mm	uni 5.1
Assessment method	1.1 Cor		ency			H													30	84		4					J		-		-	ncy			Co	mp	ete
	1.1 .1	1.1	1.1	1 4	2 . 1 . 1		2 2 1 1 3 4	2 1 5	6	2 . 2 . 1	2	2.2	2 2 4	2.2	2 2 5	3 . 1 . 1	3 . 1 . 2	3 . 1 . 3	3. 1. 4	3.2	3.2 2.	3 . 2 . 3	3 . 2 . 4	3.3	3 3 ·	3 3	3.3	4.1	4 1 2	1 . 3	4.1	4.2.	4. 2. 2	4 2 3	5.1	5 . 1 . 2	5.
Midterm written exam	X					Х	XX									X	X	X	X									Х						X			
Final	X					ХУ	X									X	X Z	X	X									X						X			





written exam



قسم التمريض النفسي والصحة النفسية





Matrix of Treatment Modalities domains with methods of teaching

Program domain	Pro	oma ofess d eth	siona nical	al			istic	c P	_	Don ent (Cei	ntei	_	Ż			aı	nd		e Peo ality	ple				ı		ent			ch	ma nol	oma tics ogy				Int pro	fessio
Methods of teaching	1.1	action of the second se		v		.1. com	pet	teno	cy			.2. Com	pete	ncy	7		3. C		pet	ency	3.2 Co	2. omp	etei	ncy	3 Co		ete	ncy	Co		l.1 oete	ncy		4.2 mpe	te		nmuni 5.1 mpete
	1.1	1.1	1.1	1 . 1 . 4		2 1 2		2 1 4	2 . 1 . 5	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 2 . 4	2.2	2	3 . 1 . 1	3 . 1 . 2	3 . 1 . 3	3. 1. 4	3.2		2 3 2 2 3		3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 . 1 . 2	4 . 1 . 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5.1
Lecture		X					X	X	X		X		X				X					X	(X				X				
Group Discussion	X	١		X	X		X	X		X		X	X								X	Х														X	
Clinical Practice			X		X	X	C			L			ý.	Х	0		ľ		X	T S	X	Х	X	X		X		Х						X			X
Presentation	X				X																																
Brain storming question	4		N	X	Ē	Ţ				X	L.	X	J.			P		X	3	59			X														
Assignment													h							-	-																
Role play																																					
Case study					X	X																		X													





Matrix of psychiatric mental health nursing domains with methods of teaching

Program domain	Pro	ma ofess	sior	nal	Н	[oli	sti	c P				n 2 itere	d					age Qua		<u>Do</u> ple V	oma Wor		_	iron	me	ent				mai	ma tics a	in 4 and			Int pro	fessio
	pr	acti	ce			1.					2.					3.				3.2				3.3				7		.1			4.2		Coi	nmuni 5.1
Methods of	1.1				C	om	pet	ten	cy		C	omp	eteno	y		C	om	pete	ncy	Co	mpe	ten	cy	Co	mp	ete	ncy	Co	mp	etei	ncy	ncy	mpe	te	Co	mpete
teaching		mpe	teno	cy							7																									
	1.1 .1	1.1 .2	1	1.1 .4	2	2	2 . 1	2	2	2 .1.	2	2.2	2.2	2.2	2.2	3	3	3 .1. 3	3. 1.	3.2	3.2			3.3	3	3	3.3 .4	4.1 .1	4	4	4.1 .4.	4.2. 1	4. 2.	4	5.1 .1	5.1
	١		3		1 1	1 . 2	3	1 . 4	1 . 5	6	1	ď	1	A	.5	1	1 . 2	3	4			3			3 . 2	3 . 3			1 . 2	3			2	3		
Lecture		X					X	X	X		X	-8	X	ļ,														X				X				
Group Discussion	X	١		X	X		X	X		X		X	X		X							X													X	
Clinical Practice			X	Ž	X	X	C			IJ	1	ľУ		0		X	X	X	X	X	X	q	X				X						X			X
Presentation	X				X																															
Brain storming question				X						X		X					Ą	X																		
Assignment			41																																	
Role play																																				
Case study					X	X				ш										17.		16	X													

رئيس القسم





Matrix of Human relations and Group Dynamics domains with methods of teaching

Program domain	Pro	oma ofess d etł	siona	al	Н	[olis	stic	e Pa	_	Onent (_	1					_	e Peo		oma Wor		_	iron	me	nt			orı		tics	in 4 and	•		Inte	fessio
Methods of	pr 1.1	acti	ce		2. C	1. om	pet	enc	ey	J		.2. om	pete	ncy	7	i	3. C		pet	ency	3.2 Co	mpe	ten	сy	3.3 Co		etei	ncy	Co		.1 etei	су	Con		te		nmun 5.2 mpete
teaching		mpe	tency	y																																	
	1.1	1.1	1.1	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 . 4	2.2 .5	2 6	3 1 1	3 1 2	3 · 1 · 3	3. 1. 4	3.2	3.2	3 . 2 . 3	3 . 2 . 4	3.3	3 2	3 . 3	3.3	4.1	1 2	4 1 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5.1
Lecture		X					X	X	X		X		X	X								X															
Group Discussion	X			X	X		X	X		X		X	X	ĸ	7	X	Ν	Š.			Х	X				X							X			X	X
Presentation	X				X								1																		X						
Brain storming question	7			X						X		X											X		8											X	
Assignment																X											X			X							

رئيس القسم العلمى الدرمني عبد الرحيم النجار







قسم التمريض النفسي والصحة النفسية

Matrix of psychiatric medicine domains with methods of teaching

Program domain	Pro	oma ofess d etl	sion	al	Н	olis	stic	Pa	_	on nt (_	-					age Qua		<u>Do</u> ple V	oma Vorl		_	ron	me	nt			or	mat		in 4 and	-		Inte	fessio
Methods of teaching	1.1	action of the second se		cy	2. C	1. om _]	peto	enc	e y		2. C		pete	ncy			3.1 Co		pete	ncy	3.2. Con	mpe	tenc	у	3.3 Co:		etei	ncy	Co		.1 etei	ncy	Con	_	te		nmun 5.2 mpete
	1.1	1.1	1 . 1 . 3	1.1	2 . 1 . 1	2 . 1 . 2	2 i 1 3	2 . 1 . 4	2 1 5 5	2 .1. 6	2 2 1	2	2.2	2 . 2 . 4	2.2 .5	2	3 1 1	3 . 1 . 2	3 .1. 3	3. 1. 4	3.2	3.2	3 . 2 . 3	3 · 2 · 4	3.3	3 2	3 3	3.3	4.1	1 . 2	4 · 1 · 3	4.1	4.2.	4. 2. 2	4 · 2 · 3	5.1	5.1
Lecture		X					X	X	X		X		X									X															
Group Discussion	X			X	X		X	X		X		X	X	X	οj		N		U	TS	X	X	7							X						X	
Presentation	X				X																										X						
Brain storming question	Ą			X	Ä		7			X		X			N)	k				ş		M	X	ij	S.												

رئيس القسم العلمى الدرمني عبد الرحيم النجار











وثيقه 175د. مصفوفة توافق اهداف البرنامج المبنى على الكفايات مع المقررات







Matrix of program domain with first year Courses Domains

Program domain	Pr an	d et	sion hica		Н				ent	Cen				j	7	Ì	M Q	uali	ge l	<u>8</u> Peop			En	vire			and		In Te	echn	nati	cs a				In pr		sion	
	1.1		ce eten	cy	2. C	1. omp	pete	ncy			2. C		oetei	ncy			3. C y	1 omp	oete	nc	3.2 Co y	2. omp	eten	ıc	3.3 Co y		oetei	ıc	4.1 Co y	l omp	etei	ıc	4.2 Co nc	mp	ete	io: 5.1	1	iuni eten	
Courses domains	1 1	1 1	1 1	1 1 4	2 1 1	2 1	2 1 3	2 1 4	2 1 5	2 1	2 2 1	2 . 2 . 2	2 . 2 . 3	2 2 4	2 2 5	2 . 2 . 6	3 1 1	3 1	3 1	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 4	4 . 1 . 1	4 1	4 . 1 . 3	4 1 4	4 . 2 . 1	4 . 2 . 2	4 . 2 . 3	5 1	5 1	5 1	5 1 4
Fundamental of Nursing Part I& II	Х	X	х	х	х	х	х	х			х	х	Х	х	х		х	х	х		х	X			х	х	Х	X	X	х		•	х			X	X		
Microbiology					х	х	х	х			х	х	x	х	х						х	X	х	х	х								х			х	х	x	х
Anatomy	X	х	х	Х	х	х	х	х	х									Х	X		X	х						Х	х	х			Х			х	х		
Introduction of Psychology	Х	х	х	X	х	X	х	х			X	х	х	X			х	X											х	X			х			х	х		
Physiology I					х	х	х	х			х		х	X							X	х						Х	х	X			Х			х	х		
Computer I&II	х		х	х							х		х		х			х	х		х	х							х	Х	х		х						
English Level I & II				ì							X	Х	x	x	х	x	X	x	х	x	x	х	х	X					х	X	X	X	x	х	х				
Quality in Nursing		х	ľ	Х		4				7	X	ŀ		Ŋ		١	-	1	1		ď	f					х	х		х									
General Nutrition					х	Х	х	х			Х		х		х			х	х		х	х						Х	х	х						х	Х		
Parasitology	X	х	х								х		х		х			X	х		х	х						Х	х	Х						х	х	х	Х
Health Education	Х	х	х	х	х	х	х	х			х		х		х			х	х									х	х	х						X	X	1	





Matrix of program domain with first year Courses Domains

Program domain	Pro	ma ofess d eth	iona	ıl	Н	oli	stic	: Pa		Oon ent (ÿ]	Ma	ına	ge Pe	eople	oma e Wo	ork	Er			nen	t		I	nfo	rma	ain atics nolog	and		
	1.1	action of the second se		7	2. Co		pet	enc	:y			.2. (om)	pete	ncy	7			l omj		ency	3.2. Con	mpe	tene	e y	3.3 Co		eten	ıcy	Co		.1 etei	ncy	Cor	4.2 mpet	tency	Co
Courses domains	1.1 .1	1.1	1.1	1 1 4	2 1 1	2 1	2 1 3	2 · 1 · 4	2 1 5	2 .1. 6	2 2 1	2 2	2.2	2 2 4	2.2	2 2 6	1	3 1	3 1 3	3. 1. 4	3.2	3.2	3 · 2 · 3	3 . 2 . 4	3.3	3 3	3	3.3	4.1	4 1 2	1	4.1	4.2.	4. 2. 2	4.2.3	5.1
Fundamental of Nursing Part I& II	X	x	X	x	X	X	X	X			х	X	X	X	х		x	X	X		X	х			х	x	x	X	х	X			х			x
Microbiology					X	X	X	X		1	x	X	X	X	X						X	X	X	X	X								X			X
Anatomy	X	X	Х	X	X	X	X	X	x	<u> </u>								x	X		х	Х						X	х	X			X			x
Introduction of Psychology	X	X	х	X	x	X	X	X			x	x	X	x			X	X											X	x			X			X
Physiology I					x	X	X	X			x		X	X							х	Х						X	x	X			X			х
Computer	X		X	X							X		X		Х			X	X		X	X							X	X	X		X			





I&II																																			
English Level																																			
I & II										X	X	X	X	Х	X		X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	
Quality in										v				d						400						**	v		**						
Nursing		X		X						X				Ÿ),			5	N	V.	78		10				X	X		X						
General								N		U		8		4		7	1					J													
Nutrition					X	X	X	X		X	P	X		X		ωŝ		X	X	S	X	X	ø	7			X	X	X						X
Parasitology	x	x	x						Y	X		X	gli	x	y		Ċ	X	X	Ui	X	x	4				X	X	X						х
Health Education	X	X	х	X	X	X	X	X	le	X		X	2	X	S	3	0	X	X	n is	84				li		X	X	X						х

رئيس القسم العلمي ا ا. د/ وقاء حسن عبدالله

Quality Assurance Unit





Matrix of program domain for second year (Medical Surgical Nursing) courses

Program domain	Pro and	ofess	in 1 siona nical ce	al	Н	olis	stic	Pa	_	Oor ent				1	Á	1		/Iar			eop	Don ole,			_	roi	nm	ent			ma	oma tics ogy	in 4 and	<u> </u>		_	er ofess	main <u>5</u> sional unicatio
Courses domains	1.1 Con		tency	y		1. om	pet	enc	ey	l		.2. om	pete	ncy	0			.1 Com	pe	tene	сy	3.2 Co	mp	et	3.3 con		eter	ıcy	Co		l.1 pete	ency		4.2 npet	en	Con	mpe	5.1 etency
	1.1	1.1	1.1	1		2 : 1 : 2	2 · 1 · 3	2 1 4	1 . 5	2 .1. 6	2		2.2	2 . 2 . 4	2.2	2	1	3 . 1 . 2	3 . 1 . 3	1	3. 1. 4	3.2	3 . 2 . 2		3. 3. 1	3 2	3 . 3	.4	4. 1. 1	4 . 1 . 2		4.1	4.2	4. 2. 2	4 . 2 . 3	5.1	5 1 2	5.1.3
200 N- Medical surgical Nursing (I& II)	X	х	X	X	X	X	X	X	х	X	X		X		X	X		X	X	6		X	X		y	9		Х	X	Х						Х	X	
203M (Internal medicine and its specialties	X	X	Х	Х	Х	X	X	X																		X						Х				X		





Continue

Program domain	Pro and	ofes	in 1 siona nical ce	al	Н	Ioli	stic	e Pa	_	Don ent			_	Ž					_	<u>]</u> e peoj ality	Don ple,			_	roi	nm	ent		for		tics a	in 4 and				er ofess	main <u>5</u> ional unicatio
Courses domains	1.1 Con		tency	y		.1. com	pet	tenc	cy	ļ		.2. com	pete	ncy		à	3.1 Co		pet	ency	3.2 Co	mp	et	3.3 coi		eter	ncy	Co		.1 ete	ncy	Con	4.2 npet	en	Con		5.1 tency
	1.1	1.1	1.1	1 1 4	2 . 1 . 1		2 1 3	2 1 4	2 1 5	2 .1. 6	2 . 2 . 1	2	2.2	2 . 2 . 4	2.2 .5	2 6	3 . 1 . 1	3 1 2	3 1	3. 1. 4	3.2	3 . 2 . 2	3 . 2 . 3	3. 3. 1	3 . 3 . 2	3	3.3	4. 1. 1	4 . 1 . 2	1 . 3	4.1	4.2	4. 2. 2	4 . 2 . 3	5.1	5 1	5.1.3
Applied pharmacology science	Х		Ų.			F	C			ι	X		y.	X	5		ì	į		ITS	ì	X	C				X	Х									X
Pathology Applied Computer and Informatics (3rd level)	X	X	X	X		X	X	Š	7				- 348		X	X		Í	ì	(6)				ľ	Ì		þ	X	X	X	X	X					
General Surgery and its specialties	X	Х	Х	X	X	X	X	X		Ц	X		X		X	X				Ġ			1	y	X	X	X	X				Х			Х	X	X

Continue

Program domain Professiona	Domain 2 Holistic Patient Centered	Domain 3 Manage people, work environment	Domain 4 Informatics and	<u>Domain 5</u> Inter professional
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		d eth															aı	nd	qua	ality								Te	echi	iolo	ogy				Con	nmı	unicatio
Courses domains	1.1 Co	mpe	tenc	y		.1.	pet	enc				.2.	pete	ency	7		3. C		pet	ency	3.2 Co	mp	et	3.3 coi		eten	сy	Co		.1 ete	ncy		4.2	en	Coı		5.1 tency
	1.1	1.1	1.1	1 1 4	1	1	2 1 3	2 1 4	2 . 1 . 5	2 .1. 6	2	2 . 2 . 2	2.2	2 . 4	2.2	2 6	3 1 1	3 1	3 1 3	3. 1. 4	3.2	3 . 2 . 2	3 . 2 . 3	3. 3. 1	3 . 3 . 2	3 . 3	3.3	4. 1. 1	4 1 2	4 1 3	4.1	4.2	4. 2. 2	4 . 2 . 3	5.1	5 1	5.1.3
Applied nutrition	X				X	Х	X	8		١,			y	X	n												X								Х		
English Language (3rd level)	Х		х	X		X	X	X		X	X	X	X	X	Х	Х		X		è		X			X		X	х								X	х
Applied Computer and Informatics (4th level)	X	х	х	X	X	X	X	X		L			Y.	X		- -	X	X	U	T S		1	9			-		х	X	Х	Х						
Sociology Science	X	X	X	X	X	X	X	X			X		X		X	X				5					X	X	X	Х				Х			Х	X	X





Maternal & Newborn Health Nursing Department Matrix of Program Domain with Third Year Courses Domains

Program domain	Pro an	ofes d E	in 1 sion thic	al al	P	Hol	listic		Don tien		_		l Ca	are	0	M	ana	ge I	Peop	ole V	oma Vor Qua	k Eı	_	coni	ner	nt a	nd		Iı	ıfo	rma	ain <i>a</i> itics	and	l	Pi Con
Courses		1-	1				2-1-		1			2	-2-				3-	1-			3-2	2-			3-	3-			4-	1-			4-2	-	
domains	Co	mpe	eteno	ey		Cor	npet	ency	7		C	omp	eten	ıcy		C	omp	eten	cy	C	omp	eteno	e y	C	omp	eter	ıcy	Co	omp	eten	ıcy	Co	mpe	tency	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 2 1 1 5 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	V	X			n	X		X				X		X	X	Х		X		X
301 (N) Critical Maternal & Newborn Nursing	X	X	X	X	X	X	X		X	X	X		X	X	X		X				X	R	X				X	X	X	X	X		X	Х	Х
302 (M) Obstetrics & Gynecological Medicine	X	X		X	X	X	X		X	X	X	d	X	X	X	-	X	18.5	11/4		X	U	X	Н	ý		X		X	X	X		X		X
303 (N) Population Studies	X	X	X	X	X	X	X	X	X		М		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





307 (N) Adolescent Health	X	X	X	X	X	X	X	X				X		X	X		X	X	X		X
Adolescent nealth																					

Matrix of family and community health nursing courses and Domains

Course Title	Professional and ethical	Holistic Patien	t Centered	0	eople Work ent and Quali	ty	Information Technolog		Inter profess
	practice	Competency1	Competency 2	Competenc y 1	Competency 2	Competen cy3	Competenc y1	Compe tency2	al Comm
	017	dity /	COLUMN	Total	. 1112	170			ation









	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	
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	
Community medicine & epidemiology	X	X	X		X	X				700	X	X	Á				X	X			X	Х	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	

رئيس القسم العلمى

أ.د/ نهله عاشور سعفان

Matrix of program domain with fourth year courses Domains

Faculty of Nursing

Quality Assurance Unit

Program	Domain 1	Domain 2	Domain 3	Domain 4	Dom
domain	Professional	Holistic Patient Centered	Manage People Work Environment	Informatics and	Inter Pr
	and ethical		and Quality	Technology	Commu





	pr	actio	ce			1. om	net	enc	·v			.2.	pete	ncs	7		3. C		pet	ency	3.2 Co	mpe	ten	ıcv	3 Co		ete	ncy	Co		l.1 ete	ncy		4.2 mpe	te		
Courses domains	1.1 Con	mpet	encv	7			P		J			OIII	pen	.iicy					1	J				- 3		,P		110,				- 0	ncy	_			Com
domains	1.1	1.1	1.1	1 1 4	2 1 1	2 1 2	2 3	2 1 4	2 1 5	2 .1. 6	2 . 2 . 1	2	2.2	2 . 2 . 4	2.2 .5	2 6	3	3 1 2	3 1 3	3. 1. 4	3.2	3.2	3 . 2 . 2	2	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 . 1 . 2	4 . 1 . 3	4.1	4.2.	4. 2. 2	4 . 2 . 3	5.1	5.1
401 N- Geriatric Nursing	X	X	X	X	X	X	X	X	X	X	X	X	х	X	х	X	X	X	X		х	х	X	X	х	X			Х	X			Х	х		Х	X
402 M- Geriatric Medicine	X	X	Х	X	X	X	X	X	X	X	X	X	X	X	Х	X	X	X	X	X	Х	Х	X	X	X	X										X	X



Matrix of Psychiatric courses and Domains

Course	Professional	Holistic Patient Centered	Manage People Work	Informatics and	Inter
Title	and ethical		Environment and Quality	Technology	profess





	prac	ctic	Competency1						Co	mp	etei	псу	2		Co y 1	_	eter	ıc	Competency 2					om y3	peto	en	Co y1	_	oete	enc		omj		Comr ation				
	1.1. 1	1. 1. 2	1 1 3	1. 1. 4	1	2	3	4	5	6	7	8	9	1 1 0 1	l L	1 2	1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1	2	3	4	5	6	7	1	2	3
Psychiatric Nursing(407)N	X	X	X	X	X	X	X	X	X	X 2	X	X	X :	Х		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 2	X	X Z	X	Х		X					X	X	X	X	X											X	X	
Treatment modalities(408)	X	X	X	X	X	X	X	X	X		X	X	X :	Х	ζ	X		Ŋ			X	X	X	X	X	X				X						X	X	
Human relation(412)	X	X	X	X	X	X	X)	-	2	X	X	X :	х	ζ.	X	d	ř		e i	X	X	X	X	X											X	X	3



Matrix of Nursing Administration Department courses with program domains

Program domain	Domain 1	Domain 2	Domain 3	Domain 4	Doma
	Professional	Holistic Patient Centered	Manage People Work Environment and	Informatics and	Inter
	and ethical		Quality	Technology	profession





Courses domains	1.1	nctice				.1. com	peto	enc	y			2.2. Con	npe	ten	сy			3. C		peto	ency	3.2 Co	mpe	eten	сy		3.3 Competency					4.1 Competency			Cor	4.2 mpe	ten		Commun 5. 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. 3	2 2 4	2. 2. 5	2	3 . 1 . 1	3 . 1 . 2	3 . 1 . 3	3. 1. 4	3. 2. 1	3. 22.	2 2 3	. .	3	l.	3	3 . 3	3. 3. 4	4. 1. 1	4 . 1 . 2		4. 1. 4.	4. 2. 1	4. 2. 2	4 . 2 . 3	1	5 . 1 . 2	5	
410N-Nursing Administration (Second level)	Q	Х					d	ļ						ğ		Á	١	X	X	Х	X										X						х				
314N-Nursing Administration (First level)		r													Í	- N		Y				Х	2	ζ.														Х	X		
107N- Quality in Nursing		٦					0							7		100		h	J		FC						X	X	X	X											
405N-Methods of scientific research		X									-										1		2	X	X																
406L- English (Fifth level)																×								1				1										Х	X		
411L- English (Sixth level)	1	13	1	1	10				H					8																								х	X		

رئيس القسم العلمي أ.د/ منال موسى





Matrix of program domains with fourth year courses Domains

Program domain	Pro	Professional Holistic Pand ethical										in 2 it C	_	ere	d		Domain 3 Manage People Work Environment and Quality												<u>Domain</u> Informatics Technolo					nd	I	Dom Inter Pro Commu			
	pr	actio	e:e			1.						.2.					3.		4		3.2	3.3				l.1			4.2										
Courses	1.1				C	om	pet	enc	ey .		Competency							om	pet	ency	Co	Co	ncy	Co	mp	ete:	ncy	Co	_		Com								
domains	Coı	mpet	ency	7																																	•		
	1.1	1.1	1.1	1 1 4	2 1 1	2 1 2	2 1 3	1 . 4	2 1 5	2 .1. 6	2 . 2 . 1	2 . 2 . 2	2.2	2 . 2 . 4	2.2 .5	2 . 2 . 6	3 1 1	3 . 1 . 2	3 1	3. 1. 4	3.2	3.2	3 . 2 . 2	3 . 2 . 3	3.3	3 . 3 . 2	3 . 3	3.3	4.1	4 1 2	4 1 3	4.1	4.2.	4. 2. 2		5.1	5.1		
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			Х	Х		X	X		
402 M- Geriatric Medicine	x	X	Х	X	X	X	X	X	X	X	X	X	X	X	Х	X	X	X	X	X	X	х	X	X	X	X										X	X		

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منسق الجودة