



كلية التمريض - جامعة بورسعيد

قسم التمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١ / ١

1- بيانات المقرر

الفرقة / المستوى: الأول الفصل الدراسي الأول	اسم المقرر: أساسيات التمريض نظرى	الرمز الكودى: Nur100
نظرى	عدد الساعات المعتمدة: ثلاث ساعات + ١ جلسة تعليمية اسبوعيا	التخصص : التمريض الباطنى والجراحى

2. Aim of the course

This course is designed to provide nursing students with the essential knowledge needed to provide basic health needs competently for clients. So the course cover topics for clients and environmental safety, universal precautions, hospital rules as reporting, documentation, ethical considerations for client.

3. Course specification based on competency



Domain1-Professional and ethical practice

Competency	Key elements	Course subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1-1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	1-Introduction to Nursing Profession.	1.1.1.1. Define the nursing as profession. 1.1.1.2. Identify different responsibilities of nurse.	Modified lecture-Group discussion-online lecture	PowerPoint presentation -Video	Answer questions
	1.1.2. Apply value statements in nurses code of ethics and professional conduct for ethical discussion making	2-patient's safety	1.1.2.1. Identify individual safety patterns through assessment 1.1.2.2. Demonstrate nursing intervention to promote the safe environments in health facilities, homes	Modified lecture-Group discussion-online lecture	PowerPoint presentation -Video	Answer questions



DOMAIN 2- Holistic Patient-Centered care

Competency	Key elements	Course Subjects	Subject objectives	Teaching Methods	Media used	Assessment Methods
2-1-Provide holistic and evidence-based nursing care in different practice settings.	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and Communities across the life span.	1-Human nutrition / Basic human needs	2.1.2.1. Discuss nursing assessment of patient nutrition 2.1.2.2. Demonstrate basic human nutritional needs.	- Modified lecture - Group discussion - online lecture	PowerPoint presentation -Video	Quiz
		2-Urinary elimination	2.1.2.1 Discuss nursing intervention to promote normal urinary elimination			
		3-Bowel elimination	2.1.2.1 Discuss nursing intervention to promote normal bowel elimination			
2.2Provide 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.	1-.Health and illness 2-Sleep and rest	2.2.1.1.list factor that affect health maintenance 2.2.1.2. Develop nursing care plan with patient with sleep pattern disturbance.	- Modified lecture - Group discussion - online lecture	PowerPoint presentation -Video	Answer questions



DOMAIN 3-Managing People, Work Environment and Quality

Competency	Key elements	Course Subjects	Subject objectives	Teaching Methods	Media used	Assessment Methods
3.2 Provide a safe working environment that prevents harm for patients and workers	.3.2.1.Provide a safe working environment that prevents harm for patients and workers.	1-Infection control and sterile techniques	3.2.1.1. Identify nursing steps for increasing the protection against infection exposure. 3.2.1.2.Discuss the role of nurse in infection control	- Modified lecture -Group discussion - online lecture	PowerPoint presentation -Video	Group discussion



DOMAIN 4 Informatic and technology

Competency	Key elements	Course Subjects	Subject objectives	Teaching Methods	Media used	Assessment Methods
4.2. Utilize information and communication technologies in the delivery of patient/client care	4.2.1 Retrieve, and manage data to make decisions using information management system for providing holistic patient care	1-Recording, Reporting 2-Medication administration 3- Vital signs	4.2.1.1. List benefits of documentation in health delivery system. 4.2.1.2 .Identify the different methods of drug administration. 4.2.1.3. Discuss nurse's role during medication administration 4.2.1.4. Identify equipment routinely used to assess vital signs 4.2.1.5. recognize normal vital signs values among various age group	- Modified lecture -Group discussion - online lecture	PowerPoint presentation -Video	One minute paper



<ol style="list-style-type: none">1. Introduction to Nursing.2. Safety Health care.3. The concept of health and illness.5. Infection control and sterile techniques.6. Human nutrition / Basic human needs7. Bowel elimination management.8. Urinary elimination9- Bowel elimination10. Rest and sleep.11. Vital signs.12. Recording and Reporting and Admission and discharge.13. Medications	<p>٤. <u>محتوى المقرر:</u></p> <p>Course Content</p>
<ul style="list-style-type: none">-Inter active learning-Blended learning-Self-learning-Cooperative Learning	<p>٥. <u>أساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ol style="list-style-type: none">1- Interpretation and solve any difficulties at professor office2- Use academic monitoring3- Recommends senior students for help4- Apply student group system5- Apply extra hours for teaching6- Group discussion	<p>٦. <u>أساليب تعليم و التعلم للطالب لذوى القدرات المحدودة</u></p> <p>Teaching and Learning Methods of Disables</p>
<p>Student Assessment</p>	<p>٧. <u>تقويم الطالب</u></p>
<ol style="list-style-type: none">1- mid-term exam2- Final term exam	<p>٨. <u>الأساليب المستخدمة</u></p> <p>Used method</p>



1- 7 th week mid-term exam 2- Final term exam at Week 14	ب-التوقيت: time
Semester work 20% (40 degrees) Mid-term exam 30% (60 degrees) Final-term Exam 50% (100 degrees) Total 100 % 200 degree	ج-توزيع الدرجات : Marks distribution
List of Reference	٨. قائمة الكتب الدراسية و المراجع
Provided by the lecturer	أ- مذكرات Course note
1. Lewis, S., Dirksen, S., Heitkemper, M. & Bucher, L. (2017). Assessment and Management of Clinical Problems, Medical -Surgical Nursing, 8 th ed. Mosby Elsevier Inc. 2. Linda, M. & Ignatavicius, D. (2015). Patient-Centered Collaborative Care, Medical -Surgical Nursing, 7 th ed. Elsevier Inc. 3. Linton, A. (2015). Introduction to Medical Surgical Nursing, 6 th ed. Elsevier Health Sciences. 4. Smeltzer, C. S., & Bare, G. B. (2014). Brunner & Suddarth's Textbook of Medical-Surgical-Nursing, 9 th edition. USA: Lippincot. 5. Basavanthappa, B.T. (2015). Medical-Surgical Nursing, 3 rd ed. London: Jaypee Brothers Medical Publishers, P. 297. 6. Chintamani. (2016). Lewis Medical Surgical Nursing, 3 rd ed. ٣٩٦ Australia: Elsevier, P. 7. Taylor, C., Lillis, C., & Lynn, C. (2015). Fundamental of nursing the art and science of person-centered nursing care, 8 th ed. Philadelphia: Wolters Klumer 8. Barbara, J., et al. (2014). NCLEX-RN content review guide, preparation for the NCLEX-RN examination, 2 nd edition. New York: Kaplan Nursing 9. Burner & Suddarth S. (2015). Text book of conidian medical surgical nursing, 2 nd ed. Canada. - Smeltzer. CS, Bare.GB. (2012) Brunner & Suddarth'S Textbook of Medical-Surgical-Nursing. 9 th edition. Lippincot. USA	ب-كتب ملزمة Required text book ج-كتب مقترحة RecommendedBooks

رئيس القسم :- ا.م/د منى عبد الرحمن

منسق المقرر: ا.م/د حياة محمد عبد القادر- د/ سيده جمال

Year: 2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1-بيانات المقرر

الفرقة / المستوى الأول الفصل الدراسي الأول	اسم المقرر: أساسيات عملي Fundamental of Nursing (Clinical)	الرمز الكودي: Nur 101
4 Total credit hours /week 3 credit hour (laboratory) 1 credit hour (clinical field) per week	عدد الساعات المعتمدة: 4 ساعات عملي / اسبوع	التخصص : التمريض الباطني والجراحي

2 - Aim of the course:

This course is designed to provide nursing students with the essential skills or procedures need to introduce basic nursing care for patients care. This course cover skills related to safety of patient and safety environment as applying universal precautions, hospital roles as reporting, documentation and ethical consideration for patients.

3-Course specification based on competency



DOMAIN1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.3. Practice nursing in accordance with institutional/national legislations, policies and procedural	1- Medication	1.1.3.1. Ability to integrate ethical and legal principles into all aspects of medication administration, including documentation	<ul style="list-style-type: none"> - Demonstration and re demonstration - Role Play - Training in skill lab - Clinical training in different settings - presentation and video recording - Clinical field 	<ul style="list-style-type: none"> -Data show Power point, Field visits, -Real situation in clinical settings -Scenarios, -Online interaction -Google class room 	<ul style="list-style-type: none"> - Peer Quizzes -Top Ten Lists - one minute papers - observation
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	2- Positioning	1.1.4.1. Demonstrate accountability for own nursing care according to ethical and legal principles			



DOMAIN 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Provide holistic nursing care that addresses the needs of individuals, families and communities across the adult life span.	1- medical and surgical asepsis during care of hospitalized patients	1.2.1.1. Ability to use appropriate infection-control precautions and barrier techniques for infection prevention and control.	- Demonstration and re-demonstration - Role Play - Training in skill lab - Clinical training in different settings	-Data show Power point, Field visits, -Real situation in clinical settings -Scenarios, -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers - observation
	2.1.2. Provide holistic patient-centered care respecting people diversity.	2- vital signs check list	2.1.1.2. Demonstrate safe and effective use of nursing skills related to the support of the hospitalized patients domain.	- presentation and video recording - Clinical field		
	2.1.3. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	3-Intravenous therapy	2.1.1.3. Ability to identify the principles of medical and surgical asepsis applicable to the care of patients to prevent and control infection.			



DOMAIN 5: Inter-professional Communication

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.	1. Bedding and body care	<p>5.1.1.1. Establishing inter-personal relationships with the patient and family.</p> <p>5.1.1.2. Demonstrate beginning skill in organizing clinical activities.</p> <p>5.1.1.3. Perform measures to meet the rest and activity needs of adult patients.</p> <p>5.1.1.4. Ability to use the equipment and protocols necessary to conform to principles of medical and surgical asepsis.</p>	<p>Demonstration and redemonstration</p> <ul style="list-style-type: none"> - Role Play - Training in skill lab - Clinical training in different settings - presentation and video recording - Clinical field 	<ul style="list-style-type: none"> - Data show Power point, Field visits, - Real situation in clinical settings - Scenarios, - Online interaction - Google class room 	<ul style="list-style-type: none"> - Peer Quizzes - Top Ten Lists - one minute papers - observation



1.Vital signs 2.Medical and surgical aseptic technique 3.Positioning 4.Bedding and body care 5.Intravenous therapy 6.Medication administration	4- محتوى المقرر Course Content
Recommended methods for disabled/ low achievement students:- 1- Interpretation for any difficulties in professor office. 2- Use academic monitoring. 3- Senior students help junior students. 4- Apply study groups system. 5- Apply extra hours for teaching. 6- Group discussion	5- اساليب التعليم و التعلم: Teaching and Learning Methods
<ul style="list-style-type: none">• direct instruction;• learning strategy instruction; and• using a sequential, simultaneous structured multi-sensory approach• break learning into small steps;• supply regular, quality feedback;	6-أساليب تعليم و التعلم للطالب ذوي القدرات المحدودة Teaching and Learning Methods of Disables
Students Assessment	7-تقويم الطالب :
a-Semester work b-Mid-Term Exam(OSCE). c-Final Practical & oral Exam (OSCE).	أ- الأساليب المستخدمة Used Methods
Mid-Term Exam at 7 th week Final Practical (OSCE) & oral Exam at 14th Week	ب-التوقيت : Time
Semester work 40% (80 degrees) Mid-Term Exam 10% (20 degrees) Final Practical (OSCE) & oral Exam 50% (100 degrees)	ج-توزيع الدرجات : Marks distribution
List of References	8- قائمة الكتب الدراسية و المراجع
Provided by the lecturer & book	أ- مذكرات Course note



<ol style="list-style-type: none">1. Lewis, S., Dirksen, S., Heitkemper, M. & Bucher, L. (2017). Assessment and Management of Clinical Problems, Medical-Surgical Nursing, 8th ed. Mosby Elsevier Inc.2. Linda, M. & Ignatavicius, D. (2015). Patient-Centered Collaborative Care, Medical-Surgical Nursing, 7th ed. Elsevier Inc.3. Linton, A. (2015). Introduction to Medical Surgical Nursing, 6th ed. Elsevier Health Sciences.4. Smeltzer, C. S. & Bare, G. B. (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 9th edition. USA: Lippincott.5. Basavanthappa, B.T. (2015). Medical -Surgical Nursing, 3rd ed. London: Jaypee Brothers Medical Publishers, P. 297.6. Chintamani. (2016). Lewis Medical Surgical Nursing, 3rd ed. Australia: Elsevier, p. 396.7. Taylor, C., Lillis, C., & Lynn, C. (2015). Fundamental of nursing the art and science of person-centered nursing care, 8th ed. Philadelphia: WoltersKlumer.8. Barbara, J., et al. (2017). NCLEX-RN content review guide, preparation for the NCLEX-RN examination, 2th edition. New York: Kaplan Nursing.9. Burner & Suddarth S. (2017). Text book of medical surgical nursing, 2nd ed. Canada: Lippincott.	<p>ب- كتب ملزمة</p> <p>Required Books (Text Books)</p>
<ol style="list-style-type: none">1. Smeltzer, C.S., Bare, G.B. (2015) Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 9th edition. Lippincott. USA2. Hinkle, J. L., Cheever, K. H. (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th edition).	<p>ج- كتب مقترحة</p> <p>Recommended Books</p>
<p>Wolters Kluwer: Lippincott Williams & Wilkins WWW .nursing center .com WWW .nursing lanx WWW .evolve .Elsevier .com WWW. all nurses .com</p>	<p>d- Periodicals, Web Sites, ... etc</p>

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منسق المقرر: ا.م/د حياة محمد عبد القادر- د/ سيدة جمال

Year: 2020/2021



كلية: التمريض

قسم: تمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١/١

1-بيانات المقرر

الفرقة / المستوى : الاول الفصل الدراسي الأول	اسم المقرر: تشريح ١ نظرى	الرمز الكودى: Med 120
نظرى 1 credit hrs/ week + عملى ساعة ١ 1 credit hrs/ week	عدد الساعات المعتمدة: ٢ ساعه	التخصص: تمريض الباطنى والجراحى

2. Aim of the course:

The is course aims to provide students with essential basic knowledge and skills and attitudes related to the anatomical position of different organs in the human body, applying this knowledge and skills effectively during giving nursing care competently.

3. Course specification based on competency



DOMAIN 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. Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	1. cardiovascular system	1.1.1.1. Apply the basic principles of nursing ethics during determining anatomical position of muscles skeletal system 1.1.1.2. Apply safety measures while caring for patients' physical assessment during determining anatomical position of cardiovascular system.	-Blended learning.	PowerPoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Short-Answer Question
	1.1.4- Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	anatomy of the digestive system	1.1.4.1 Classify differentiate Anatomy of the digestive system (Stomach, liver and gallbladder) based on policies and procedural guidelines considering patient rights and responsibility of nurses in nursing care plan .	-Cooperative learning	-Powerpoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	One paper minute



DOMAIN 2- Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1. cardiovascular, 2. urinary tract, 3. Musculoskeletal, 4. respiratory disorders	2.1.1.1 Apply cardiovascular, urinary tract, Musculoskeletal, and respiratory assessment in different clinical settings including normal anatomical positions of different body systems.	Cooperative learning	PowerPoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Essay Short Answer Question
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	1. cardiovascular system	2.1.2.1. Build and implement patients and families and communities' needs concerning patients care according to anatomical positions of the cardiovascular system.	Cooperative learning	PowerPoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	One paper minute
	2.1.3. Provide holistic patient-centered care respecting people's diversity.	1. Cardiovascular, 2. urinary tract, 3. Musculoskeletal 4. respiratory system	2.1.3.1. Design and illustrate the importance of respecting the diversity of patients during examining anatomical positions of the different systems in nursing care for patients taking into account the different personality of the patients and his diseases.	Blended learning	PowerPoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Short comparative assessments



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	1. cardiovascular, 2. urinary tract, 3. Musculoskeletal, 4. respiratory disorders	2.1.6.1 - Update nursing care procedures based on best evidence based practice for patients and communities concerning Demonstrating inspection, palpation and percussion, important bony landmarks, muscles, tendons, blood vessels, nerves and viscera on the living body and interpret normal radiograms and C.T. scan 2.1.6.2. build the relation recent evidences concerning clinical nursing practices and his anatomical position of the system and its importance in providing excellent care for patients, families and communities	Blended learning.	PowerPoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Self-assessment Pre-post short test



DOMAIN 3- Managing People, Work Environment and Quality

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.3. Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.1 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	1.Respiratory system 2.Urinary Tract system	3.3.1.1. Evaluate the ongoing effectiveness of planned activities for patients with determining position of anatomical system of the body urinary and respiratory system and how the knowledge and skills will impact on the outcomes of their quality.	Interactive learning.	PowerPoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	- MCQ
	3.3.2. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	1.Cardiovascular system 2.Musculoskeletal system	3.3.2.1. Design nursing care plan for patient with disease during hospitalization to keen patient's safety.	18	Blended learning.	PowerPoint presentation -Video Use of skeleton Use of Audio-visual



<ol style="list-style-type: none">1- Introduction (anatomical terms and positions, planes and lines) & human cell structure.2- Anatomy of the skeleton system3- Cartilages4- joints5- Body cavities and organs and their contents6- Anatomy of the digestive system (Stomach, liver and gall bladder)7- Anatomy of the digestive system (Portal circulation, spleen and pan crease)8- Anatomy of the respiratory system9- Anatomy of the urinary system10- Anatomy of the heart and major blood vessels	<p>4- محتوى المقرر Course Content</p>
<p>Recommended methods for disabled/ low achievement students:- Interactive learning. Blended learning. Self- learning. Cooperative learning.</p>	<p>5- أساليب التعليم و التعلم: Teaching and Learning Methods</p>
<ol style="list-style-type: none">1- Interpretation for any difficulties in the professor's office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study group system.5- Apply extra hours for teaching.6- Group discussion.	<p>6- أساليب تعليم و التعلم للطلاب ذوي القدرات المحدودة Teaching and Learning Methods of Disables</p>
Students Assessment	7- تقويم الطالب :
<p>Work semester Mid-term exam Final written exam</p>	<p>أ- الأساليب المستخدمة Used Methods</p>
<ol style="list-style-type: none">1. midterm exam at 7th week2. Final term exam at Week 14	<p>ب- التوقيت : time</p>



Semester work Mid- term Clinical & Oral final Exam Written Final-term Exam Total	10% (10 degrees) 10% (10 degrees) 20 % (20 degrees) 60% (60 degrees) 100%	ج-توزيع الدرجات : Marks distribution
List of References		8- قائمة الكتب الدراسية و المراجع
Provided by the lecturer & book		أ- مذكرات Course note
<ul style="list-style-type: none">- Cook N, Shepherd A, Boore J, (2020). Essentials of Anatomy and Physiology for Nursing Practice, 2nd Edition, SAGE publishing.Mosby, Gamble R, (2021). Mosby's Anatomy and Physiology Coloring Book, 2nd Edition, Publisher: C V MosbyKnight J, Nigam Y, Cutter J, (2020). Understanding Anatomy and Physiology in Nursing, First edition, Sage Publications LtdAshalathaPr, (2020). Textbook of Anatomy for BSc Nursing Students, 2nd Edition, Jaypee Brothers Medical Publishers.Peate I, Evans S, John Wiley J,(2020). Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students, 3rd edition, Publisher: Elsevier India.Gilroy A.M, (2021).Anatomy Essential Textbook, 2nd Edition, Elsevier India.		ب-كتب ملزمة Required Books (Text Books)
<ul style="list-style-type: none">Basavanthappa, B.T. (2018). Medical Surgical Nursing, 3rd ed. London.Jaypee Brothers Medical Publishers, P: 297.Linton,A (2015) Health Nursing, 6thed.,Elsevier Introduction to Medical Surgical Sciences		ج-كتب مقترحة Recommended Books

رئيس القسم :- ا.م/د منى عبد الرحمن

منسق المقرر: د/ السيد عبد الهادي

Year: 2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى:الاول الفصل الدراسي الأول	اسم المقرر:Physiology1	الرمز الكودي: Med 121
عملى----	عدد الساعات المعتمدة: ٢ ساعة نظري	التخصص: التمريض الباطني والجراحي

2-Aim of the Course:

This course is designed to acquire knowledge of the healthy human physiology to be able to plan and implement nursing based competent on scientific based knowledge of the function of the human body.

3-Course specification based on competency



DOMIAN2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio- psychosocial and environmental assessment of health and illness in diverse settings.	1.Introduction to C.N.S 2.Autonomic nervous system(A.N.S)	2.1.1.1.Describe physiology and function of autonomic nervous system 2.1.1.2. Select the significant subjective and objective assessment data related to the C.N.S system that should be obtained from a patient.	- Interactive learning	Power point presentation -Video	Short answer question
		3. Distribution of Fluid compartment & homeostasis	2.1.1.1. Define processes involved in the regulation of movement of water and electrolytes between the body fluid compartments 2.1.1.2. .Select the significant subjective and objective assessment data related to the body fluid compartments and water balance that should be obtained from a patient.	- Interactive learning	Power point presentation -Video	Short answer question



DOMAIN3: Managing People, Quality and Work environment

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
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.	1. Physiology of blood	3.2.2.1. Describe the functions of the hematologic system. 3.2.2.2. Explain the process of hemostasis.	- Interactive learning	Power point presentation -Video	MCQ -Top Ten Lists



1. Introduction to C.N.S 2. Autonomic nervous system (A.N.S) 3. Distribution of Fluid compartment & homeostasis 4. Physiology of blood	4. محتوى المقرر Course Content
1- Teaching and Learning Methods 2- Interactive Lectures: 3- Cooperative learning	5. اساليب التعليم و التعلم: Teaching and Learning Methods
Apply study groups system Apply extra hours for teaching	6- أساليب تعليم و التعلم للطلاب ذوي القدرات المحدودة Teaching and Learning Methods of Disables
7.StudentsAssessment	7- تقويم الطالب
a- Semester work b- Mid term exam c- Written Final exam	ا- اساليب تقويم الطالب Students assessment methods
1. Mid-term 7thweek 2. Written final term exam 14thweek	ب - التوقيت time
c. Weighting of Assessments Semester work 20% (20 degrees) Mid Term exam 30%(30 degrees) <u>Final written -term Exam 50% (50 degrees)</u> Total 100%	ج - توزيع الدرجات Marks distribution
8. ListofReferences	8- قائمة الكتب الدراسية و المراجع
Providedbythelecture	أ- مذكرات Course note



<ul style="list-style-type: none">• Guyton&Hall.(2016):Textbook of Medical physiology,13thed,philadelphia,USA.• Peate.I.,Nair.M.,(2015):Anatomy and physiology for Nurses at aGlance,1sted,Johnwilley&sons.India.• Judith.A.,Moreau.D.,(2018):Anatomy and physiology forincrediblyEasy,3thed,Lippincott wilimms&wilkins• Smeltzer. CS, Bare.GB. (2016) :Brunner & Suddarth'S Textbook of Medical-Surgical-Nursing. 9th edition. L	<p>ب-كتب ملزمة</p> <p>Required Books (Text Books)</p>
<ol style="list-style-type: none">1. Smeltzer.CS,Bare.GB.(2016)Brunner&Suddarth'STextbookofMedical-Surgical-Nursing..9thedition.Lippincot.USA2. Peate.I.,Nair.M.,(2015):Anatomyand physiologyforNursesataGlance,1sted, Johnwilley&sons.India	<p>ج-كتب مقترحة</p> <p>Recommended Books</p>

رئيس القسم :- ا.م/د منى عبد الرحمن

منسق المقرر: د/ منى عبد الباري

Year: 2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى:الاول ساعة	اسم المقرر: Microbiology	الرمز الكودي: Med122
عملي: ١ ساعة عملي	عدد الساعات المعتمدة: ١ ساعة نظري	التخصص: التمريض الباطني والجراحي

2 - Aim of the course:

At the end of the course, the student will be equipped with the knowledge of the source of infection, mode of transmission, infective agents and laboratory diagnosis, and apply this knowledge to plane for different preventive measures.

3-Course specification based on competency



DOMAIN 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	2.1.6.Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	1. Introduction to immunology.	2.1.6.1. Prescribed principles of physical and chemical methods used in the control of microorganisms. 2.1.6.2. Explain nonspecific body defenses and the immune responses	- Modified lecture - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes - -Top Ten Lists - one minute papers
		2.Classification of common infective organisms	2.1.6.1. Determined the common infective organisms. 2.1.6.2. Explain interactions between opportunistic and pathogenic microorganisms and susceptible hosts in contacts that result in infection and/or disease.	- Modified lecture -EBK and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
		3. Common viral infection	2.1.6.1.Determined the different infective agents causing common viral infection 2.1.6.2.Compare between common viral infection	- Modified lecture -EBK - presentation	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		4. Common bacterial infection	2.1.6.1. Examine evidence that underlie clinical different infective agents causing bacterial infection. 2.1.6.2.Compare between common bacterial infection	- Modified lecture -EBK -video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		5. Common fungal infection	2.1.6.1.Examine evidence that under clinical different infective agents causing fungal infection. 2.1.6.2.Compare between common fungal infections.	- Modified lecture -EBK - presentation	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		6. Planning for prevention	2.2.6.1.Utilize information from variety of reliable sources for managing different microbiological infection	- Modified lecture - presentation and - video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.2. Provide health education based on the needs/problems of the patient/client within anursing framework.	2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	7. Vaccination	2.2.6.1.Utilize information from variety of reliable sources for different types of vaccination 2.2.6. 2.Utilize information from variety of reliable sources for health education the important of vaccination	- Modified lecture -EBK -video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		8. Hospital acquired infections.	2.2.6.1.Apply microbiology for giving effective nursing care 2.2.6.2.Integrate the knowledge gained to detect different sources of infection 2.2.6.3.Develop an information base for making personal health decisions in regard to infectious diseases	- Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		10. sterilization and health infection	2.2.6.1. Describe the relationship between sterilization and health infection 2.2.6. 2.Explain principles of physical and chemical methods used in the control of microorganisms	- Modified lecture - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers



DOMAIN 4- Informatics and Technology

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	1. Diagnosis of pathogenic organism.	4.1.1.1. Demonstrate appropriate conclusions from laboratory results. 4.1.1.2. determined the different tests for laboratory diagnosis	- Modified lecture -EBK and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		2. Handling of samples.	4.1.1.3. Demonstrate appropriate laboratory skills and techniques related to the isolation, staining, identification, assessment of metabolism, and control of microorganisms	- Modified lecture - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.3 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	1. Uses of microscope	4.2.3.1. Apply technologies and information systems during uses the microscope	- Modified lecture - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers



<ol style="list-style-type: none">1. Introduction to immunology.2. Classification of common infective organisms3. Common viral infection4. Common bacterial infection5. Common fungal infection6. Planning for prevention7. Vaccination8. Hospital acquired infections9. Diagnosis of pathogenic organism10. Handling of samples11. Uses of microscope12. Sterilization and health infection13. Pathogenesis of bacterial infection	<p>4-محتوى المقرر</p> <p>Course Content</p>
<p>Lecture Modified lecture Brain storming Student assignment</p>	<p>5-اساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none">• direct instruction;• learning strategy instruction; and• using a sequential, simultaneous structured multi-sensory approach• break learning into small steps;• supply regular, quality feedback;	<p>6-أساليب تعليم و التعلم للطلاب ذوي القدرات المحدوده</p> <p>Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p>7-الطلاب تقويم :</p>
<p>-Quizzes -Semester work -Final written exam</p>	<p>أ- الأساليب المستخدمة</p> <p>Used Methods</p>



Port Said University
Faculty of Nursing



Quizzes : (twice /per semester)after 4th week and after 10 th week Semester work: During the course Final written: in 15 th week	ب-التوقيت : Time:
Semester work 10% (10 degrees) Mid-term exam 10% (10 degrees) Oral & practical Examination 20% (20 degrees) <u>Final-term Exam 60% (60 degrees)</u> Total 100 %	ج-توزيع الدرجات : Marks distribution
1- List of References	قائمة الكتب الدراسية و المراجع
Part by Part-----	أ- مذكرات Course note
1. Ward, D. (2016). Microbiology and infection prevention and control for nursing students. Learning Matters. 2. Pommerville, J. C. (2013). Fundamentals of microbiology. Jones & Bartlett Publishers.	ب-كتب ملزمة Required Books (Text Books)
1. Courtenay, M., & Castro-Sánchez, E. (Eds.). (2020). Antimicrobial stewardship for nursing practice. CABI. 2. Strelkauskas, A., Edwards, A., Fahnert, B., Pryor, G., & Strelkauskas, J. (2015). Microbiology: a clinical approach. Garland Science. 3. Pommerville, J. C. (2012). Alcamo's Fundamentals of Microbiology: Body systems edition. Jones & Bartlett Publishers.	ج-كتب مقترحة Recommended Books

رئيس القسم: أ.م. د/ منى عبد الرحمن

منسق المقرر :- أ.د/ محمد رفعت

Year2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

١- بيانات المقرر

الفرقة: المستوى الأول الفصل الدراسي الأول	اسم المقرر: Parasitic	الرمز الكودي: Med 123
عملى----	عدد الساعات المعتمدة: ساعة نظري	التخصص : التمريض الباطني والجراحي

2 - Aim of the course:

This course is designed to provide nursing students with the essential knowledge competently about a biological basis of parasitic lifestyles including host responses and parasite evasion of host defense mechanisms, transmission, epidemiology, diagnosis, clinical manifestations, pathology, treatment, and control of the major helminthic and protozoan infections of man

3-Course specification based on competency:



DOMAIN 1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1.parasitic agent	1.1.4.1. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence for patients with parasitic infections.	-Modified lecture -EBK - presentation and video recording Group discussion, Brainstorming, online lecture Reading assignment	Power point, books -Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers



DOMAIN 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1.parasitic agent:	2.1.1.1.provide physical and psychosocial care for patients with parasitic infections considering patient diversity	Group discussion, Brainstorming, Interactive Lectures, E-Learning, online lecture Reading assignment -Modified lecture -EBK - presentation and video recording	Power point, books -Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers



DOMAIN 4: Informatics and Technology

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care.	1.Diagnosis of parasite infection	4.1.1.1. Demonstrate appropriate conclusions from laboratory results. 4.1.1.2. clarify the different laboratory diagnosis	- Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		2.Handling of samples and microscope	4.1.1.3. Demonstrate appropriate laboratory skills and techniques related to the isolation, staining, identification, assessment of life cycle, and control of parasite agents.	- Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers



<ol style="list-style-type: none">1. Definition, classification and general characteristics of parasitic agent2. Trematode (schistsoma)3. Trematode (Fasciol)4. Cestoda (Taene)5. Cestoda (H.nana)6.Nematoda (Ascaris)7. Nematoda (Entrobus)8. Nematoda (Ancylstomes)9. Nematoda (Triechusis)10. Nematode (Filarial)11.Protoza (Endameba)12. Protozoa (Guardia)13. Protozoa (Trichomonas)14. Arthropod (Scantiest)15. Handling of samples and microscope	<p style="text-align: right;"><u>4-محتوى المقرر</u></p> <p style="text-align: center;">Course Content</p>
<ul style="list-style-type: none">• Modified lecture• Group discussion• online lecture• EBK• presentation and video recording	<p style="text-align: right;"><u>5-اساليب التعليم و التعلم:</u></p> <p style="text-align: center;">Teaching and Learning Methods</p>
<p>Recommended methods for disabled/ low achievement students:-</p> <ol style="list-style-type: none">1- Interpretation for any difficulties in professor office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study groups system.5- Apply extra hours for teaching.6- Group discussion.	<p style="text-align: right;"><u>6-أساليب تعليم و التعلم للطلاب ذوي القدرات المحدوده</u></p> <p style="text-align: center;">Teaching and Learning Methods of Disables/low achievement.</p>



Students Assessment		7- الطالب تقويم :
a-Semester work b-Mid-Term Exam c-Final written -term Exam		أ- الأساليب المستخدمة Used Methods
Semester work: During the course Mid-Term Exam at 7th week Final written -term Exam at 15th Week		ب- التوقيت : time
Semester work 20% (10 degrees) Mid Term exam 30%(15 degrees) Final written -term Exam 50% (25 degrees) Total 100%		ج- توزيع الدرجات : Marks distribution
8- List of References		8 -قائمة الكتب الدراسية و المراجع
Provided by the lecturer		أ- مذكرات a- Course note
1. Burton J.(2018): Human Parasitology, 5th Edition, Vanderbilt University, Nashville, Tennessee, USA 2. Abaza S. (2018): Notes in medical parasitology, Cairo, Egypt. 3. Hantosh, H.A.; Hassan, H.M.; Ahma, B.; Al-Fatway, A.(2012). Mosquito species geographical distribution in Iraq 2009.J. Vector Born Dis 49, March, pp. 33-35. 4. Paniker CJ. Paniker's textbook of medical parasitology. JP Medical Ltd; 2017 Sep 14. 5. John, D.T. and Petri, W.A., 2013. <i>Markell and Voge's medical parasitology-e-book</i> . Elsevier Health Sciences. 6. Mehlhorn, H., Wu, Z. and Ye, B. eds., 2013. <i>Treatment of human parasitosis in traditional Chinese</i>		ب- كتب ملزمة b. Required Books (Text Books)



Port Said University
Faculty of Nursing



<p><i>medicine</i> (Vol. 6). Springer Science & Business Media.</p> <p>7. Bogitsh, B.J., Carter, C.E. and Oeltmann, T.N., 2018. <i>Human parasitology</i>. Academic Press.</p> <p>8. Heinz, M., 2016. <i>Encyclopedia of Parasitology</i> Fourth Edition.</p>	
<p>1. Burton J.(2018): <i>Human Parasitology</i>, 5th Edition, Vanderbilt University, Nashville, Tennessee, USA</p> <p>2. Abaza S. (2018): <i>Notes in medical parasitology</i>, Cairo, Egypt.</p>	<p>ج-كتب مقترحة</p> <p>c. Recommended Books</p>
<p>www.cdc.com</p> <p>http://her.oxfordjournals.org/content/16/6/671.full</p> <p>http://en.wikipedia.org/</p>	<p>d. Periodicals, Web Sites, ... etc</p>

رئيس القسم : ا.م.د./م.د. عبد الرحمن

منسق المقرر : ا.د./ علي حسين

Year2020-2021



كلية: التمريض

قسم : التمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى :الاول الفصل الدراسي الأول	اسم المقرر: أخلاقيات وأداب المهنة Ethics and Laws of the Profession	الرمز الكودي : Sup141
عملى----	عدد الساعات المعتمدة: ١ ساعة نظري one credit hr/ week	التخصص : التمريض الباطنى والجراحى

2 - Aim of the course:

At the end of the course, nursing students will acquire knowledge of professional nursing ethics that enable them to provide nursing care to clients considering ethical principles as well as making ethical decisions in different clinical areas competently.

3-Course specification based on competency



DOMAIN 1- Professional and Ethical Practice

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1. Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	<ul style="list-style-type: none"> - History and evolution of nursing - Evolution of the nursing profession in Egypt. - Legal responsibilities in nursing 	1.1.1.1 Define profession concepts. 1.1.1.2 Mention role of nurse. 1.1.1.3 Describe responsibilities of nursing as a profession. 1.1.1.4 Mention legally sensitive practice setting.	<ul style="list-style-type: none"> - Modified lecture - Student assignment 	<ul style="list-style-type: none"> - Data show - Role play 	<ul style="list-style-type: none"> - Short essay question. - True and false question.
	1.1.2. Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	<ul style="list-style-type: none"> - Nursing code of ethics. - Ethical decision making. 	1.1.2.1 Define the nursing code of ethics 1.1.2.2 Identify the importance of ethical decision making 1.1.2.3 Determine principles of ethical decision making. 1.1.2.4 list factors affecting ethical decision making in work environment. 1.1.2.5 Demonstrate knowledge related to ethical decision making approaches.	<ul style="list-style-type: none"> - Modified lecture - Interactive learning. 	<ul style="list-style-type: none"> - Data show 	<ul style="list-style-type: none"> - Short essay question.



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.	<p>1.1.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.</p> <p>1.1.3. Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.</p>	<p>- Nursing code of ethics.</p> <p>-Ethics, morals and laws</p> <p>- Principles of ethics</p> <p>-Patient's rights.</p>	<p>1.1.4.1 Embody ethical and professional disposition committed to excellence, equity, and sustainability.</p> <p>1.1.3.1 Distinguish between different ethical concepts in nursing practice.</p> <p>1.1.3.2. Explain principles of nursing ethics competently.</p> <p>1.1.3.3 Explain patient bill of right.</p>	<p>- Modified lecture</p> <p>- Blended learning.</p>	<p>-Data show</p> <p>Power point presentation</p>	<p>- Short essay question.</p> <p>MCQ</p>



<ol style="list-style-type: none">1. Introduction.2. History and evolution of nursing (1)3. History and evolution of nursing (2)4. Evolution of the nursing profession in Egypt.5. Ethics, morals and laws6. Legal responsibilities in nursing7. Principles of ethics8. Patient's rights.9. Nursing code of ethics.10. Ethical decision making.	<p><u>4- محتوى المقرر</u></p> <p>Course Content</p>
<ul style="list-style-type: none">• Modified lecture• Interactive learning.• Blended learning• Student assignment	<p><u>5- أساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ol style="list-style-type: none">1- Interpretation for any difficulties in professor office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study groups system.5- Apply extra hours for teaching.6- Group discussion.	<p><u>6- أساليب تعليم و التعلم للطالب</u> <u>ذوي القدرات المحدودة:</u></p> <p>Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p><u>7- تقويم الطالب:</u></p>
<ol style="list-style-type: none">1. Semester work2. Midterm exam3. Final written exam	<p>أ- الأساليب المستخدمة</p> <p>Used Methods</p>



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Faculty of Nursing



1. Semester work 2. Midterm exam 3. Final written exam	During the course In the 6th or 7th week In the 15th week	ب- التوقيت : Time
1. Semester work 2. Midterm exam 3. Final written exam	Grade 10 15 25	ج- توزيع الدرجات : Marks distribution
	Percentage - 20 % - 30 % - 50 %	
Total	50	100%
List of References	8- قائمة الكتب الدراسية و المراجع:	
Hand out part by part	أ- مذكرات Course note	
- American Nursing association (ANA). (2015): Code of ethics for nursing with interpretive statement. DELMAR CENGE Learning, USA. - Burkhardt, M.A., & Nathaniel, A.K. (2008): Ethics & issues in contemporary nursing.(3 rd ed.,) DELMAR CENGE Learning, USA. - Beauchamp, T., & Childress, J., (2009). Principles of biomedical ethics, (2 nd ed.,) New York, NY: Oxford University Press.	ب- كتب ملزمة Required Books (Text Books)	
Burkhardt, A., & Nathaniel, K. (2008): Ethics & issues in contemporary nursing. (3 rd ed.,) DELMAR CENGE Learning, USA.	ج- كتب مقترحة Recommended Books	

رئيس القسم /أ.م.د/ مني عبد الرحمن

منسق المقرر / د/ هدى جابر حمزة

Year2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى:الاول الفصل الدراسي الأول	اسم المقرر:الرعاية التلطيفية	الرمز الكودي: Sup E 601
عملى----	عدد الساعات المعتمدة: انظري	التخصص:التمريض الباطني والجراحي

2 - Aim of the course:

The course is designed to equip the learner with the knowledge and skills of the palliative care approach to enable them to care for the person diagnosed with life – limiting illness and. in the last days of person's lifeend also his / her family in a dignified and holistic way.

3-Course specification based on competenc



DOMAIN 1- Professional and Ethical Practice

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1. Demonstrate understanding of the legislative frame work and the role of the nurse and its regulatory functions.	1.Introduction in palliative care	1.1.1.1. Demonstrate understanding of the legislative frame work and the role of the nurse and its regulatory functions in palliative care 1.1.1.2. Studied the common problems related to diseases in the end stage of life.	Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		2. Hospice care	1.1.1.3.confirmed hospice approach and the different domains support 1.1.1.4. Demonstrate understanding of the legislative frame work and the role of the nurse and its regulatory functions in Hospice care	Modified lecture -EBK - presentation and video recording	-Data show -Online interaction	- Peer Quizzes -Top Ten Lists - one minute papers



DOMAIN 2- Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	1. Introduction in palliative care	2.1.2.1. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span according principles of palliative care	Modified lecture - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		2. Hospice care	2.1.2.2. queried principle of hospice care in nursing sitting 2.1.2.3. Differentiate between palliative and hospice care in nursing sitting.	Modified lecture -EBK video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
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.	1. Introduction in palliative care	2.2.1.1. Determine health related learning needs of patient within the context of culture, values and norms according standard of palliative care	Modified lecture - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers



Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
		2. Hospice care	2.2.1.2. Assessed the relevant outcome of hospice care	Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		3. Common problem related to palliative nursing sitting	2.2.1.3. Discuss the sign and symptoms of common problems related to disease in the late stage. 2.2.1.4. Discuss differential diagnosis to detect the common problems related to end stage diseases. 2.2.1.5. Advanced different types of pain management therapy.	Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers



DOMAIN 5- Inter-professional Communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.	1. Introduction in palliative care	5.1.1.1.Maintain inter-professional collaboration ,in a variety of settings to maximize health outcomes for the patients ,families and communities in palliative care	Modified lecture -EBK presentation and video recording	-Data show -Online interaction -Google class room	- Peer Quizzes -Top Ten Lists - one minute papers
		2. Communication in palliative care	5.1.1.2.Compare different methods of effective communications 5.1.1. 3. Utilize communication styles that diminish the risks associated with authority gradients among health care team members. 5.1.1.4.Mention importance of communication in palliative sitting	Modified lecture -EBK presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes -Top Ten Lists - one minute papers



<p>1. Introduction in palliative care</p> <p>2. Common problem related to palliative nursing sitting :-</p> <p>A. Fatigue</p> <p>B. Dyspnea</p> <p>C. Constipation</p> <p>D. Pain assessment</p> <p>E. Pain management</p> <p>3. Communication in palliative care</p> <p>4. Hospice care</p>	<p>4-محتوى المقرر</p> <p>Course Content</p>
<p>Lecture</p> <p>Modified lecture</p> <p>Brain storming</p> <p>Student assignment</p>	<p>5-اساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none"> • direct instruction; • learning strategy instruction; and • using a sequential, simultaneous structured multi-sensory approach • break learning into small steps; • supply regular, quality feedback; 	<p>6-أساليب تعليم و التعلم للطلاب ذوي القدرات المحدوده:</p> <p>Teaching and Learning Methods of Disables</p>
<p>Student assessment</p>	<p>7-تقويم الطالب</p>
<p>-Semester work</p> <p>-Final written exam</p>	<p>أ-الأساليب المستخدمة</p> <p>Used Methods</p>
<p>Semester work: During the course</p> <p>Final written: in 15th week</p>	<p>ب-التوقيت time</p>
<p>Semester work 20% (10 degrees)</p> <p>Mid-term exam 30% (15 degrees)</p> <p>Final-term Exam 50% (25 degrees)</p> <p>Total 100 %</p>	<p>ج-توزيع الدرجات :</p> <p>Marks distribution</p>



List of References	8-قائمة الكتب الدراسية و المراجع
Provided by the lecturer	أ- مذكرات Course note
1. Cherny, N. I., Fallon, M., Kaasa, S., Portenoy, R. K., &Currow, D. (Eds.). (2020). Oxford textbook of palliative medicine. Oxford University Press, USA. 2. Ferrell, B. R., Coyle, N., &Paice, J. (Eds.). (2019). Oxford textbook of palliative nursing. Oxford University Press. 3. Bruera, E., Higginson, I., Von Gunten, C. F., & Morita, T. (Eds.). (2019). Textbook of palliative medicine and supportive care. CRC Press.	ب- كتب ملزمة Required Books (Text Books)
	ج-كتب مقترحة Recommended Books

رئيس القسم:أ.م. د/ منى عبد الرحمن

منسق المقرر :-أ.م. د/ حياة محمد احمد عبد القادر

Year2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد المقرر: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى الاول الفصل الدراسي الثاني	اسم المقرر: تمريض باطنى وجراحي (١) نظري	الرمز الكودى: Nur102
عملى----	عدد الساعات المعتمدة: ٣ ساعات نظري / اسبوعيا. ١ ساعة معتمدة جلسة عرض وحصيلة / اسبوعيا.	التخصص: التمريض الباطني والجراحي

2 - Aim of the course:

This course is designed to introduce nursing students to the basic principles of nursing care and management of adult health problems related to endocrine, fluid electrolyte, neoplasm, perioperative care, gastrointestinal disorders. These principles will assist students to provide the comprehensive nursing care needed to meet their needs by utilizing the nursing process competently.

3-Course specification based on competency:



DOMAIN 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.	<p>1.1.2. Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.</p> <p>1.1.1 Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.</p>	<p>-Liver disease</p> <p>- Viral hepatitis</p> <p>- Pre and Intra-operative Care</p> <p>- Postoperative care</p> <p>- cancer disease</p> <p>-Diabetes mellitus</p> <p>-Hepatitis</p> <p>-Liver disease.</p> <p>-Viral hepatitis</p> <p>-Peptic ulcer</p> <p>- Hyperparathyroidism and hypoparathyroidism</p> <p>- Hyperthyroidism and hypothyroidism</p> <p>- cancer disease</p>	<p>1.1.1.1-Apply ethical principles in providing nursing care.</p> <p>1-1-1-2 Practice within the legal and ethical boundaries of nursing providing care for clients across the life span.</p> <p>1-1-2-1 Apply effectively patients' rights when giving nursing care.</p> <p>1-1-2-2 Applying nursing care for patients with acute and chronic diseases according to hospital polices and standard care guidelines with considering patients' rights</p>	<p>Blended learning</p> <p>_Lecture</p> <p>Discussion and brainstorming</p> <p>_Online</p> <p>-Teaching classes (zoom-wibex-microsoft teams)</p> <p>-Assignment problem solving and case studies.</p> <p>-Interactive presentation</p> <p>-Reading assignment</p> <p>Individual and group presentations</p> <p>:inverted class</p>	<p>Power point presentation</p> <p>vidoes</p>	<p>Short comparative assessment</p> <p>-One-minute paper</p> <p>-Tag Feedback</p> <p>- Short comparative assessment</p>



DOMAIN 2- Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2-1-1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1-Diabetes mellitus 2-Liver disease. Viral hepatitis 3- Pre and Intra-operative Care 4-Postoperative care 5- cancer disease	2-1-1-1 Demonstrate a psychosocial assessment including brief cultural and spiritual component	Blended learning: _Lecture _Discussion and brainstorming _Online teaching classes (zoom-wibex-microsoft teams) Assignment problemsolving and case studies. Interactive presentation Reading assignment Individual and group representation :inverted class	-Powerpoint presentation -vidoes	-Short comparative assessment -One-minute paper



DOMAIN – 3 Managing People, Quality and Work environment

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
3-1 Provide a safe working environment that prevents harm for patients and workers.	3-1-1. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.. . .	1-Immobility 2-Fluid, electrolyte and acid – base balance 3-Fluid and electrolyte and acid – base imbalance	3-1-1-1 Describe effectively patients' rights when giving nursing care	Blended learning :- _Lecture _Discussion and brainstorming _Online- teaching classes (zoom-wibex microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations: inverted class	-Powerpoint presentation -vidoes	-One–minute paper
3-2-Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3-2-1.Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.		3-2-1-1 Apply therapeutic strategies when providing nursing care considering quality improvement and patient's safety			



DOMAIN 4- Informatics and Technology

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
4-1-Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4-1-1Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	1-Immobility	4-1-1-1 Demonstrate therapeutic strategies to support safe care and evaluate their impact on patient outcomes	Blended learning :- Lecture Discussion and brainstorming Online- teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Powerpoint presentation -vidoes	- Peer Quizzes - Top Ten Lists - one minute papers
		2-Fluid, electrolyte and acid – base balance	4-1-1-2 Apply limit setting process to support safe care and evaluate their impact on patient outcomes.			
	3-Fluid and electrolyte and acid – base imbalance	4-1-2-1 formulate a plan of care for according to patients needs and problems				
	1-Nursing process	4-1-2-2 Develop the nursing process in dealing with patients exhibiting various manifestations				
	4-1-2 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.					



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
4-2 Utilize information and communication technologies in the delivery of patient/client Care	4-2-1 Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights	1-Liver disease. 2-Viral hepatitis 3-Pre and Intra-operative Care 4-Postoperative care 5-Cancer disease	4-2-1-1-Communicate effectively with patients, families and colleagues			
	4-2-2 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities	1-Liver disease. 2-Viral hepatitis 3-Cancer disease	4-2-2-1-Implement the nursing interventions for patients with various disorders using safety measures			



DOMAIN 5: Inter-Professional Communication

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5-1-1.Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities	-Immobility - Pre and Intra-operative Care - Postoperative care - cancer disease	5-1-1-1-Communicate effectively with patients, families and colleagues. 5-1-1-2- Explain how the multidisciplinary treatment team collaborate to plan and implement of care to hospitalized patients.	Blinded learning :- _Lecture Discussion and brainstorming _Online- teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	-Powerpoint presentation -vidoes	--Peer Quizzes -Top Ten Lists -one minute papers Tag Feedback
	5-1-2 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.	1-Pre and Intraoperative Care 2- Postoperative care	5-1-2-1 Communicate effectively with patients, families and colleagues			



<ol style="list-style-type: none">1. Nursing process2. Immobility3. Fluid, electrolyte and acid – base balance4. Fluid and electrolyte and acid – base imbalance5. Diabetes mellitus6. Hepatitis7. Liver disease. Viral hepatitis8. Peptic ulcer9. Hyperparathyroidism and hypoparathyroidism10. Hyperthyroidism and hypothyroidism11- Pre and Intra-operative Care12- Postoperative care13- cancer disease	<p style="text-align: right;"><u>4- محتوى المقرر</u></p> <p>Course Content</p>
<p>Lecture Discussion and brainstorming Online- teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations:inverted class</p>	<p style="text-align: right;"><u>5- اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<p>Recommended methods for disabled/low achievement students:- 1- Interpretation for any difficulties in professor office. 2- Use academic monitoring. 3- Senior students help junior students. 4- Apply study groups system. 5- Apply extra hours for teaching. 6- Group discussion</p>	<p style="text-align: right;"><u>6-أساليب تعليم و التعلم للطالب ذوى القدرات المحدودة</u></p> <p>Teaching and Learning Methods of Disables/ low achievement</p>
<p>Students Assessment</p> <p>a-Semester work b-Mid-Term Exam</p>	<p style="text-align: right;"><u>7-الطالب تقويم:</u> أ- الأساليب المستخدمة</p> <p>Used Methods</p>



c-Final term Exam		
Mid-Term Exam (7 th week) Semester work (During the course) Final term Examination (15 th week)		ب-التوقيت Time:
a- Final-term Examination 50% (100 degree) b- Mid-Term Exam 30% (60 degree) d- <u>Semster work</u> 20%(40 degree)		ج-توزيع الدرجات : Marks distribution
Total 100% (200 degree)		
List of References		8-قائمة الكتب الدراسية و المراجع ب-كتب ملزمة Required Books (Text Books)
1.Cooper k. and Gosnell k.(2019). Adult health nursing. 2 nd ed.,canda.elsevier 2.Sharma s. k.and madhavis.(2018).Burner and sudderth's text book of medical surgical nursing. India.Woltters Kluwer 3.Basavanthappa, B.T. (2015).Medical -Surgical Nursing, 3rd ed., London.Jaypee Brothers Medical Publishers, p:297.. 4. Linda, M. and Ignatavicius, D. (2013).Patient-Centered Collaborative Care, Medical -Surgical Nursing,7thed.,Elsevier Inc 5. Linton,A.(2015).Introduction to Medical Surgical Nursing, 6thed.,Elsevier Health Sciences,p 6.Donna D. Ignatavicius, M. Workman, Linda LaCharity, Candice K. Kumagai (2017): Medical surgical Nursing: concepts for interprofessional collaborative care.9th edition. 7.Reinisch,C.,Hagler,D.,Roberts,D.,Kwong,J.,&Harding,M.M.(2019).Lewis's Medical Surgical Nursing-E-Book(11 th ed).Canada: Elsevier Health Science. 8.Martin,L.D.,&Braidia,P.(2019).Medical Surgical Nursing Certification(1 st ed).USA:McGraw Hill Professional.		



Port Said University
Faculty of Nursing



9.Hagler,D.,Harding,M.M.,Kwong,J.,Roberts,D.,&Reinisch(2020).Clinical Companion to Medical-Surgical Nursing(11 th ed).China: Elsevier Health Science. 10.Stromberg,H.(2020).Dewit's Medical Surgical Nursing(4 th ed).China: Elsevier Health Science. 11.Gugan,R.,&Malarvizhi,S.(2019).Black's Medical Surgical Nursing(1 st ed).USA: Elsevier Health Science 12.Gosnell,K.,&Cooper,K.(2019).Adult Health Nursing (8 th ed).Canada: Elsevier Health Science.	
Linton,A.(2015).Introduction to Medical Surgical Nursing, 6 th ed.,Elsevier Health Sciences,p	ج-كتب مقترحة Recommended Books
American academy ophthalmology www.aao.org. http://www.nurses.info/nursing_journals_bc.htm http://www.amsn.org/cgi-bin/WebObjects/AMSNMain.woa www. Nursing center.com	Periodicals, Web Sites, ... etc

رئيس القسم : ا.م.د/ مني عبد الرحمن

منسق المقرر : د/ مني عبد الرحمن - د/ حياة محمد - د/ الحاجة ابراهيم

Year 2020/2021



كلية: التمريض

قسم : التمريض الباطني والجراحي

تاريخ اعتماد التوصيف : ٢٠٢١/١

1- بيانات المقرر:

الفرقة / المستوى الأول: الفصل الدراسي الثاني	اسم المقرر: التمريض الباطني والجراحي (١) عملي Medical Surgical Nursing I (Clinical)	الرمز الكودي: Nur103
(laboratory): 2 credit hours /week (clinical training): 4 credit hours /week	العدد الساعات المعتمدة: ٢ ساعات معمل مهارات/ اسبوعيا ٤ ساعات عمل ميداني اسبوعيا	التخصص : التمريض الباطني والجراحي

2. Aim of the Course

This course is geared towards enhancement of the student's clinical skills needed for management of the adult patients with medical surgical alterations and system dysfunctions as well as holistic nursing interventions will be discussed, and applied on alteration endocrine, gastrointestinal tract, perioperative care, fluid and electrolyte balance and overview on oncology. New technologic changes and updates in clinical skills will be also included.to provide high quality nursing care through using nursing process.

3. Course specification based on competency



DOMAIN 1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.3. Practice nursing in accordance with institutional/national legislations, policies and procedural	1. medical and surgical asepsis during care of hospitalized patients	1.1.3.1 Demonstrate safe and effective use of nursing skills related to the support of the hospitalized patients in accordance with institutional/national legislations, policies and procedural.	- Application and demonstration of the procedure with the use of available facilities in the Lab. Clinical training.	Use of Audio-visual -Group work	Notes about performance
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	2. preoperative check list	1.1.4.1. Demonstrate accountability for own nursing care according to ethical and legal principles	- Application and demonstration of the procedure with the use of available facilities in the Lab. Clinical training.	-Use of Audio-visual -Group work	Observational Checklist



DOMAIN 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the adult life span.	1. IV therapy 2. Nasogastric tube insertion 3. Catheter insertion 4. Wound dressing	2.1.2.1-Demonstrate safe and effective use of nursing skills related to the support of the hospitalized adult.	- Application and demonstration of the procedure with the use of available facilities in the Lab. 8. Clinical training.	-Use of Audio-visual -Group work	Checklists
	2.1.3. Provide holistic patient-centered care respecting people diversity.	1. Formulate nursing care plan in hospitalize patients	2.1.3.1.Apply the nursing process in providing holistic nursing care for medical/surgical client(s) experiencing an actual or potential health problem.	- Application and demonstration of the procedure with the use of available facilities in the Lab. 8. Clinical training.	-Use of Audio-visual -Group work	Notes about performance
	2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	2 Keep patients privacy during care (catheter insertion & traction)	2.1.4.1. A commitment to patient advocacy, including getting patients the help they need to achieve comfort—within the scope of	- Application and demonstration of the procedure with the use of available facilities in the Lab. 8. Clinical training.	Use of Audio-visual -Group work	Notes about performance
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.3 Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare setting	1. diabetic foot care 2. preoperative exercise insulin injection	2.2.3.1. Demonstrate diabetic foot care Demonstrate preoperative exercise 2.2.3.2. Provide education and counseling to patients and families to restore health	- Application and demonstration of the procedure with the use of available facilities in the Lab. Clinical training.	Use of Audio-visual -Group work	Notes about performance



DOMAIN 5: Inter-Professional Communication

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1 Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.	1. Health assessment	5.1.1.1. Establishing inter-personal relationships with the patient and family.	- Application and demonstration of the procedure with the use of available facilities in the Lab. 8. Clinical training.	Use of Audio-visual -Group work	Checklists Rating scales

<ol style="list-style-type: none"> 1. Health assessment 2. IV therapy 3. GIT assessment 4. Nasogastric tube insertion 5. fecal and urinary diversion 6. Catheter insertion 7. Musculoskeletal assessment 8. Cast and traction 9. Wound dressing 	<p>٤. محتوى المقرر Course Contents</p>
<ul style="list-style-type: none"> • Application and demonstration of the procedure with the use of available facilities in the Lab. • Clinical training. 	<p>٥. اساليب التعليم و التعلم: 5- Teaching and Learning Methods</p>
<p>6- Teaching and Learning Methods for learning low achiever Senior students help junior students.</p>	<p>٦ - اساليب التعلم لذوى المهارات المحدوده</p>



Use academic monitoring	
-Students assessment	٧ تقييم الطلاب.
a-Semester work b-Mid-Term Exam c-Final Practical & oral Exam (OSCE).	أ. الأساليب المستخدمة Used Methods
Semester work during the course Mid-Term Exam at 7th week Final Practical (OSCE) & oral Exam at 14th Week	ب. الوقت Time
c. Weighting of Assessments Semester work 40% (120 degrees) Mid-Term Exam 10% (30 degrees) <u>Final Practical (OSCE) & oral Exam 50% (150 degrees)</u> Total 100% 300	ج. توزيع الدرجات Marks distribution
List of References	8-قائمة الكتب الدراسية و المراجع
1.Barbara,J.,et al.(2014):NCLEX-RN content review guide, preparation for the NCLEX-RN examination.2 th edition. kaplan nursing .new yourk 2.Basavanthappa, B.T. (2015).Medical -Surgical Nursing, 3rd ed., London.Jaypee Brothers Medical Publishers, p:297.. 3.Burner and suddarth S.,(2012):text book of conidian medical surgical nursing , 2nd., Canada, Lippincott 4.Chintamani.(2014).Lewis Medical Surgical Nursing, 3ed.,Australia.Elsevier india,p;396. 5.Lewis, S., Dirksen, S., Heitkemper, M. and Bucher, L. (2016).Assessment andManagement of Clinical Problems,Medical -Surgical Nursing,8thed., Mosby Elsevier Inc.,section 6.Linda, M. and Ignatavicius, D. (2013).Patient-CenteredCollaborative Care, Medical -Surgical Nursing,7thed.,Elsevier Inc 7.Linton,A.(2015).Introduction to Medical Surgical Nursing, 6thed.,Elsevier Health Sciences,p 8.Smeltzer. CS, Bare.GB. (2016) Brunner & Suddarth'S Textbook of Medical-Surgical-Nursing. 9th edition. Lippincot. USA	a- ESSENTIAL Books



<p>9.Taylor, C., Lillis, C., Lynn, C.(2015):Fundamental of nursing the art and science of person,centered nursing care.8th.Wolters Klumer .Philadephia</p> <p>10.Audrey J , Kozier. B, Erb. G & Harvey.S. (2017). Kozier & Erb's Fundamentals of Nursing: International Edition. (8thed.,). Pearson Education.</p> <p>11.Bear, PG, & Myers, JL. (2015). Principle and Practice of Adult Health Nursing. 2nd ed., C.V. Mosby Co., St. Louis.</p> <p>12.Bickey, L.S (2014). Bates' guide to physical examination and history 9th philadephia</p> <p>13.Craven, R. F., & Hirnle, C. J. (2017). Fundamentals of Nursing Human Health and Function (5th ed.) Philadelphia: Lippincott Williams& Wilkins.</p> <p>14.Kozier, B., Erb, G., Berman, A., & Snyder, S. (2018). Fundamentals of nursing; concepts, process, and practice. (7th ed.). Japan, Pearson Education International.</p> <p>Smeltzer. CS, Bare.GB. (2015) Brunner & Suddarth'S Textbook of Medical-Surgical-Nursing. 9th edition. Lippincot. USA</p> <p>Hinkle, J. L., Cheever, K. H. (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th edition). Wolters Kluwer: Lippincott Williams & Wilkins</p>	
<p>WWW .nursing center .com WWW .nursing lanx WWW .evolve .Elsevier .com WWW. all nurses .com</p>	<p>d- Periodicals, Web Sites, ... etc</p>

رئيس القسم / ا.م.د/ منى عبد الرحمن

منسق المقرر / د/ الحاجة إبراهيم – د/ حياة عبد القادر

Year: 2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى الاولي :الفصل الدراسي الثاني	اسم المقرر: تشريح ٢ نظري	الرمز الكودي: Med 124
ساعة نظري + ساعة عملي اسبوعيا	عدد الساعات المعتمدة: 2 ساعة اسبوعيا	التخصص: التمريض الباطني والجراحي

2.Aim of the course:

This course aims to provide students with essential basic knowledge and skills and attitudes related to the anatomical position of different organs in the human body, applying this knowledge and skills effectively during giving nursing care competently

3-Course specification based on competency



DOMAIN 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. Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	1. Anatomy of the urinary system 2- Anatomy of the endocrine system 2. Anatomy of the nervous system 3. Anatomy of the biliary tract 4. General embryology 5- Anatomy of reproductive system(male & female) 6- ENT & ophthalmology	1.1.1.1. Apply the basic principles of nursing ethics during determining anatomical position of urinary system 1.1.1.2. Apply safety measures while caring for patients physical assessment during determining anatomical position of digestive system .	Blended learning.	Powerpoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Essay Short Answer Question
	1.1.3- Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1. Anatomy of the digestive system	1.1.3.1 - classify Differentiate Anatomy of the digestivesystem (Stomach, liver and gallbladder)based on policies and procedural guidelines considering patient rights and responsibility of nurses in nursing care plan .	Cooperative learning	Powerpoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	One minute paper



DOMAIN 2- Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1.nervous, central nervous system	2.1.1.1 apply nervous, reproductive, central nervous, assessment in different clinical settings including normal anatomical positions of different body systems.	Cooperative learning Blended learning	Powerpoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Essay Short Answer Question
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	1.endocrine system	2.1.2.1. Build and implement patients and families and communities' needs concerning patients care according to anatomical positions of the endocrine system.			One paper minute
	2.1.3. Provide holistic patient-centered care respecting people's diversity.	1.central nervous, gastrointestinal tract system	2.1.3.1.design and illustrate the importance of respecting the diversity of patients during examining anatomical positions of the different systems in nursing care for patients taking into account the different personality of the patients and his diseases.			Short comparative assessments



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	1. Anatomy of the urinary system 2- Anatomy of the endocrine system 2. Anatomy of the nervous system 3. Anatomy of the biliary tract 4. General embryology 5- Anatomy of reproductive system(male & female) 6- ENT & ophthalmology	2.1.6.1 - Update nursing care procedures based on best evidence based practice for patients and communities concerning Demonstrating inspection, palpation and percussion, important bony landmarks, muscles, tendons, blood vessels, nerves and viscera on the living body and interpret normal radiograms and C.T. scan 2.1.6.2. build the relation recent evidences concerning clinical nursing practices and his anatomical position of the system and its importance in providing excellent care for patients, families and communities	Blended learning.	Powerpoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	Misconception check Self- assessment Pre-post short test



DOMAIN 3- Managing People, Work Environment and Quality

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.1 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	1.endocrine system 2.Urinary Tract system	3.3.1.1Evaluate the ongoing effectiveness of planned activities for patients with determining position of anatomical system of the body urinary and respiratory system and how the knowledge and skills will impact on the outcomes of their quality.	Interactive learning.	Powerpoint presentation -models, Videos, Use of skeleton Use of Audio-visual Group work	- MCQ
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.	3.3.2 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	1.General embryology 2.Anatomy of reproductive system(male & female)	3.3.2.1Design nursing care plan for patient with disease during hospitalization to keen patient's safety.	Blended learning.	Power point presentation -Video Use of skeleton Use of Audio-visual	Casual chats with students A peer feedback process



<p>1. Anatomy of the urinary system 2- Anatomy of the endocrine system 2. Anatomy of the nervous system 3. Anatomy of the biliary tract 4. General embryology 5- Anatomy of reproductive system(male & female) 6- ENT & ophthalmology</p>	<p>4- محتوى المقرر Course Content</p>
<p>1- Teaching and Learning Methods 2- Interactive Lectures: 3- Cooperative learning</p>	<p>5- اساليب التعليم و التعلم: Teaching and Learning Methods</p>
<p>1. Senior students help junior students. 2. Use academic monitoring</p>	<p>6- أساليب تعليم و التعلم للطالب ذوي القدرات المحدوده: Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p>7-تقويم الطالب :</p>
<p>a-Semester work b-Mid-Term Exam c-Final Practical & oral Exam (OSCE).</p>	<p>أ- الأساليب المستخدمة Used Methods</p>
<p>Semester work during the course Mid-Term Exam at 7th week Final Practical (OSCE) & oral Exam at 14th Week</p>	<p>ب-التوقيت : Time</p>



Port Said University
Faculty of Nursing



Semester work	10% (10 degrees)	ج-توزيع الدرجات : Marks distribution
Mid- term	10% (10 degrees)	
Clinical & Oral final Exam	20 % (20 degrees)	
Written Final-term Exam	60% (60 degrees)	
Total	100%	
List of References		8- قائمة الكتب الدراسية و المراجع
Part by Part-----		أ- مذكرات
<ul style="list-style-type: none">• Cook N, Shepherd A, Boore J, (2020). Essentials of Anatomy and Physiology for Nursing Practice, 2nd Edition, SAGE publishing.• Mosby, Gamble R, (2021). Mosby's Anatomy and Physiology Coloring Book, 2nd Edition, Publisher: C V Mosby• Knight J, Nigam Y, Cutter J, (2020). Understanding Anatomy and Physiology in Nursing, First edition, Sage Publications Ltd• Ashalatha Pr, (2020). Textbook of Anatomy for BSc Nursing Students, 2nd Edition, Jaypee Brothers Medical Publishers		ب- كتب ملزمة Required Books (Text Books)
<ul style="list-style-type: none">• Peate I, Evans S, John Wiley J,(2020). Fundamentals of Anatomy and Physiology: For Nursing and Healthcare Students, 3rd edition, Publisher: Elsevier India.• Gilroy A.M, (2021). Anatomy Essential Textbook, 2nd Edition, Elsevier India.		ج- كتب مقترحة Recommended Books

رئيس القسم / ا.م.د/ منى عبد الرحمن

منسق المقرر / د السيدة الهادي

Year: 2020/2021



كلية: التمريض
قسم : التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى الأول الفصل الدراسي الثاني	اسم المقرر: فسيولوجي (٢)	الرمز الكودي: Med 125
نظري	عدد الساعات المعتمدة: ٢ ساعه معتمده / اسبوع	التخصص : التمريض الباطني والجراحي

2.Aim of the Course

This course is designed to apply acquired knowledge competently during providing nursing care and provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis. This course covers selected topics in introduction to digestive system and physiology of stomach, gall bladder and liver physiology, introduction to endocrinology, as well as thyroid gland and parathyroid gland.

3-Course specification based on competency



DOMIAN 2 : Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1. Introduction to digestive system and physiology of stomach	2.1.1.1. Describe the functions of the organs of the Gastrointestinal tract.	- Interactive learning	PowerPoint presentation -Video	MCQ
		2. Biliary metabolism, bile production, and bile excretion.	2.1.1.2. Describe functions of the liver, gallbladder, biliary tract, and pancreas.			
			2.1.1.1. Differentiate the processes of ingestion, digestion, absorption, and elimination.			



DOMAIN 4: Informatics and Technology

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care.	1.Endocrine system 4significant subjective and objective assessment data related to the endocrine system that should be obtained from a patient. 5. Urinary system	2.1.1. 1 Explain the processes of biliary metabolism, bile production, and bile excretion.	- Interactive learning Cooperative learning	PowerPoint presentation -Video	SHORT ANSWER QUESTION
			4.1.1 .1.Select the significant subjective and objective assessment data related to the endocrine system that should be obtained from a patient.			
			4.1.1.2. Differentiate normal from common abnormal findings of a physical assessment of the endocrine system.			
			4.1.1.1. Differentiate among the anatomic location and functions of the kidneys, ureters, bladder, and urethra.			
			4.1.1.2. Explain the physiologic events involved in the formation and passage of urine from glomerular filtration to voiding.			MCQ



<p>1. Introduction to digestive system and physiology of stomach</p> <p>2. biliary metabolism, bile production, and bile excretion.</p> <p>3. Endocrine system</p> <p>4. significant subjective and objective assessment data related to the endocrine system that should be obtained from a patient.</p> <p>5. Urinary system</p>	<p>4- <u>محتوى المقرر</u> Course Content</p>
<ul style="list-style-type: none"> Interactive Lectures: Cooperative learning 	<p>5- <u>اساليب التعليم و التعلم:</u> Teaching and Learning Methods</p>
<ul style="list-style-type: none"> Apply study groups system Apply extra hours for teaching 	<p>6- <u>أساليب تعليم و التعلم للطالب ذوي القدرات المحدوده</u> Teaching and Learning Methods of Disables</p>
<p>Students Assessment 7- تقويم الطالب :</p>	
<p>a- Semester work b- Midterm exam c- Written Final exam</p>	<p>أ- الأساليب المستخدمة Used Methods</p>
<p>1. Mid- term 7th week 2. Written final term exam 14th week</p>	<p>ب- التوقيت : :Time</p>



Port Said University
Faculty of Nursing



		ج-توزيع الدرجات :
Semester work	20% (20 degrees)	Marks distribution
Mid Term exam	30%(30 degrees)	
Final written -term Exam	50% (50 degrees)	
Total	100%	
List of References		8- قائمة الكتب الدراسية و المراجع
Part by Part-----		أ- مذكرات Course note
<ul style="list-style-type: none">• Jain A. K., (2017). Human Physiology for BDS, 5th edition. Avichal Publishing Company.• Bansal S.,(2014). Human Anatomy and Physiology, Aitbs Publishers and Distributors – Delhi.• Guyton&Hall.(2016):Textbook of Medical physiology,13thed,philadelphia,USA.• Peate.I.,Nair.M.,(2015):Anatomy and physiology for Nurses at aGlance,1st ed,John willey&sons.India.• Judith.A.,Moreau.D.,(2018):Anatomy and physiologyforincredibly Easy,3thed,Lippincott wilimms & wilkins		ب-كتب ملزمة Required Books (Text Books)
<ul style="list-style-type: none">• Sembulingam K., Prema S.,(2016). Essentials of Medical Physiology, Jaypee Brothers Medical Pub, 7 Edition.• Silverthorn D. U., (2015). Human Physiology, Pearson; 7 Edition.		ج-كتب مقترحة Recommended Books

رئيس القسم : ا.م.د/ منى عبد الرحمن

منسق المقرر: د/ منى عبد الباري

Years: 2020-2021



كلية: التمريض

قسم : التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر:

الفرقة : المستوى الأول: الفصل الدراسي الثاني	اسم المقرر: Biochemistry	الرمز الكودي: Med 126
عملى----	عدد الساعات المعتمدة: ساعة نظري	التخصص : التمريض الباطني والجراحي

2 - Aim of the course:

This course is designed to provide nursing students with the essential knowledge competently about the chemistry and structure-function relationships of carbohydrates, lipids, proteins and examine the basic metabolism of carbohydrates and fats, with emphasis on the biochemical fluctuations that occur in human health and disease, and will include a brief introduction to molecular genetics.

3-Course specification based on competence:



DOMAIN 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.3. Provide holistic patient-centered care respecting people diversity.	1-basic nutrients needs	2.1.3.1. Provide holistic nutritional patient-centered care respecting people diversity regarding basic nutrients needed.	Group discussion, Brainstorming, Modified lecture, E-Learning, online lecture Reading assignment -EBK - presentation and video recording	Power point, books Data show -Online interaction -Google class room	- Peer Quizzes - Top Ten Lists - one minute papers
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.	1-basic nutrients needs	2.2.1.1. Provide Patients education according to patient values and culture	Group discussion, Brainstorming, Modified lecture, E-Learning, online lecture Reading assignment -EBK - presentation and video recording	Power point, books Data show -Online interaction -Google class room	- Peer Quizzes - Top Ten Lists - one minute papers



DOMAIN 4: Informatics and Technology

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	1-Special diets for susceptible groups	4.2.3.1 Apply technologies and information systems to support provision of safe Special diets for susceptible groups.	Group discussion, Brainstorming, Modified lecture, E-Learning, online lecture Reading assignment -EBK - presentation and video recording	Power point, books Data show -Online interaction -Google class room	- Peer Quizzes - Top Ten Lists - one minute papers



<ol style="list-style-type: none">1. Structure and role of protein.2. Digestion and absorption of protein.3. Structure, role and classification of carbohydrates.4. Digestion and absorption of carbohydrates.5. Structure of lipids.6. Digestion and absorption of lipids.7. Lipid storage and transport.8. Vitamins roles, sources and types.9-Water role in health and disease10.Minerals sources and functions11.Diet components and design12. Energy sources, production and utilization13. Special diets for susceptible groups.	<p style="text-align: right;">4- محتوى المقرر</p> <p>Course Content</p>
<ul style="list-style-type: none">• Modified lecture• Group discussion• online lecture• EBK• presentation and video recording	<p style="text-align: right;">5- اساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>
<p>Recommended methods for disabled/low achievement students:-</p> <ol style="list-style-type: none">1- Interpretation for any difficulties in professor office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study groups system.5- Apply extra hours for teaching.6- Group discussion.	<p style="text-align: right;">6-أساليب تعليم و التعلم للطالب ذوى القدرات المحدودة</p> <p>Teaching and Learning Methods of Disables/ low achievement.</p>
<p>Students Assessment</p>	<p style="text-align: right;">7-تقويم الطالب :</p>



Port Said University
Faculty of Nursing



a-Semester work b-Mid-Term Exam c-Final written-term Exam		أ- الأساليب المستخدمة Used Methods
Semester work: Mid-Term Exam Final written-term Exam	During the course at 7th week at 14th Week	ب- التوقيت : :Time
a- Semester work b- Mid-Term Exam c- Final written -term Exam Total	20 % (10 degrees) 30 % (15 degrees) 50 % (25 degrees) 100%	ج- توزيع الدرجات : Marks distribution
List of References		8- قائمة الكتب الدراسية و المراجع
Provided by the lecturer		أ- مذكرات Course note
<ul style="list-style-type: none">Voet D ., Pratt C. W ., Voet J. V ., 2015. Principles of Biochemistry, 4th editionBerg J. M ., Tymoczko J. L ., Stryer L ., (2016). Biochemistry, Eighth Edition		ب- كتب ملزمة Required Books (Text Books)
Rodwell V. W ., Bender D ., Botham K. M .,(2018). Harper's Illustrated Biochemistry,31 ST Edition.		ج- كتب مقترحة b- Recommended Books
American diabetes mellitus association(2018) American association of kindeny patients www.aakp.org American melanoma foundation .(2017) American burn association (2017) American academy ophthalmology www.aao.org . http://www.nurses.info/nursing_journals_bc.htm http://www.amsn.org/cgi-bin/WebObjects/AMSNMain.woa http://her.oxfordjournals.org/content/16/6/671.full http://en.wikipedia.org/		ج- Periodicals, Web Sites, ... etc

رئيس القسم / ا.م.د/ مني عبدالرحمن

منسق المقرر : ا.د./ عاطف عبد الباقي

Year2020/2021



كلية: التمريض

قسم : تمريض نفسي و صحة عقلية

تاريخ اعتماد التوصيف: ٢٠٢١/١

١- بيانات المقرر

الفرقة / المستوى: الاول الفصل الدراسي الثاني	اسم المقرر: مهارات التواصل و العلاقات الانسانية	الرمز الكودي: Sup 142
عملى----	عدد الساعات المعتمدة: ٢ ساعة نظري	التخصص : تمريض نفسي و صحة عقلية

2 - Aim of the course:

The course will focus on communication is a basic for human relationship, to achieve a deepened sense of awareness of themselves and others. This understanding is applied to human relations at home and on the job competently.

3-Course specification based on competency



DOMAIN 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
<p>2-1- Provide holistic and evidence-based nursing care in different practice settings.</p>	<p>2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.</p> <p>2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.</p> <p>2.1.3. Provide holistic patient-centered care respecting people diversity.</p>	<p>Basic concepts in human relations</p> <p>Basic human needs</p> <p>communication</p> <p>Transactional analysis</p> <p>Assertiveness.</p> <p>Self –awareness and understanding</p> <p>Emotion</p> <p>Values and attitude</p>	<p>2.1.1.1 Discuss basic concepts in human relations</p> <p>2.1.1.2 Identify basic human needs</p> <p>2.1.1.3 Discuss self –awareness and understanding</p> <p>2.1.1.4 Explain Values and attitude</p> <p>2.1.2.1 Clarify basic concepts of self.</p> <p>2.1.2.2 Characterize major approaches therapy towards dealing with difficulties people.</p>	<p>Modified lecture -EBK</p> <p>-Role play Student assignment</p>	-Data show	- Discussion observations



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
<p>2-2 Provide health education based on the needs/problems of the patient/client within a nursing framework.</p>	<p>2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.</p> <p>2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.</p>	<p>Self-disclosure</p> <p>Defense mechanisms.</p> <p>Difficulties people.</p> <p>Conflict and conflict resolution.</p>	<p>2.1.2.3 Discover emotions.</p> <p>2.1.2.4 Discover the Self – awareness and understanding</p> <p>2.1.2.5 Describe the defense mechanisms.</p> <p>2.1.2.6 Classify mode of transactional analysis</p> <p>2.1.2.7 Explain assertiveness</p> <p>2.2.5.1 Enumerate the Theories of communication</p> <p>2.2.5.2 Explain qualities of assertiveness person.</p> <p>2.2.5.3 Enumerate factor affects communication</p> <p>2.2.5.4 Identify transactional analysis</p> <p>2.2.5.5 Classify barriers to effective communication</p> <p>2.2.5.6 Identify emotions</p> <p>2.2.6.1 Identify the nature and techniques of good communicator</p> <p>2.2.6.2 Differentiate between self – awareness and understanding</p> <p>2.2.6.3 Introducing therapeutic communication..</p>	<p>Modified lecture</p> <p>-EBK</p> <p>-Role play</p> <p>Student assignment</p>	<p>-Data show</p>	<p>- Discussion observations</p>



DOMAIN 5: Inter-Professional Communication

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
<p>5-1- Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.</p>	<p>5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.</p> <p>5.1.4. Utilize communication styles that diminish the risks associated with authority gradients among health care team members.</p>	<p>Basic concepts in human relations Basic human needs communication Transactional analysis Assertiveness. Self –awareness and understanding Emotion Values and attitude Self-disclosure Defense mechanisms. Difficulties people. Conflict and conflict resolution.</p>	<p>5.1.1.1. Work collaboratively with members of the groups.</p> <p>5.1.4.1 Clarify conflict and conflict resolutions.</p> <p>5.1.4.2 Communicate effectively with colleagues</p>	<p>Modified lecture -EBK - Debriefing session</p>	<p>Data show -Online interaction</p>	<p>Write for one minute -Misconceptions & errors -Low – stakes quizzes & polls</p>



<ol style="list-style-type: none">1. Basic concepts in human relations2. Basic human needs3. communication4. Transactional analysis5. Assertiveness.6. Self –awareness and understanding7. Emotions8. Values and attitude9. Self-disclosure10. Defense mechanisms.11. Difficulties people.12. Conflict and conflict resolution.	<p style="text-align: right;"><u>4- محتوى المقرر</u></p> <p>Course Content</p>
<p>Lecture Modified lecture Role play Brain storming Student assignment</p>	<p style="text-align: right;"><u>5- اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ol style="list-style-type: none">1- Interpretation for any difficulties in professor office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study groups system.5- Apply extra hours for teaching.6- Group discussion.	<p style="text-align: right;"><u>6- أساليب تعليم و التعلم للطالب ذوى القدرات المحدودة</u></p> <p>Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p style="text-align: right;">7- تقويم الطالب :</p>



-Quizzes -Semester work -Final written exam	أ- الأساليب المستخدمة Used Methods
Quizzes : (twice /per semester)after 4th week and after 10 th week Semester work: During the course Final written: in 15 th week	ب- التوقيت : Time
1. Semester work Grade 20- 20% 2. Midterm exam Grade 30 -30% 3. Final Written exam Grade 50- 50% Total 100- 100%	ج-توزيع الدرجات : Marks distribution
List of References	8- قائمة الكتب الدراسية و المراجع
Part by part	أ- مذكرات Course note
	ب- كتب ملزمة Required Books (Text Books)
Reece B.L (2018) Effective Human Relation, 10th ed.، Vide beck Sh. L (2018), psychiatric mental health nursing ,4th ed. Boyd M.A (2014) ,psychiatric nursing contemporary practice, 2nd ed.، Stuart and LARaia (2015) principles and practice of psychiatric nursing, 8th Ed.	ج- كتب مقترحة Recommended Books
-----	د- Periodicals, Web Sites, ... etc

رئيس القسم / د/ مني عبدالرحمن

منسق المقرر : د. / نادية وهبه - د/ هدي جابر

year 2020/2021



كلية: التمريض

قسم التمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١ / ١

1-بيانات المقرر

الفرقة المستوى الاول 1 st year المستوى 2 nd semester	اسم المقرر (علم الجودة)	الرمز الكودى: UniE181
نظري عملي: -----	عددالساعات المعتمدة (Theoretical lecture) : No. 1 credit hour/week 14 credit hours	التخصص: التمريض الباطنى والجراحى

2 - Aim of the course:

تسعى كلية التمريض جامعة بورسعد الى تحقيق منظومة متكامة فى النهوض بالعملية التعليمية ورفع كفاءة المنتسبين اليها من الطلاب واعضاء هيئة التدريس وكل من له علاقة بالعملية التعليمية وتؤكد على اهمية رصد المشكلات ووضع اهداف للاقلال منها او معالجتها بطريقة صحيحة واساليب علمية . ومن هذا المنطلق تسعى كلية التمريض الى تحقيق رسالتها ورؤيتها فى اخراج المنتج النهائى (الطالب) الذى يجب ان تستوعب المهارات كافة والتي تركز على التفكير والبحث والنقد والتحليل والقدرة على التعبير عن الرأى لتلبية احتياجات سوق العمل و المجتمع.

3-Course specification based on competency:



Domain No.1- PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	Demonstrate concept of quality in higher education توضيح مفهوم الجودة فى التعليم العالى	<ul style="list-style-type: none"> • ماهية الجودة فى التعليم العالى (مفهوم الجودة فى التعليم) . • جودة العملية التعليمية . • الجودة الشاملة فى التعليم. • انواع الاعتماد . 	Lecture	Power point	<ol style="list-style-type: none"> 1. Semester work 2. midterm 3. (Final exam)



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

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.2. Plan and implement change conducive to the improvement of health care provision.	. التقييم والتقويم وضمان الجودة في التعليم العالي	3.2.3.1- مفهوم التقييم. 3.2.3.2- مراحل التقييم. 3.2.3.3- وظائف التقييم. 3.2.3.4- مفهوم التقويم. 3.2.3.5- أهمية التقويم في مجال التعليم العالي - 3.2.3.6- أنواع التقويم. 3.2.3.7- أغراض تقويم البرامج- 3.2.3.8- التقويم وضمان الجودة في التعليم. 3.2.3.9- حودة العملية التعليمية . 3.2.3.10- جودة التقويم المستعمل . 3.2.3.11- التقويم والاعتماد الأكاديمي 3.2.3.12- أهداف التقويم الذاتي وخطواته- 3.2.3.13- ادوات التقويم الذاتي	1.Brain storming 2. Problem solving 3.Discussion 4. Seminars 5.Lecture	Power point	<ul style="list-style-type: none"> • Semester work • midterm • (Final exam)



Competency	Key elements	Course Subject	Course objectives	Teaching Methods	Media used	Assessment Methods
3-3- Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	• معايير الاعتماد في مؤسسات التعليم العالي .	3.2.3.1- مفهوم المعايير (المعايير NARS القومية الاكاديمية المرجعية والمعايير الأكاديمية المرجعية ARS . 3.2.3.2- أهمية وضع معايير جودة الاداء التدريسي . 3.2.3.3- خطوات صياغة المعايير . 3.2.3.4- معايير الجودة في التعليم العالي . 3.2.3.5- اسباب تبني مؤسسات التعليم العالي لمعايير ضمان الجودة . 3.2.3.6- فوائد تطبيق معايير ضمان الجودة . 3.2.3.7- قياس الجودة في مؤسسات التعليم العالي 3.2.3.8- القيم الجوهرية لمعايير الاعتماد . 3.2.3.9- مرتكزات تطوير التعليم . 3.2.3.10- منهجية اعداد المعايير . 3.2.3.11- معايير ومؤشرات الاعتماد . 3.2.3.12- معايير ضمان الجودة في مؤسسات التعليم العالي في بعض الدول .	1. Brain storming 2. Problem solving 3. Discussion 4. Seminars 5. Lecture	Power point	Semester work midterm (Final exam)



DOMAIN NO.4- INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.2 Utilize information and communication technologies in the delivery of patient/client care.	4.2.1.Retrieve, and manage data to make decisions using information management system for providing holistic patient care. 4.2.2 Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	مؤشرات لطوير الاداء الجامعى	4.2.1.1- تطوير العملية التعليمية. 4.2.1.2- تطوير البحث العلمى. 4.2.1.3- التفاعل مع البيئة.	Lecture Group discussion	PowerPoint presentation Student assignment	Semester work midterm (Final exam)



DOMAIN 5- INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
5-1 Collaborate with colleagues and members of the health care team to facilitate and Coordinate care provided for individuals, families and communities.	5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	سبل تحسين تطوير الاداء لاعضاء هيئة التدريس	5-1-3-1. تحسين اداء عضو هيئة التدريس بوصفه مدرسا 5-1-3-2. تحسين اداء عضو هيئة التدريس بوصفه باحثا 5-1-3-3. وسائل تحسين اداء عضو هيئة التدريس في مجال اشرافه على اجاات الطلبة 5-1-3-4. وسائل تحسين جودة عضو هيئة التدريس بصفته مربيا ومرشدا 5-1-3-5. وسائل تحسين جودة عضو هيئة التدريس بصفته عضوا فاعلا في المجتمع 5-1-3-6. مبررات تطبيق ادارة الجودة الشاملة في الجامعات قواعد وادارة الجودة الشاملة للجامعات	Group discussion Student assignment	Data show	Semester work midterm (Final exam)



<p>١- الجودة في التعليم العالي ٢- جودة العملية التعليمية ٣- جودة الشاملة في التعليم . ٤- معايير الاعتماد في مؤسسات العليم العالي ٥- انواع الاعتماد . ٦- التقييم والتقويم وضمان الجودة في التعليم العالي ٧- مؤشرات لطوير الاداء الجامعى ٨- سبل تحسين تطوير الاداء لاعضاء هيئة التدريس</p>	<p>4-محتوى المقرر Course Content</p>
<ul style="list-style-type: none">Lecture - Brain storming - Problem solving - Discussion– Seminars - Reading assignmentsIndividual/group work & assignments.	<p>5-اساليب التعليم و التعلم: Teaching and Learning Methods</p>
<p>Non</p>	<p>6أساليب تعليم و التعلملطالب المحدودةالقدراتذوى TeachingandLearning Methods ofDisables</p>
<p>Students Assessment</p>	<p>تقويم الطالب -7</p>
<p>Semester work</p>	<p>أ-الأساليب المستخدمة</p>
<p>Midterm exam</p>	
<p>Final written exam</p>	<p>Used Methods</p>
<p>Semester work all the course</p>	<p>ب-التوقيت :time</p>
<p>Midterm exam 7th week</p>	
<p>Final written exam 14th week</p>	



Semester work 20	ج-توزيع الدرجات :
Midterm exam 30	
Final written exam 50	Marks distribution
-List of References	قائمة الكتب الدراسية و المراجع
Student written assignment from self-learning and tutorial session	أ- مذكرات Course note
---	ب- كتب ملزمة Required Books (Text Books)
الجودة فى التعليم العالى اعداد مركز ضمان الجودة - جامعة بورسعيد *	ج- كتب مقترحة Recommended Books

رئيس القسم :- ا.م/د منى عبد الرحمن

منسق المقرر: ا.م/د مها موسى

Year: 2020/2021



كلية التمريض

قسم التمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١/١

1. بيانات المقرر

الفرقة / المستوى: التانى الفصل الدراسى الاول	اسم المقرر: تمريض باطنه وجراحه (٢) نظرى	الرمز الكودى: Nur 200
عملى:-----	عدد الساعات المعتمدة: ثلاث ساعات نظرى + ١ ساعة جلسة تعليمية اسبوعيا	التخصص : الباطنى والجراحى

2. Aim of the Course:

This course aims to provide nursing students with essential medical surgical nursing knowledge based on the best evidence practice. Other body system disorders and functional alterations will be further emphasized throughout course.. These principles will assist students to provide the comprehensive nursing care needed to meet their needs by utilizing the nursing process competently.

3. Course specification based on competency



DOMAIN 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. Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	1. Respiratory disorders	1.1.1.1. Apply the basic principles of nursing ethics when providing care with respiratory disorders	Cooperative learning	PowerPoint presentation -Video	MCQ
	1.1.3. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	2. Musculoskeletal Disorders.	1.1.1.2. Apply the practice within the legal and ethical boundaries of nursing providing care for patients with disorders across the life span.	Interactive learning.	Power Point presentation -Video	One paper minute Essay Short Answer Question
		3. cardiovascular disorders	1.1.1.3. Apply safety measures while caring for patients with cardiovascular disorders.	Blended learning.	Power Point presentation -Video, Zoom	
		5. Urinary Tract Disorders	1.1.3.1. Practice nursing care for the patients with urinary tract infection based on policies and procedural guidelines considering patient rights and responsibility of nurses in nursing care plan.			



DOMAIN 2- Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1. cardiovascular, 2. urinary tract, 3. Musculoskeletal, 4. respiratory disorders	2.1.1.1. Apply cardiovascular, urinary tract, Musculoskeletal, and respiratory assessment in different clinical settings including normal and abnormal findings.	Cooperative learning	PowerPoint presentation -Video, Zoom	Essay Short Answer Question
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	1. Respiratory and cardiovascular disorders	2.1.2.1. Build and implement patients and families and communities' needs concerning patients care with acute and chronic disorders for a long period of life.	Cooperative learning	PowerPoint presentation -Video	One paper minute
	2.1.3. Provide holistic patient- centered care respecting people's diversity.	1. cardiovascular and urinary tract 2. Musculoskeletal and respiratory disorders	2.1.3.1. Design and illustrate nursing care for patients taking into account the different personality of the patients and his diseases.	Blended learning	PowerPoint presentation -Video, Recording using	Short comparative assessments



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	1.Cardiovascular and urinary tract. 2.Musculoskeletal and respiratory disorders	2.1.6.1 – Update nursing care procedures based on best evidence based practice for patients and communities concerning chronic diseases. 2.1.6.2. initiate recent evidences concerning clinical nursing practices	Blended learning.	Moodle and Google classroom	Self- assessment Pre-post short test
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.Cardiovascular 2.urinarytract 3.Musculoskeletal 4.respiratory disorders	2.1.1.1 Apply cardiovascular, urinary tract, musculoskeletal, and respiratory assessment in different clinical settings including normal and abnormal findings.	Cooperative learning	PowerPoint presentation -Video, ZOOM	Essay Short Answer Question
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	1.Respiratory disorders 2. cardiovascular disorders	2.1.2.1. build and implement patients and families and communities' needs concerning patients care with acute and chronic disorders for long period of life.	Cooperative learning	PowerPoint presentation -Video	One paper minute



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
	2.1.3. Provide holistic patient-centered care respecting people's diversity.	1.Cardiovascular 2.urinary tract 3.Musculoskeletal 4.respiratory disorders	2.1.3.1. Design and illustrate nursing care for patients taking into account different personality of the patients and his diseases.	Blended learning	Power point presentation -Video, Recording using	Short comparative assessments
	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	1.Cardiovascular 2.urinary tract 3.Musculoskeletal 4.respiratory disorders	2.1.6.1. Update nursing care procedures based on best evidence based practice for patients and communities concerning chronic diseases. 2.1.6.2. initiate recent evidences concerning clinical nursing practices	Blended learning.	Moodle and Google classroom	Self- assessment Pre-post short test



DOMAIN 3- Managing People, Work Environment and Quality

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
3.3. Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.1. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	1.Respiratory Disorders 2.UrinaryTract Disorders	3.3.1.1. Evaluate the ongoing effectiveness of planned activities for patients with urinary and respiratory tract infection by cutting chains of infection and following nursing care.	Interactive learning.	Power point presentation -Video	- MCQ
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.	3.3.2 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	1.Cardiovascular Disorders 2. Musculoskeletal Disorders.	3.3.2.1. Design nursing care plan for patient with disease during hospitalization to keen patient's safety.	Blended learning.	Power point presentation -Video	Casual chats with students A peer feedback process



DOMAIN 4- Informatics and Technology

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
4-1.Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4-1-1.Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	1.Respiratory Disorders	4-1-1-1. Demonstrate therapeutic strategies to support safe care and evaluate their impact on patient outcomes	Blended learning	Power point presentation -Video, Recording using	Short comparative assessments
		2. Urinary tract Disorders	4-1-1-2. Apply limit setting process to support safe care and evaluate their impact on patient outcomes.	Interactive learning.	PowerPoint presentation -Video, Recording using	Short comparative assessments
	4-1-2.Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.	1.Cardiovascular Disorders	4-1-2-1.formulate a plan of care for according to patients needs and problems	Cooperative learning.	Power point presentation -Video, Recording using	Casual chats with students A peer feedback process
		2. Musculoskeletal Disorders.	4-1-2-2 Develop the nursing process in dealing with patients exhibiting various manifestations			



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Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
	4-2-2 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities	2.Cardiovascular Disorders	4-2-2-1-Implement the nursing interventions for patients with various disorders using safety measures	Self- learning.	Powerpoint presentation -Video, Recording using	Essay Short Answer Question



DOMAIN 5: Inter-Professional Communication

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5-1-1 Maintain inter professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities	1. Respiratory Disorders	5-1-1-1- Communicate effectively with patients, families and colleagues when providing nursing care for respiratory disorders	Blended learning.	Moodle and Google class room	Misconception check Self-assessment Pre-post short test
		2. Cardiovascular Disorders	5-1-1-2- Explain how the multidisciplinary treatment team collaborate to plan and implement of care to hospitalized patients with Cardiovascular Disorders	Cooperative learning	PowerPoint presentation -Video Recording using,	Casual chats with students A peer feedback process
	5-1-2 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings	3. Musculoskeletal Disorders. 4. Urinary Tract Disorders	5-1-2-1 Communicate effectively with patients, families and colleagues	Self- learning.	Powerpoint presentation -Video, Recording using	Essay Short Answer Question



<ol style="list-style-type: none"> 1. Nursing management of patient with Pneumonia 2. Nursing management of patient with Tuberculosis 3. obstructive disease Nursing management of patient with Chronic pulmonary (COPD) 4. Nursing management of patient with Asthma 5. Nursing management of patient with Lower urinary tract infection 6. Nursing management of patient with Upper urinary tract infection 7. Nursing management of patient with Renal calculi 8. management of patient with Hypertension Nursing 9. Nursing management of patient with heart failure 10. Nursing management of patient with Peripheral vascular disease 11. Nursing management of patient with Eye disorder 12. Nursing management of patient with Skin disorder 	<p><u>4- محتوى المقرر</u></p> <p>Course Content</p>
<ul style="list-style-type: none"> -Modified lecture - Group discussion - online lecture 	<p><u>5- أساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none"> • direct instruction; • learning strategy instruction; and • using a sequential, simultaneous structured multi-sensory approach • break learning into small steps; • supply regular, quality feedback; 	<p><u>6-أساليب تعليم و التعلم للطالب</u> <u>ذوى القدرات المحدودة</u></p> <p>Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p>7-تقويم الطالب :</p>
<p>Work semester Mid-term exam Final exam</p>	<p><u>أ- الأساليب المستخدمة</u></p> <p>Used Methods</p>



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mid-term exam 7 th week Final term exam at Week 14	ب-التوقيت : time
Semester work 20% (40 degrees) Mid-term exam 30% (60 degrees) Final-term Exam 50% (100 degrees) Total 100 % 200 degree	ج-توزيع الدرجات : Marks distribution
List of References	8- قائمة الكتب الدراسية و المراجع
Provided by the lecturer & book	أ- مذكرات Course note
Lewis, S., Dirksen, S., Heitkemper, M. and Bucher, L. (2011).Assessment and Management of Clinical Problems Medical -Surgical Nursing,8thed., Mosby Elsevier Inc.,section -Linda, M. and Ignatavicius, D. (2013).Patient-CenteredCollaborative Care, Medical -Surgical Nursing,7thed.,Elsevier Inc, Linton,A.(2015).Introduction to Medical Surgical Nursing, 6thed.,Elsevier Health Sciences,p -Smeltzer. CS, Bare.GB. (2010) Brunner & Suddarth'S Textbook of Medical-Surgical-Nursing.th edition. Lippincot. USA ⁹ Basavanthappa, B.T. (2015).Medical -Surgical Nursing, 3rd ed., London.Jaypee Brothers Medical Publishers, p:297. Chintamani.(2011).Lewis Medical Surgical Nursing, 3ed.,Australia.Elsevier india,p;396. Taylor, C., Lillis, C., Lynn, C.(2015):Fundamental of nursing the art and science of person,centered nursing care.8th.Wolters Klumer .Philadephia Barbara,J.,et al.(2014):NCLEX-RN content review guide, preparation for the NCLEX-RN examination.2 th edition. kaplan nursing .new yourk, Burner and suddarth S.,(2012):text book of conidian medical surgical nursing , 2nd., Canada	ب-كتب ملزمة Required Books (Text Books)
• Basavanthappa, B.T. (2015). Medical Surgical Nursing, 3 rd ed. London.Jaypee Brothers Medical Publishers, P: 297.	ج-كتب مقترحةRecommended Books

رئيس القسم : ا.م.د/ منى عبد الرحمن

منسق المقرر: د/ هبه عبد الرحيم

Year 2020-2021



كلية: التمريض

قسم : التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الاول	اسم المقرر: تمريض الباطني والجراحي (2) عملي	الرمز الكودي: Nur 201
نظري	عدد الساعات المعتمدة: ٦ ساعات معتمدة ٢ ساعة معتمدة معمل ٤ ساعة معتمدة عملي اكلينيكي	التخصص : التمريض الباطني والجراحي

2 - Aim of the course:

The aim of this course is to provide student with essential medical surgical nursing skills and/or practice based on best evidence practice. Other body system disorders and functional alterations will be further emphasized throughout the course and holistic nursing intervention skills or practice will be discussed and applied on alteration in renal, respiratory, cardiovascular, orthopedic, and some types of cancer.

3-Course specification based on competency



DOMAIN 1- Professional and Ethical Practice

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
<p>1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.</p>	<p>1.1.3. Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.</p>	<p>1.Respiratory Assessment 2.Cardio vascular Assessment 3.Urinary Assessment</p>	<p>1.1.3.1. Applying nursing assessment for patients with acute and chronic respiratory diseases according to hospital polices and standard care guidelines with considering patients' rights</p> <p>1.1.3. 2. Applying nursing care for patients with acute and chronic cardiovascular diseases according to hospital polices and standard care guidelines with considering patients' rights</p> <p>1.1.3. 3. Applying nursing care for patients with acute and chronic urinary diseases according to hospital polices and standard care guidelines with considering patients' rights</p>	<p>Group discussion, Interactive Lectures, E-Learning, Clinical training in different settings</p>	<p>Power point, Field visits, Interactive Data, Real situation in clinical settings</p>	<p>- practical exam (OSCE) -Semester work -Oral exam -Final oral/ Practical exam (OSCE)</p>



DOMAIN 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.	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	<ol style="list-style-type: none"> 1. Chest physiotherapy 2. Tracheostomy Care 3. Providing Supplemental Oxygen 4. Suctioning Secretions from Airways 5. ECG 6. Blood transfusion 	2.1.6.1. Update nursing care procedures based on best evidence based practice	discussion, Interactive Lectures, Learning by simulations E-Learning, Clinical training in different settings	Power point, Field visits, Scenarios, Real situation in clinical settings	<ul style="list-style-type: none"> - Midterm exam practical exam (OSCE) - Semester work - Oral exam - Final oral/ Practical exam (OSCE)
2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.5. Communicate health information and coordinate health education / promotion activities effectively according to patient / client needs.	<ol style="list-style-type: none"> 2. Respiratory 3. Assessment 4. Cardiovascular Assessment 6. Urinary Assessment 7. Skin assessment 8. Suction 9. Oxygen therapy 10. Blood transfusion 	2.2.5.1. Determine health needs of patients based on patient assessment to improve health promotion	Demonstration, Role playing, Simulation, Brainstorming, Interactive Lectures, Learning by simulations E-Learning, Clinical training in different settings	Power point, Field visits, Scenarios, Simulations, Interactive Data, Real situation in clinical settings, Student-Created Content, videos	<ul style="list-style-type: none"> - Midterm exam practical exam (OSCE) - Semester work - Oral exam - Final oral/ Practical exam (OSCE)



DOMAIN 3- Managing People, Work Environment and Quality

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
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.	<ol style="list-style-type: none"> 1.Respiratory 2.Assessment Cardio-vascular Assessment 3.Urinary Assessment Skin assessment 4.Chest physiotherapy 5. Tracheostomy Care 6. Providing Supplemental Oxygen 7.Suctioning Secretions from Airways 8.ECG 9.Blood transfusion 	<ol style="list-style-type: none"> 1. Select appropriate place for applying patient assessment to improve health promotion. 2. Update nursing procedures based on evidence based practice to reduce patient's harm. 	Interactive Lectures, E-Learning, Clinical training in different settings	Power point, Field visits, Interactive Data, Real situation in clinical settings, Student-Created Content	<ul style="list-style-type: none"> - Midterm exam practical exam (OSCE) -Semester work -Oral exam -Final oral/ Practical exam (OSCE)
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.	<ol style="list-style-type: none"> 1.Respiratory Assessment 2Cardio-vascular Assessment 3.Urinary Assessment 4 Skin assessment 4.Chest physiotherapy 5. Tracheostomy Care 6. Providing Supplemental Oxygen 7.Suctioning Secretions from Airways 8.ECG 9.Blood transfusion 	1. Implement nursing procedures considering quality improvement and patient's safety.	Demonstration, Role playing, Interactive Lectures, Learning by simulations E-Learning, Clinical training in different settings	Power point, Field visits, Scenarios, Interactive Data, Real situation in clinical settings,	<ul style="list-style-type: none"> - Midterm exam practical exam (OSCE) -Semester work -Oral exam -Final oral/ Practical exam (OSCE)



<p>9- Respiratory Assessment 10- Chest physiotherapy 11- Tracheostomy Care 12- Providing Supplemental Oxygen 13- Suctioning Secretions from Airways 14- Cardio vascular Assessment 15- ECG 16- Urinary Assessment 17- Skin assessment 18- Blood transfusion</p>	<p><u>4- محتوى المقرر</u> Course Content</p>
<ul style="list-style-type: none">• Interactive Lectures• Role play• video• scenario• Real situation in clinical settings.• Learning by simulations• E-Learning• Clinical training in different settings	<p><u>5- أساليب التعليم و التعلم:</u> Teaching and Learning Methods</p>
<ol style="list-style-type: none">1- Interpretation for any difficulties in professor office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study groups system.5- Apply extra hours for teaching.6- Group discussion.	<p><u>6- أساليب تعليم و التعلم للطالب ذوي القدرات المحدودة</u> Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p>7-تقويم الطالب :</p>



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a-Semester work b-Mid-Term Exam c-Final Practical & oral Exam (OSCE).	أ- الأساليب المستخدمة Used Methods
Semester work: During the course Mid-Term Exam at 7 th week Final Practical (OSCE) & oral Exam at 14 th Week	ب- التوقيت : time
Semester work 40% (120 degrees) Mid-Term Exam 10% (30 degrees) Final Practical (OSCE) & oral Exam 50% (150 degrees) Total 100%	ج- توزيع الدرجات : Marks distribution
List of References	8- قائمة الكتب الدراسية و المراجع
Log book	أ- مذكرات Course note
1- Lewis, S., Dirksen, S., Heitkemper, M. and Bucher, L. (2011).Assessment and Management of Clinical Problems,Medical -Surgical Nursing,8thed., Mosby Elsevier Inc.,section 2- Linda, M. and Ignatavicius, D. (2013).Patient-CenteredCollaborative Care, Medical -Surgical Nursing,7thed.,Elsevier Inc, 3- Linton,A.(2015).Introduction to Medical Surgical Nursing, 6thed.,Elsevier Health Sciences,p 4- Smeltzer. CS, Bare.GB. (2010) Brunner & Suddarth'S Textbook of Medical-Surgical-Nursing. 9th edition. Lippincot. USA 5- Basavanthappa, B.T. (2015).Medical -Surgical Nursing, 3rd ed., London.Jaypee Brothers Medical Publishers, p:297.. 6- Chintamani.(2011).Lewis Medical Surgical Nursing, 3ed.,Australia.Elsevier india,p:396. 7- Taylor, C., Lillis, C., Lynn, C.(2015):Fundamental of nursing the art and science of person,centered nursing care.8th.Wolters Klumer .Philadephia 8- Barbara,J.,et al.(2014):NCLEX-RN content review guide, preparation for the NCLEX-RN examination.2 th edition. kaplan nursing .new yourk,	ب- كتب ملزمة Required Books (Text Books)



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9- Taylor, C., Lillis, C., Lynn, C.(2015):Fundamental of nursing the art and science of person,centered nursing care.8th.Wolters Klumer .Philadephia	ج. كتب مقترحة Recommended Books
Www. Nursingcenter.com www.nurselinx.com Www. Allnurses.com	Periodicals, Web Sites, ... etc

رئيس القسم . د/ مني عبد الرحمن

منسق المقرر : د/ هبه عبد الرحيم – د/ شيرين الطاهري

Year 2020/2021



كلية: التمريض

قسم: تمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١/١

1-بيانات المقرر

الفرقة / المستوى: الثانى الفصل الدراسي الاول	اسم المقرر: أمراض باطنة	الرمز الكودى: Med220
	عدد الساعات المعتمدة: ٢ ساعه نظرى	التخصص: تمريض الباطنى والجراحى

2 - Aim of the course:

The aims of the course is designed to provide students with an understanding of renal diseases, liver diseases, gastrointestinal tract diseases, chest diseases, immunological disorders, and blood diseases.

3-Course specification based on competency



DOMAIN 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.	1.1.4. Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1. Pneumonia	1.1.4. 1. Identify recent new technology for patient diagnosis, treatment and education Of pneumonia.	Blinded learning :- _Lecture Discussion and brainstorming _Online- teaching classes (zoom-WebEx-Microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Power point presentation videos	Short comparative assessment -One–minute paper -Tag Feedback -Short comparative assessment
		2. Tuberculosis	1.1.4. 2. Use information technology to provide best patients' care of tuberculosis.			
		3. Chronic obstructive pulmonary disease (COPD)	1.1.4. 3. Identify diagnostic evaluation of Chronic obstructive pulmonary disease.			
		4. Asthma	1.1.4. 4. List risk factors of asthma.			



DOMAIN 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.	2.2.6. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1. Upper urinary tract infection	2.2.6. 1. Evaluate effect of treatment modalities used in care of patients with different medical disease.	Blinded learning :- _Lecture Discussion and brainstorming _Online-teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Power point presentation videos	-Short comparative assessment -One–minute paper -Tag Feedback -Short comparative assessment
		2. Upper urinary tract infection	2.2.6. 2. Describe diagnostic evaluation of Upper urinary tract infection.			
		3. Renal stones or calculi	2.2.6. 3. Classify types of renal stones or calculi.			
		4. Hypertension	2.2.6. 4. Identify diagnostic evaluation of Hypertension.			
		5. Heart failure Classify types of heart failure	2.2.6. 5. Classify types of heart failure			



DOMAIN 5: Inter-professional Communication

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1. Provide patient's care considering effective communication.	1. Peripheral vascular disease.	5.1.1.1. Identify communication in Internal Medicine.	Blinded learning :- _Lecture Discussion and brainstorming _Online-teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Power point presentation Videos.	-Short comparative assessment
	5.1.2 Adopt a holistic human care considering principles of advocacy & human right	2. Eye disorder	5.1.1.2. Identify clinical manifestation of eye disorders			-One-minute paper
		3. Skin disorders	5.1.1.3. Explain each type of skin disorders			-Tag Feedback
						-Short comparative assessment



<p>1.Pneumonia 2.Tuberculosis 3.Chronic obstructive pulmonary disease (COPD) 4. Asthma 5.Lower urinary tract infection 6.Upper urinary tract infection 7. Renal stones or calculi 8.Hypertension 9. Heart failure 10.Peripheral vascular disease. 11.Eye disorders 12. Skin disorders</p>	<p>4-محتوى المقرر Course Content</p>
<ul style="list-style-type: none">• Interactive Lectures• video• scenario• Learning by simulations• E-Learning	<p>5-اساليب التعليم و التعلم: Teaching and Learning Methods</p>
<p>Recommended methods for disabled/ low achievement students:- 1- Interpretation for any difficulties in professor office. 2- Use academic monitoring. 3- Senior students help junior students. 4- Apply study groups system. 5- Apply extra hours for teaching. 6- Group discussion.</p>	<p>6-أساليب تعليم و التعلم للطالب ذوى المحدودة القدرات Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p>7-تقويم الطالب :</p>



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1. Semester work all weeks 2. Midterm exam 3. Final exam	أ- الأساليب المستخدمة Used Methods
Midterm exam exam: in 7 th week Semester work: During the course Final exam: in 14 th week	ب- التوقيت :time
a- Semester work 20 % (20 degrees) b- Mid-term Exam 30 % (30 degrees) c- Final written term exam 50 % (50 degrees) Total %100	ج- توزيع الدرجات : Marks distribution
List ofReferences	8- قائمة الكتب الدراسية و المراجع
Log book	أ- مذكرات Course note
<ul style="list-style-type: none">• Linton,A.(2017).Introduction to Medical, 6thed.,Elsevier Health Sciences,p• Barbara,J.,et al.(2017):NCLEX-RN content review guide, preparation for the NCLEX-RN examination.2 th edition.• Lewis, S., Dirksen, S., Heitkemper, M. and Bucher, L. (2019).Assessment and Management of Clinical Problems,Medical -,8thed., Mosby Elsevier Inc.,section• Linda, M. and Ignatavicius, D. (2019).Patient-CenteredCollaborative Care, Medical - ,7thed.,Elsevier Inc.,	ب- كتب ملزمة Required Books (Text Books)
<ul style="list-style-type: none">• Lewis, S., Dirksen, S., Heitkemper, M. and Bucher, L. (2021).Assessment and Management of Clinical Problems,Medical -,8thed., Mosby Elsevier Inc.,section	ج- كتب مقترحة RecommendedBooks

رئيس القسم: أ.د.م. منى عبد الرحمن

منسق المقرر: أ.د/ هان زاد حلمي

Year: 2020/2021



كلية: التمريض

قسم : التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الاول	اسم المقرر: pharmacology	الرمز الكودي: Med221
----- عملي	عدد الساعات المعتمدة: ٢ نظري	التخصص : التمريض الباطني والجراحي

2 - Aim of the course:

To graduate a student able to rationally use and administer medications in common diseases faced in critically-ill patients, internal medicine and surgery departments.

3-Course specification based on competency



DOMAIN 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.	1.1.3. Practice nursing in accordance with institutional /national legislations, policies and procedural guidelines considering patient / client rights	1. Emergency drugs.	1.1.3.1. Practice nursing in accordance within policies and procedural guidelines considering patient rights about emergency drugs.	Modified lecture - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers
		2. Anxiolytics & sedative – hypnotics.	1.1.3.2. Practice nursing in accordance within policies and procedural guidelines considering patient rights about Anxiolytics & sedative – hypnotics.	Modified lecture -EBK - video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers
		3. Anti-coagulant	1.1.3.3. Practice nursing in accordance within policies and procedural guidelines considering patient rights about Anti-coagulant	Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers



DOMAIN 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.	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	1. Emergency drugs.	2.1.6.1. Explain the different types of the Emergency drugs. 2.1.6. 2. Identify suitable assessment for monitoring for emergency drugs 2.1.6. 3. Explain patient health status to determine contraindications of administering morphine and other types of opioid analgesics	- Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers
		.2.Anxiolytics & sedative – hypnotics.	2.1.6.4. Identify different drugs used in management of anxiety, sedative and hypnotics 2.1.6.5. Differentiate between sedatives and hypnotics drugs.	- Modified lecture -EBK - presentation	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers
		.3. Anti-emetic drugs.	2.1.6.6. Classify different anti-emetic drugs. 2.2.6.3. 2. Determine suitable ant-emetic agent for different cases of vomiting.	- Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers



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Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
		4. Anti-epileptic drugs.	2.1.6.7. Identify different anti-epileptic drugs. 2.1.6.8. Determine the nursing care regarding to administer the epileptic drugs 2.1.6.9. Identify suitable anti-epileptic drug for different types of epilepsy.	- Modified lecture -EBK presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers
		5. Drugs used in treatment of pulmonary embolism	2.1.6.10. Identify drug groups used in treatment of pulmonary embolism 2.2.6.5.2. Differentiate between drugs used in treatment of pulmonary embolism & pulmonary edema.			
		6. Drugs used in treatment of pulmonary edema	2.1.6.11. Identify drug groups used in treatment of pulmonary edema 2.2.6.6.1. Differentiate between drugs used in treatment of pulmonary embolism & pulmonary edema.	- Modified lecture -EBK presentation	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers
		7. Anti-histaminic drugs	2.1.6.12. Classify anti-histamin drugs			
		8. Anti-coagulant	2.1.6.13. Identify different anti-coagulant drugs 2.1.6.14. Differentiate between thrombolytic and anti-coagulants drugs. 2.1.6.15. Identify the precaution during administration of the anti-coagulant drugs 2.1.6.16. Determine suitable assessment for monitoring for each type of anti – coagulant medications	- Modified lecture - presentation and video recording	-Data show -Online interaction -google class room	- Peer Quizzes - Top Ten Lists - one minute papers



DOMAIN 4- Informatics and Technology

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care.	1. Emergency drugs.	4.1.1.1. Use different sources of data related to contemporary standards of emergency drugs.	Modified lecture -EBK and video recording	-Data show -Online interaction -google classroom	- Peer Quizzes - Top Ten Lists - one minute papers
		2. Anxiolytics & sedative – hypnotics.	4.1.1.2. Use different sources of data related to contemporary standards of Anxiolytics & sedative – hypnotics.	Modified lecture -EBK - presentation and video recording	-Data show -Online interaction -google classroom	- Peer Quizzes - Top Ten Lists - one minute papers
		3. Anti-epileptic drugs.	4.1.1.3. Use different sources of data related to contemporary standards of Anti-epileptic drugs.	Modified lecture - presentation and video recording	-Data show -Online interaction -google classroom	- Peer Quizzes - Top Ten Lists - one minute papers
		4. Anti-coagulant	4.1.1.4. Use different sources of data related to contemporary standards of anti-coagulant	Modified lecture -EBK - presentation	-Data show -Online interaction -google classroom	- Peer Quizzes - Top Ten Lists - one minute papers



<ol style="list-style-type: none"> 1. Emergency drugs. 2. Anxiolytics & sedative – hypnotics. 3. Anti-epileptic drugs. 4. Anti-emetic Drugs 5. Drugs used in treatment of pulmonary embolism 6. Drugs used in treatment of pulmonary edema 7. Anti histaminic drugs 8. Anti coagulant drugs 	<p style="text-align: right;"><u>4- محتوى المقرر</u></p> <p>Course Content</p>
<p>Lecture Modified lecture Brain storming Student assignment</p>	<p style="text-align: right;"><u>5- اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none"> • direct instruction; • learning strategy instruction; and • using a sequential, simultaneous structured multi-sensory approach • break learning into small steps; • supply regular, quality feedback; 	<p style="text-align: right;"><u>6- أساليب تعليم و التعلم للطالب ذوي القدرات المحدوده</u></p> <p>Teaching and Learning Methods of Disables</p>
<p>Student assessment</p>	<p style="text-align: right;"><u>7- تقييم الطالب</u></p>
<p>-Final written -Quizzes -Semester work exam</p>	<p style="text-align: right;"><u>أ- الأساليب المستخدمة</u></p> <p>Used Methods</p>
<p>Quizzes : (twice /per semester)after 4th week and after 10 th week Semester work: During the course Final written: in 15th week</p>	<p style="text-align: right;"><u>ب- التوقيت :</u></p> <p>time</p>



Semester work	20% (20 degrees)	ج-توزيع الدرجات : Marks distribution
Mid-term exam	30% (30 degrees)	
<u>Final-term Exam</u>	<u>50% (50 degrees)</u>	
Total	100 %	
List of References		8- قائمة الكتب الدراسية و المراجع
Provided by the lecturer & book		أ- مذكرات Course note
1- Satoskar, R. S., & Bhandarkar, S. D. (2020). <i>Pharmacology and pharmacotherapeutics</i> . Elsevier India.		ب- كتب ملزمة Required Books (Text Books)
Skidmore-Roth, L. (2020). <i>Mosby's 2021 Nursing Drug Reference E-Book</i> . Elsevier Health Sciences.		ج- كتب مقترحة Recommended Books

رئيس القسم. ا.م. د/ مني عبدالرحمن

منسق المقرر/ اد عاطف عبد الباقي

Year2020/2021



كلية: التمريض
التمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١/١

١- بيانات المقرر

الفرقة / المستوى: الثانى الفصل الدراسي الاول	اسم المقرر: باثولوجى	الرمز الكودى: Med222
	عدد الساعات المعتمدة: ساعة معتمدة اسبوعيا	التخصص : علوم اساسية

2. Aim of the course

- By the end of this course the students will be able to examine alterations in functions affecting individuals across the lifespan. This course focusing on pathological factors that influence the disease process; in which the scientific approach will provide a further understanding of the mechanisms of disease, and will help students in incorporating critical thinking skills in their future practical applications.

3-Course specification based on competency



DOMAIN 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.	<p>1.1.2. Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.</p> <p>1.1.3. Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.</p>	<p>1. Neoplasia</p> <p>1.The Cell Cycle</p>	<p>1.1.1.1.Explain prognosis and treatment of neoplasm as pathologic disorders</p> <p>1.1.3.1 . demonstrate the normal stages of cell cycle according to diversity constructing ,</p>	<p>Modified lecture</p> <p>- Group discussion</p> <p>- online lecture</p>	<p>Power point presentation</p> <p>-Video</p>	<p>- Semester work</p> <p>- Midterm exam</p> <p>Final written exam</p>



DOMAIN 3-Managing people. quality and work environment

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
3. 2. Provide a safe working environment that prevents harm for patients and workers.	3.2.2. Act to protect patients and their family from unsafe illegal or unethical care practice in different work setting	1. Influence of Growth Factors 2. Etiology of Cancer and Clinical Manifestations	3.2.2.1. Utilize the nursing process, critical thinking skills, experience, and basic concepts of pathology in daily clinical practice. 3.2.2. 2. list characteristics of common pathological disorder 3.2.2.3 Explain etiology and pathogens of pathologic disorders. 3.2.2.4. Evaluate transferring the knowledge into healthy behaviors in order to help people avoiding diseases. 3.2.2. 5. Apply the sciences of pathophysiology to common system disorders across the lifespan.	- Modified lecture - Group discussion - online lecture	Power point presentation - Video	- Semester work - Midterm exam - Final written exam



DOMAIN 4- Informatics and Technology

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1.Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care	4.1.1. Use different sources of data related to contemporary standards of practice and patient care.	1. Influence of Growth Factors	4.1.1.1. Describe the influence of growth factors on disease process.	- Modified lecture - Group discussion - online lecture	Power point presentation -Video	- Semester work - Midterm exam - Final written exam



<ol style="list-style-type: none">1- Cellular Responses to Stress, Injury, and Aging2- Cellular adaptation3- Acute Inflammation4- Chronic Inflammation5- The Cell Cycle6- Cutaneous Wound Healing7- Neoplasia8- Influence of Growth Factors	<p>٤- <u>محتوى المقرر</u></p> <p>Course Content</p>
<p>Modified lecture</p> <ul style="list-style-type: none">- Group discussion- online lecture	<p>٥- <u>اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<p>Recommended methods for disabled/ low achievement students:-</p> <ol style="list-style-type: none">1- Interpretation for any difficulties in professor office.2- Use academic monitoring.3- Senior students help junior students.4- Apply study groups system.5- Apply extra hours for teaching.6- Group discussion.	<p>٦- <u>اساليب تعليم و التعلم للطالب ذوي القدرات المحدوده</u></p> <p>Learning and Teaching Disables Methods of</p>
<p>Student assessment</p>	<p>٧- <u>تقييم الطالب</u></p>
<ul style="list-style-type: none">-Work semester-Mid-term exam-Final exam	<p>٨- <u>الاساليب المستخدمة</u></p> <p>Used Methods</p>
<ol style="list-style-type: none">1- mid-term exam the 7th week2- Final term exam at Week 14	<p>٩- <u>التوقيت : time</u></p>



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Faculty of Nursing



Semester work	20% (20degrees)	ج-توزيع الدرجات :
Mid-term exam	30% (30 degrees)	
Final-term Exam	50% (50 degrees)	
Total	100 % 100 degree	
List of references		٨- قائمة الكتب الدراسية و المراجع
Provided by the lecturer		أ- مذكرات Course note
1. Porth, C.M. (2015).Essentials of Pathophysiology: Fourth Edition.Philadelphia, PA: Wolters Kluwer		ب-كتب ملزمة Text) Required Books (Books
2. NAIR, M & PEATE, I. (2013). Fundamentals of Applied Pathophysiology An essential guide for nursing and healthcare students. Wiley & Sons, Ltd., Publication Second Edition. A John		
-----		ج-كتب مقترحة Books Recommended

رئيس القسم:- ا.م. د / منى عبد الرحمن

منسق المقرر:-د/ ميادة سعد

Year 2020/2021



كلية: التمريض

التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

١ - بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الاول	اسم المقرر (Epidemiology)	الرمز الكودي: Med 223
عملي: -	عدد الساعات المعتمدة: نظري (Theoretical lecture): No. 1 credit hour/week 14 credit hours	التخصص: Medical surgical

2 - Aim of the course:

To introduce students in all fields of public health to the background, basic principles and methods of public health epidemiology. We will also discuss the biological, behavioral, sociocultural and environmental factors associated with the etiology and distribution of health and disease. This course has two main components.

3-Course specification based on competency:



DOMAIN I: 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	<p>1-1-1-Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.</p> <p>1.1.3. Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.</p>	Introduction of epidemiology.	<p>1-1-1-1-Identify the concept of epidemiology and infection.</p> <p>1-1-1-2- Describe scheme of immunization</p> <p>1-1-1-3- Identify epidemiological of selected diseases as (measles, tuberculosis, and acute respiratory infection, diarrhea in children, viral hepatitis, brucellosis, poliomyelitis, fever and diabetes mellitus</p> <p>1.1.3.1-Participate actively as management member of multidisciplinary group in disease prevention, national health care programs and in conducting public health surveillance</p>	<p>Interactive lecture</p> <p>-Case study</p> <p>-Seminar</p>	<p>- Power point presentation</p> <p>-videos</p> <p>-Microsoft team and Google Classroom</p> <p>online</p>	<p>-Semester work</p> <p>-Short quiz or</p> <p>-One-minute paper</p> <p>-Short comparative assessments</p>



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1 Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	Emerging & Re-emerging Infectious Diseases	2.1.1.1. Discuss classification of emerging infectious disease 2.1.1.2. Determine factors contributing to emergence	Interactive lecture Online learning Group discussion with small group	- Power point presentation - videos Microsoft team and Google Classroom online	Semester work - Short quiz or - One-minute paper - Short comparative assessments
		Surveillance	2.1.1.1. Discuss steps of surveillance 2.1.1.2. Differentiate between different types surveillance	Interactive lecture Online learning Group discussion with small group	- Power point presentation - videos Microsoft team and Google Classroom online	Semester work - Short quiz or - One-minute paper - Short comparative assessments



Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework	2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.	Infection control and nosocomial infection	2.1.1.1. Discuss infection control and nosocomial infection 2.1.1.2. Explain sterilization and disinfection	- Interactive lecture - Online learning - Group discussion with small group	- Power point presentation - videos Microsoft team and Google Classroom online	Semester work - Short quiz or - One-minute paper - Short comparative assessments
	2.2.1 Determine health related learning needs of patient /client within the context of culture, values and norms.	Health and Illness.	2.1.1. 1. Discuss health indicators 2.1.1. 2. Explain stages of illness.	- Interactive lecture - Online learning - Group discussion with small group	- Power point presentation - videos Microsoft team and Google Classroom online	Semester work - Short quiz or - One-minute paper - Short comparative assessments
	2.2.4 Use educational principles and counseling techniques appropriately and effectively with diverse Populations.	Communicable diseases	2.2.4.1. Discuss classification communicable diseases 2.2.4.2. Determine different methods of prevention and control of selected diseases	- Case study - Brain storming - Online learning Group discussion with small group	- Power point presentation - videos and recording using Telegram	- Casual chats with students a peer-feedback process - self assessment pre-post short test Short comparative assessments



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	2.2.4 Use educational principles and counseling techniques appropriately and effectively with diverse Populations.	Non communicable diseases	2.2.4.1. Discuss classification non communicable diseases 2.2.4.2. Determine different methods of prevention and control of selected diseases	- Case study -Brain storming -Online learning Group discussion with small group	- Power point presentation -videos and recording using Telegram	-Casual chats with students a peer-feedback process -self assessment pre-post short test Short comparative assessments
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. 2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	Measuring health and diseases Screening	2.2.2.2- Explain different methods and measuring health and diseases 2.2.6.1.Explain types of screening 2.2.6.2 Determine different criteria for screening test	- Case study -Brain storming -Interactive lecture Health class (-case finding) -Case study	- Power point presentation -videos Microsoft team and Google Classroom Online	Semester work -Short quiz or -One-minute paper -Short comparative assessments



<ol style="list-style-type: none">1. Introduction of epidemiology2. Infection control and Nosocomial infection3. Health and disease4- Measuring health and disease5- Surveillance6- Emerging & Re-emerging Infectious Diseases7- Screening8-Communicable non communicable diseases9- Non communicable diseases	<p style="text-align: right;"><u>4-محتوى المقرر</u></p> <p>Course Content</p>
<ol style="list-style-type: none">1. Brain storming2. Problem solving3. Discussion4. Role play5. Clinical field6. Seminars7. Models8-Case study	<p style="text-align: right;"><u>5-اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<p>Extra time training during the teaching staff office time with small group discussion</p>	<p style="text-align: right;"><u>6-أساليب تعليم و التعلم للطالب</u> <u>ذوى القدرات المحدودة</u></p> <p>Teaching and Learning Methods of Disables</p>
<p>Student assessment</p>	<p style="text-align: right;">7- تقويم الطالب</p>



1. Semester work 2. Periodic and Midterm exam 3. Practical and oral exam	أ- الأساليب المستخدمة Used Methods
1. Semester work : During the course 2. Periodic and Midterm exam: During 7 th – 9 th 4. Practical and oral exam During 14 th to 15 th week	ب- التوقيت :time
Semester work 10 % Midterm exam 15 % Final exam 25 % Total 50 %	ج- توزيع الدرجات : Marks distribution
List of References	8- قائمة الكتب الدراسية و المراجع
-----	أ- مذكرات Course note
Miquel P.(2014) A Dictionary of epidemiology (6 th ed.)New York Oxford University Press ISBN978-019-9973.retrieved 16 July 2014. Merrilray M. (2010)An Introduction to Epidemiology fifth edition. Chapter 2 Historic Development in epidemiology'. Jones and Bartlett Publishing.	ب- كتب ملزمة Required Books (Text Books)
- https://www.semanticscholar.org/paper/Foundations-of-Epidemiology-Lilienfeld/56e150d7e2e2ab699038fa84189e840539517b42 - http://www.epidemiolog.net/evolving/FundamentalsOfEpidemiology.pdf https://open.oregonstate.edu/epidemiology/	ج- كتب مقترحة Recommended Books

رئيس القسم د/ منى عبد الرحمن

منسق المقرر د/ مها موسى محمد موسى

Year2020/2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1-بيانات المقرر

الفرقة / المستوى: الثاني	اسم المقرر: Teaching methods and health education	الرمز الكودي: Sup241
الفصل الدراسي الاول	عدد الساعات المعتمدة: ٢ ساعة اسبوعيا نظري	التخصص : تمريض باطنى وجراحي
عملى: ١ ساعة اسبوعيا		

2 - Aim of the course:

The overall aims of the course prepare students for the teaching profession, understanding methods, procedures and techniques of teaching, also effectively using all teaching materials.

3-Course specification based on competency



DOMAIN 1- PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
1.1. competency demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1. Principles of learning 2. The educational spiral and relationship between its various elements.	1.1.4.1.1- a) Principles of learning 1.1.4.1.2- differentiate between education, teaching and learning 1.1.4.1.3- Identify the principles of learning 1.1.4.2.1. Develop specific educational objectives according Professional tasks 1.1.4.2.2. Construct an educational program 1.1.4.2.3. Make a critical analysis of specific educational objectives	- Modified lecture -EBK - Debriefing session -Role play -Student assignment - Modified lecture -EBK - Debriefing session	-Data show -Online interaction	-Quizz -Semester work -Final written exam



DOMAIN 2- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.6 Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities	1. educational objective Cognitive learning domain and its examples Psychomotor learning domain and its examples Affective learning domain and its examples	2.2.6.1.1. Define concepts related to education 2.2.6.1.2. Identify the principles of health education 2.2.6.1.3. Describe the component of health education 2.2.6.1.4. Apply the role of the nurse in health education	Modified lecture -EBK - Debriefing session	Data show -Online interaction -Videos	-Quizz -Semester work -Final written exam
2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	2. Methods of teaching: Interactive teaching Preparing the teaching environment Selecting appropriate teaching methods	2.2.6.1.1. differentiate between education, teaching and learning 2.2.6.1.2. Differentiate between learning and teaching 2.2.6.1.3 Compare several teaching methods			



DOMAIN 3- MANAGING PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
3.1. Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	<p>3.1.3 Organize own workload and apply time management principles for meeting responsibilities.</p> <p>3.1.2 Plan and implement change conducive to the improvement of health care provision.</p>	<p>4. Health education: Principles of health education</p> <p>Components of health education</p> <p>2 Methods of evaluation</p> <p>Summative evaluation</p> <p>Formative evaluation</p>	<p>3.1.2.1. Identify the principles of health education</p> <p>3.1.2.2. Describe the component of health education</p> <p>3.1.2.1.2 Apply the role of the nurse in health education</p> <p>3.1.2.1. Mention importance of evaluation</p> <p>3.1.2 . 2 Apply the formats of evaluation test.</p>	<p>Modified lecture</p> <p>-EBK</p> <p>- Debriefing session</p>	<p>Data show</p> <p>-Online interaction</p> <p>-Videos</p>	<p>Quizz</p> <p>-Semester work</p> <p>-Final written exam</p>



<p>1. Teaching and learning process: 1a. Principles of learning 1b. Conditions that facilitate learning 1c. The educational spiral and relationship between its various elements.</p> <p>2. Educational objectives: 2a. Cognitive learning domain and its examples. 2b. Psychomotor learning domain and its examples 2c. Affective learning domain and its examples</p> <p>3. Methods of teaching: 3a. Interactive teaching 3b. Preparing the teaching environment 3c. Selecting appropriate teaching methods</p> <p>4. Health education: 4a. Principles of health education 4b. Components of health education</p> <p>Visual aids Methods of evaluation 6a. Summative evaluation 6b. Formative evaluation</p>	<p>4- محتوى المقرر</p> <p>Course Content</p>
<ul style="list-style-type: none">• Lecture• Modified lecture• Role play• Brain storming• Student assignment	<p>5- اساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>



Recommended methods for disabled/ low achievement students:- 1- Interpretation for any difficulties in professor office. 2- Use academic monitoring. 3- Senior students help junior students. 4- Apply study groups system. 5- Apply extra hours for teaching. 6- Group discussion	6-أساليب تعليم و التعلم للطالب ذوى القدرات المحدودة Teaching and Learning Methods of Disables
Students Assessment	7-تقويم الطالب :
a-Semester work b-Mid-term exam c- Final practical (OSCE) & oral exam. d- Final written term exam	أ- الأساليب المستخدمة Used Methods
Mid-term exam at 7th week Final practical & oral exam at 14th week Final written term exam at 15th week	ب-التوقيت : time
Semester work 10% (10 degrees) Mid-term exam 10% (10 degrees) Final practical (OSCE) & oral exam 20% (20 degrees) Final written term exam 60 % (60 degrees) Total 100%	ج-توزيع الدرجات : Marks distribution
List of References	8- قائمة الكتب الدراسية و المراجع



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Part by Part	Course note أ- مذكرات
Guilbert,J.J (1987): Educational handbook for health personnel. WHO. Geneva.	ب- كتب ملزمة Required Books (Text Books)
-----	ج- كتب مقترحة Recommended Books

رئيس القسم: ا.د/ سناء عبد العظيم

منسق المقرر: د/ نورا الغريب

Year: 2020/2021



كلية: التمريض

قسم: إدارة التمريض

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى: الثانى الفصل الدراسى الاول	اسم المقرر: تكنولوجيا المعلومات نظرى	الرمز الكودى: SupE 600
عملى----	عدد الساعات المعتمدة: ١ نظرى	التخصص : إدارة التمريض

2 - Aim of the course:

The overall aim of the course is to introduce the student with the important information technology management tools that are currently being utilized in healthcare to ensure safe and quality care. Electronic health records, smart hospitals, Personal reference management software and Evidence- Based practice will be emphasized.

3-Course specification based on competency



DOMAIN 1- PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	Introduction to Telenursing	1.1.1.1. determined role of nurse in Telenursing applications	- Modified lecture	Power point presentation Videos Online interaction	Individual Whiteboards 30-Second Share
			1.1.1. 2. clarified components of health information system.	- Student assignment		
	1.1.3 Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.	Informatics security & confidentiality	1.1.3.1.practice patient care considering principles of patient's privacy .	- Modified lecture		Individual Whiteboards Open-Ended Questions
			1.1.3.2.determine Importance & principle of Confidentiality			
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	Informatics security & confidentiality	1.1.4.1.Demonstrate Competencies required ensuring secure Telenursing practice.	- Modified lecture		
			1.1.4.2. expound the role of nurse in managing patient information Security protection process			



DOMAIN 2- HOLISTIC PATIENT-CENTERED CARE

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	nursing informatics	2.2.6.1. Discuss Benefits of nursing informatics.	Modified lecture - Student assignment	Power point presentation Videos Online interaction	Individual Whiteboards 30-Second Share
			2.2.6.2. Apply principles of nursing informatics			
			2.2.6.3-Utilize electronic learning model with patient distance education			



DOMAIN 4- INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	artificial intelligence	4.1.2.1. Demonstrate the Uses of artificial intelligence In Health Care.	Modified lecture	Power point presentation Videos Online interaction	Individual Whiteboards Open-Ended Questions
			4.1.2. 2- stratify the Process of artificial intelligence In Health Care			
4.1.4 Use and evaluate information management technologies for providing the holistic patient care in different health care settings		healthcare information technology	4.1.4.1. Classify benefits and risks of healthcare information technology.	Modified lecture	Power point presentation Videos Online interaction	Keep the Question Going Open-Ended Questions
			4.1.4. 2. Conclude Barriers to the adoption of healthcare technology			
			4.1.4.3. Carry out the preliminary assessment process for applying healthcare information technology system in the hospital.			
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Retrieve, and manage data to make decisions using information management system for providing holistic patient care.	electronic patient record	4.2.1.1. Conclude the values and preferences using electronic documentation.	Modified lecture	Power point presentation Videos Online interaction	. One-minute papers Open-Ended Questions
			4.2.1.2. Design electronic health record.			
	4.2.2 Apply communication	network integration	4.2.2.1.demonstrate Clinical network integration practice		Power point	30-Second Share



Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
	technologies that support clinical decision making, care coordination, and protection of patients' rights.		requirement 4.2.2.2 compare Different modalities of network integration in healthcare settings	Modified lecture	presentation Videos Online interaction	Open-Ended Questions
	4.2.3 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	smart hospital	4.2.3.1 Describe characteristics of smart hospitals	Modified lecture	Power point presentation Videos Online interaction	Examples/Non-Examples One Minute Essays
1- Introduction To Nursing Informatics 2- Healthcare Information Technology 3- Telenursing 4- Informatics Security & Confidentiality 5- Artificial Intelligence 6- Electronic Patient Record 7- Network Integration 8- Smart Hospital					<u>4- محتوى المقرر</u> Course Content	
Lecture Modified lecture Brain storming Student assignment					<u>5- اساليب التعليم و التعلم:</u> Teaching and Learning Methods	



Interpretations for any difficulty in professor office. Senior students helps junior students Group discussion	6-أساليب تعليم و التعلم للطالب المحدودة القدرات ذوى Teaching and Learning Methods of Disables
Students Assessment	7-الطالب تقويم :
-Midterm -Semester work -Final written exam	أ- الأساليب المستخدمة Used Methods
Midterm : (once /per semester)after 7th week Semester work: During the course Final written: in 15th week	ب-التوقيت : time
Midterm marks 30% --- 15 marks Semester work 20% --- 10 marks Final 50% --- 25 marks	ج-توزيع الدرجات : Marks distribution
List of References	8-قائمة الكتب الدراسية و المراجع
Part by Part	أ- مذكرات Course note
<ul style="list-style-type: none">Information technology in health care. Report to the Congress: New Approaches in Medicare June 2004 (chapter7).Gundlapalli, A. V., Jaulent, M. C., & Zhao, D. (2018). Precision Healthcare Through Informatics: Proceedings of the 16th World Congress on Medical and Health Informatics (Vol. 245).	ب-كتب ملزمة Required Books (Text Books)



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• Bürkle, T., Lehmann, M., Denecke, K., Sariyar, M., Bignens, S., Zetz, E., & Holm, J. (2019). Healthcare of the Future: Bridging the Information Gap. IOS Press.	
-----	ج- كتب مقترحة Recommended Books

رئيس القسم أ.د/ سناء عبد العظيم ابراهيم

منسق المقرر د: محمد جمال السحراوى

Year: 2020/2021



كلية: التمريض
قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الثاني	اسم المقرر: Critical and emergency nursing theory	الرمز الكودي: Nur 202
٣ ساعات نظري + ساعة جلسة تعليمية	٤ ساعات معتمدة اسبوعيا عدد الساعات المعتمدة:	التخصص : التمريض الباطني والجراحي

2- Aim of the Course

This course develops students' knowledge to manage patient with Critical health problems with essential knowledge, skills and attitudes to provide high quality nursing care through using nursing process.

3-Course specification based on competency



DOMAIN 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. Apply value statements in nurses' code of ethics and professional conduct for ethical Decision making	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain.	1-1-1-1. Apply basic principles of ethics when providing nursing care.	-Interactive lecture -Discussion	-Power point presentation -videos	- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question
		1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma	1-1-1-2 Practice within the legal and ethical boundaries of nursing providing care for patients across different hospital departments.	-Interactive lecture -Discussion	-Power point presentation -videos	-- Peer Quizzes - Top Ten Lists - one minute



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		<p>7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain</p>				<p>papers MCQ short answer question</p>
	<p>1-1-3. Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights. -</p>	<p>1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain</p>	<p>1-1-1-3. Applying nursing care for critical care patients according to hospital policies and standard care guidelines with considering patients' right .</p>	<p>-Interactive lecture -Discussion</p>	<p>-Power point presentation -videos</p>	<p>-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question</p>



DOMAIN 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment or Evaluation
2-1. Nursing care in different practice Provide holistic and evidence-based settings.	2-1-1. Conduct holistic and focused bio- psychosocial and environmental assessment of health and illness in diverse settings	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain	2-1-1-1. Discuss physical and psychosocial nursing care for critical care patients with considering patient diversity	-Interactive lecture -Discussion	-Power point presentation -videos	-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question



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	<p>2-1-3. Provide holistic patient-centered care respecting people diversity.</p> <p>-</p> <p>.</p>	<ol style="list-style-type: none"> 1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain 	<p>2-1-1-3. Explain nursing care for critical care patients following patient-centered care approach</p> <p>-</p>	<p>-Interactive lecture</p> <p>-Discussion</p>	<p>-Power point presentation</p>	<p>-- Peer Quizzes</p> <p>- Top Ten Lists</p> <p>- one minute papers</p> <p>MCQ</p> <p>short answer question</p>
	<p>2-1-1. -Participate in informal and formal methods of teaching that corresponds to the health of patient/client needs and abilities in different health care settings.</p>	<ol style="list-style-type: none"> 1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain 	<p>2-1-1-6. Update nursing care procedures based on best evidence based practice</p> <p>-</p>	<p>-Interactive lecture</p> <p>-Discussion</p>	<p>-Power point presentation</p>	<p>- Peer Quizzes</p> <p>- Top Ten Lists</p> <p>- one minute papers</p> <p>MCQ</p> <p>short answer question</p>



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<p>2.2. Provide health education based on the needs/problems of the patient/client within a nursing framework.</p> <p style="text-align: center;">-</p>	<p>2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.</p> <p style="text-align: center;">-</p>	<ol style="list-style-type: none"> 1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain 	<p>2.2.1.1. Adapt advanced and appropriate patient education strategies within culture, values and tradition</p> <p style="text-align: center;">-</p>	<p>-Interactive lecture -Discussion</p>	<p>-Power point presentation</p>	<ul style="list-style-type: none"> - Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question
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DOMAIN 3: Managing People, Work Environment and Quality

Competency	Key elements	Course subjects	Course Objectives	Teaching Methods	Media used	Assessment or Evaluation
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. -	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 8. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain	3-3-1-1. Manage work conflict using problem solving technique. -	-Interactive lecture -Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question



DOMAIN 4: Informatics and Technology

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment or Evaluation
4-1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care. -	4-1-2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes. -	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain	4-1-2-1. Identify advance technology related to care of patient with critical health Problems -	-Interactive lecture -Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question
	4-1-3 - Evaluate the impact of computerized information management	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock	4-1-3-1 -Utilize computerized data related to patient care.	-Interactive lecture -Clinical Skill lab	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute



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	on the role of the nurse in providing holistic patient-centered care.	6.Head trauma 7.Respiratory failure 8.Pulmonary edema 9.Mechanical ventilation 10.Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain				papers MCQ short answer question
4-2. -Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4-2-2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights..	1. Stroke 2.Ischemic heart diseases 3.Management of patients undergoing cardiac surgery 4.Burn 5.Shock 6.Head trauma Respiratory failure 8.Pulmonary edema 9.Mechanical ventilation 10.Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain	4-2-2 -1. Utilize appropriate methods of communication with patients complaining from critical health problems that limit their communication.	-Interactive lecture -Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question



DOMAIN 5: Inter-Professional Communication

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment or Evaluation
5-1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities	5-1-1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain.	5-1-1-1. - Enhancing the teamwork spirit	-Interactive lecture - Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers
.	5-1-2. Function within behavioral norms related to the interdisciplinary	1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac	5-1-2-1. Demonstrate professional behavior by	-Interactive lecture - Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers



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	communication and the health care organizations -	surgery 4.Burn 5.Shock 6.Head trauma 7.Respiratory failure 8.Pulmonary edema 9.Mechanical ventilation 10.Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain.	displaying these behaviors when caring for assigned patients -			MCQ short answer question
	5-1-3. Utilize communication styles that diminish the risks associated with authority gradients among health care team members. -	1. Stroke 2.Ischemic heart diseases 3.Management of patients undergoing cardiac surgery 4.Burn 5.Shock 6.Head trauma 7.Respiratory failure 8.Pulmonary edema 9.Mechanical ventilation 10.Weaning from mechanical ventilation 11. Renal failure	5-1-3-1. Apply principals of therapeutic communication by communicating appropriately with patients, peers and staff -	-Interactive lecture - Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question



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		12. Dialysis 13. Acute abdominal pain				
		1. Stroke 2. Ischemic heart diseases 3. Management of patients undergoing cardiac surgery 4. Burn 5. Shock 6. Head trauma 7. Respiratory failure 8. Pulmonary edema 9. Mechanical ventilation 10. Weaning from mechanical ventilation 11. Renal failure 12. Dialysis 13. Acute abdominal pain	5-1-3-2 - Practice some communication techniques with patients.	-Interactive lecture - Discussion	-Power point presentation	-- Peer Quizzes - Top Ten Lists - one minute papers MCQ short answer question



<ol style="list-style-type: none">1. Stroke (Cerebrovascular accident)2. Ischemic heart diseases3. Management of patients undergoing cardiac surgery4. Burn5. Shock6. Head trauma7. Respiratory failure8. Pulmonary edema9. Mechanical ventilation10. Weaning from mechanical ventilation11. Renal Failure12. Dialysis13. Acute abdominal pain.	<p style="text-align: right;"><u>4- محتوى المقرر</u></p> <p>Course Content</p>
<ol style="list-style-type: none">1-Lecture.2-Reading assignment.3-Problem solving.4-Group discussion.5-Brain storming6- Blended learning.	<p style="text-align: right;"><u>5- اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none">• Use academic monitoring• Apply study group system• Group discussion• Senior student help junior students• Apply extra hours for teaching• Interpretation for any difficulties	<p style="text-align: right;"><u>6-أساليب تعليم و التعلم للطالب</u> <u>ذوي القدرات المحدودة</u></p> <p>Teaching and Learning Methods of Disables/ low achievement .</p>
Students Assessment	<p style="text-align: right;">7-تقويم الطالب :</p>



1- Written exam. 2- Semester work include: A- Presentation B- Midterm C- Problem solving group discussion	أ- الأساليب المستخدمة Used Methods
1. Midterm at Week 7th 2. Final term exam at Week 14 th	ب- التوقيت : time
Mid-Term 30% (60 degree) Semester work discussion 20% (40 degree) Final-term Examination 50% (100 degree) Total 100% (200 degree)	ج-توزيع الدرجات : Marks distribution
List of References	- قائمة الكتب الدراسية و المراجع
Provided by the lecturer	أ- مذكرات Course note
1. Sharma,K.S.(2020).Lippincott Manual of Nursing Practice(10thed). India:Wolters Klumer Health 2. Harding, M., Kwong, J., Roberts, D., Hagler, D. & Reinisch, C. (2020). Lewis's Medical Surgical Nursing: Assessment and Management of Clinical Problems, (11th ed.).Canada: Elsevier Publisher, 3. Linton,A.(2015).Introduction to Medical Surgical Nursing, 6thed.,Elsevier Health Sciences,p 4. Basavanthappa, B.T. (2015).Medical -Surgical Nursing, 3rd ed., London.Jaypee Brothers Medical Publishers, p:297.. 5. Barbara,J.,et al.(2014):NCLEX-RN content review guide, preparation for the NCLEX-RN examination.2 th edition. kaplan nursing .new yourk,	ب-كتب ملزمة Required Books (Text Books)



<ol style="list-style-type: none">6. Smeltzer. CS, Bare (2012):text book of conidian medical surgical nursing , 2nd., Canada, Lippincott7. Linda, M. and Ignatavicius, D. (2013).Patient-Centered Collaborative Care, Medical - Surgical Nursing, 7th ed., Elsevier Inc,8. Sole, M. L., Klein, D. G., & Moseley, M. J. (2020). Introduction to Critical Care Nursing E-Book. Elsevier Health Sciences.9. Foley, G. (Ed.). (2020). Understanding adult education and training. Routledge.10. Linda, M. and Ignatavicius, D. (2013).Patient-Centered Collaborative Care, Medical - Surgical Nursing, 7th ed., Elsevier Inc,11. Smeltzer. CS, Bare.GB. (2010) Brunner & Suddarth'S Textbook of Medical-Surgical- Nursing. 9th edition. Lippincot. USA.12. Chintamani.(2011).Lewis Medical Surgical Nursing, 3ed.,Australia.Elsevier india,p;396.	
<ol style="list-style-type: none">1. Linton,A.(2015).Introduction to Medical Surgical Nursing, 6th ed.,Elsevier Health Sciences,p2. Smeltzer. CS, Bare 2012):text book of conidian medical surgical nursing , 2nd., Canada, Lippincott	<p>ج- كتب مقترحة</p> <p>Recommended Books</p>
<p>www.aa.org.</p> <p>http://www.nurses.info/nursing_journals_bc.htm</p> <p>http://www.amsn.org/cgi-bin/WebObjects/AMSNMain.woa</p> <p>http://her.oxfordjournals.org/content/16/6/671.full</p> <p>http://en.wikipedia.org/</p>	<p>d- Periodicals, Web Sites, ... etc</p>

رئيس القسم ا.م/د منى عبد الرحمن

منسق المقرر : د/ ايمان شاهين - د/ امل بكر - د شيرين الطاهري

Year 2020- 2021



كلية: التمريض

قسم: التمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

١. بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الثاني	اسم المقرر: Critical and emergency nursing (clinical)	الرمز الكودي: Nur 203
٢ ساعة معتمدة معمل ٤ ساعة معتمدة عملي اكلينيكي	عدد الساعات المعتمدة: 6 ساعات معتمدة اسبوعيا	التخصص : التمريض الباطني والجراحي

2 - Aim of the course:

This course focuses on providing nursing students with efficient clinical training using the nursing process as a framework for providing nursing care for clients in intensive care settings.

3-Course specification based on competency



DOMAIN 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.	1.1.3. Practice nursing in accordance with stitutional /national legislations, policies and procedural guidelines considering patient / client rights	1. Cardiopulmonary Resuscitation (CPR)	1.1.3.1. Apply practice nursing in accordance within policies and procedural guidelines considering patient rights about cardiopulmonary resuscitation	<ul style="list-style-type: none"> - presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement 	<ul style="list-style-type: none"> -Data show -Online interaction -google class room (Video) 	<ul style="list-style-type: none"> - OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills



DOMAIN 2- Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
2.1. Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1.ECG rhythm interpretation	2.1.1.1. Discuss physical and psychosocial nursing care for critical care patients with considering patient diversity	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span	2.Assessment of the nervous system & Glasgow coma scale	2.1.2.1. Provide holistic nursing care that addresses the needs of the patient during assess of the nervous system & Glasgow coma scale 2.1.2.2.Demonstrate assessment of the critically ill patient effectively	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills



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	<p>2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span</p>	<p>3.Arterial puncture</p>	<p>2.1.2.2. Provide holistic nursing care that addresses the needs patient during apply arterial puncture 2.1.2.3.Obtain arterial blood sample from critically ill patient 2.1.2.4.Assist with collection of or collect laboratory specimens and assist patients undergoing diagnostic procedures</p>	<p>- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement</p>	<p>-Data show -Online interaction -google class room (Video)</p>	<p>- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills</p>
		<p>4.Chest Tube Drainage System</p>	<p>2.1.2.5. Perform basic and specific nursing skills following the steps of the checklists. 2.1.2.6.Demonstrate the routine care for the chest tube 2.1.2.7.Assist with removal chest tube drainage system</p>	<p>- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement</p>	<p>-Data show -Online interaction -google class room (Video)</p>	<p>- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills</p>
		<p>5. CVP</p>	<p>2.1.2.8. Perform basic and specific nursing skills following the steps of the checklists. 2.1.2.9.Demonstrate the routine care for the CVP</p>	<p>- presentation and video recording - Clinical field - Demonstration and redemonstration</p>	<p>-Data show -Online interaction -google class room</p>	<p>- OSPE to assess laboratory skills. - Observations (using observation</p>



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			2.1.2.10. measured CVP for critically ill patient 2.1.2.11. Assist with removal CVP	- Role Play - presentation Case - Training in skill lab and clinical placement	(Video)	checklists and rating scales) to assess Clinical skills
		6. cardiac monitor & pulse oximeter	2.1.2.12. Initiate cardiac monitoring. 2.1.2.13. Monitor and provide routine care for patient on cardiac monitor 2.1.2.14. Perform 12 lead electrocardiogram and interpret it.	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills
		7. Crush cart	2.1.2.15. Monitor and routine prepare the crush cart in emergency unit	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills



		8.Emergency drugs	<p>2.1.2.16. Administer emergency\ prescribed medication</p> <p>2.1.2. 17. Provide holistic nursing care during administer emergency drugs</p>	<ul style="list-style-type: none"> - presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement 	<ul style="list-style-type: none"> -Data show -Online interaction -google class room (Video) 	<ul style="list-style-type: none"> - OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills
		9.ABG interpretation	<p>2.1.2 .18.Interpret ABG value for critically ill patient in ICU</p> <p>2.1.2 .19.Determined the diagnosis according to the ABG value</p> <p>2.1.2 .20.Perform nursing care according to the ABG value</p>	<ul style="list-style-type: none"> - presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement 	<ul style="list-style-type: none"> -Data show -Online interaction -google class room (Video) 	<ul style="list-style-type: none"> - OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills
		10.ECG rhythm interpretation	<p>2.1.2 .21.Interpret ECG rhythm for critically ill patient in ICU</p> <p>2.1.2. 22.Determined the diagnosis according to the ECG rhythm</p> <p>2.1.2. 23.Perform nursing care</p>	<ul style="list-style-type: none"> - presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play 	<ul style="list-style-type: none"> -Data show -Online interaction -google class room (Video) 	<ul style="list-style-type: none"> - OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess



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			according to the ECG rhythm 2.1.2 .24.Assist the physician with defibrillation.	- presentation Case - Training in skill lab and clinical placement		Clinical skills
		11.Heimlich maneuver	2.1.2.25.Demonstrate the heimlich maneuver for the different age group (if available)	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills
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.	1. Emergency drugs 2. Arterial puncture 3.Chest Tube Drainage System 4.CVP 5.Heimlich maneuver	2.2.1.1.Determine health related learning needs of patient within the context of culture, values and norms according critically ill patient care	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills



DOMAIN 4- Informatics and Technology

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care.	1. Applying a cardiac monitor & pulse oximeter 2.Arterial puncture 3.Chest Tube Drainage System 4.CVP	4.1.1.1. Use different sources of data related to apply any devices in critically ill patient 4.1.1.2. Utilize information and technology to underpin health care delivery, in critically ill patient	- presentation and video recording - Clinical field - Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills
4.2. Utilize information and communication technologies in the delivery of patient/ client care.	4.2.3 Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	1. Applying a cardiac monitor & pulse oximeter 2.Arterial puncture 3.Chest Tube Drainage System 4.CVP	4.2.3.1.Utilize information and technology to underpin health care delivery, in critically ill patient	- presentation and video recording - Clinical field -Demonstration and redemonstration - Role Play - presentation Case - Training in skill lab and clinical placement	-Data show -Online interaction -google class room (Video)	- OSPE to assess laboratory skills. - Observations (using observation checklists and rating scales) to assess Clinical skills



<ol style="list-style-type: none"> 1. ECG rhythm interpretation 2. Applying a cardiac monitor & pulse oximeter 3. Crush cart 4. Emergency drugs 5. Assessment of the nervous system & Glasgow coma scale 6. Arterial puncture 7. ABG interpretation 8. Chest Tube Drainage System 9. CVP 10. Heimlich maneuver 11. Cardiopulmonary Resuscitation (CPR) 	<p>٤- محتوى المقرر</p> <p>Course Content</p>
<ul style="list-style-type: none"> ▪ Clinical field ▪ Demonstration and redemonstration ▪ Role Play ▪ Case presentation ▪ Training in skill lab and clinical placement ▪ Small group to Demonstration 	<p>٥- أساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none"> • direct instruction; • learning strategy instruction; and • using a sequential, simultaneous structured multi-sensory approach • break learning into small steps; supply regular, quality feedback; 	<p>٦- أساليب تعليم و التعلم للطالب ذوي القدرات المحدودة</p> <p>Teaching and Learning Methods of Disables</p>
<p>Students Assessment</p>	<p>7-تقويم الطالب :</p>
<p>-Semester work</p> <p>-Final clinical exam</p> <p>Observations (using observation checklists and rating scales) to assess Clinical skills</p> <p>-OSCE exam</p>	<p>أ- الأساليب المستخدمة</p> <p>Used Methods</p>
<ol style="list-style-type: none"> 1. Midterm at Week 7th 2. Final term exam at Week 14th 	<p>ب-التوقيت : time</p>
<p>Semester work 40% (120 degrees)</p>	<p>ج-توزيع الدرجات :</p>



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Faculty of Nursing



Mid-term exam	10% (30 degrees)	Marks distribution
Final-term Exam	50% (150 degrees)	
Total	100 %	
List of References		8- قائمة الكتب الدراسية و المراجع
Provided by the lecturer		أ- مذكرات
1. Sole, M. L., Klein, D. G., & Moseley, M. J. (2020). Introduction to Critical Care Nursing E-Book. Elsevier Health Sciences.		ب- كتب ملزمة Required Books (Text Books)
2. Foley, G. (Ed.). (2020). Understanding adult education and training. Routledge.		
3. Linda, M. and Ignatavicius, D. (2013). Patient-Centered Collaborative Care, Medical –Surgical		
-----		d- Periodicals, Web Sites, ... et

د/رئيس القسم: أ.م. د/ منى عبد الرحمن

منسق المقرر. د/ هبه عبد الرحيم / د/ شيرين الطاهري

Year2020/2021



كلية التمريض
قسم التمريض الباطنى والجراحى

تاريخ اعتماد التوصيف: ٢٠٢١/١

١. بيانات المقرر

الفرقة / المستوى: الثانى الفصل الدراسى الثانى	اسم المقرر: تغذية تطبيقية	الرمز الكودى : Med 224
عملي -----	عدد الساعات المعتمدة: ساعة معتمدة اسبوعيا	التخصص : التمريض الباطنى والجراحى

2. Aim of the course:

This course discusses the effects of nutrition on health through a holistic perspective incorporating physiological, spiritual, and cultural aspects. It incorporates nutritional principles of wellness and diets specific to pathological conditions

3-Course specification based on competency



DOMAIN 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. Assessment of nutritional status. 2. Therapeutic nutrition of patient with cardiovascular Diseases 3. Therapeutic nutrition of patient with diabetes mellitus 4. Therapeutic nutrition of patient with peptic ulcer 5. Therapeutic nutrition of patient with cholecystitis. 6. Therapeutic nutrition of patient with Cohn's disease	1.1.1.1. Develop nursing care plan for patients with nutritional disorder according ethical consideration.	-Modified lecture -Group discussion -online lecture	PowerPoint presentation.	Short comparative assessment One-minute paper Tag Feedback



Domain 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.	2.1.3 Provide holistic patient-centered care respecting people diversity.	1. Therapeutic nutrition of patient with Gluten intolerance 2. Therapeutic nutrition of patient with lactose intolerance	2.1.3.1. Provide holistic patient-centered care according to patient need	Modified Lecture	PowerPoint presentation	Short comparative assessment One-minute paper.
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.	1. Therapeutic nutrition of patient with Gluten intolerance 2. Therapeutic nutrition of patient with lactose intolerance	2.2.1.1. Provide Patients education according to patient values and culture	Online- teaching classes (zoom-wibex-Microsoft teams)	PowerPoint presentation	One-minute paper



DOMAIN 3: Managing People, Work Environment and Quality

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
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.	1.nutrition of patient undergoing surgery	3.2.2.1. Provide patients and their families by safe Nutritional need in perioperative period	- Modified lecture - Group discussion - online lecture	Power-point presentation	Short comparative assessment

DOMAIN 4: Informatics and Technology

Competency	Key elements	Course Subjects	Course objectives	Teaching Methods	Media used	Assessment Methods
4.2 Utilize information and communication technologies in the delivery of patient/client care.	4.2.2 Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	1 - Explain appropriate diet for patient with liver disease	4.2.2.1.Communicate effectively with patients, families and colleagues	Online- teaching classes (zoom-wibex-microsoft teams)	Videos	One-minute papa



<p>4- Course Content</p> <ul style="list-style-type: none"> ● Food content or elements ● Food digestion way and enzymes ● Assessment of nutritional status. ● Malnutrition; Etiology and Prevention ● Therapeutic nutrition ● Therapeutic nutrition of patient with cardiovascular Diseases ● Therapeutic nutrition of patient with diabetes mellitus ● Therapeutic nutrition of patient with peptic ulcer ● Therapeutic nutrition of patient with cholecystitis. ● Therapeutic nutrition of patient with Cohn's disease ● Therapeutic nutrition of patient with undergoing surgery ● Therapeutic nutrition of patient with Gluten intolerance ● Therapeutic nutrition of patient with lactose intolerance ● Therapeutic nutrition of patient with liver disease ● Parenteral Nutrition ● Therapeutic nutrition of patient with Renal disease. 	<p>4- محتوى المقرر</p> <p>Course Content</p>
<ul style="list-style-type: none"> - Modified lecture - Group discussion - online lecture - Reading assignment 	<p>5- أساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>
<p>Recommended methods for disabled/low achievement students:-</p> <ol style="list-style-type: none"> 1- Interpretation for any difficulties in professor office. 2- Use academic monitoring. 3- Senior students help junior students. 4- Apply study groups system. 5- Apply extra hours for teaching. 6- Group discussion 	<p>6- أساليب تعليم و التعلم للطالب ذوي القدرات المحدودة</p> <p>Teaching and Learning Methods of Disables/low achievement</p>



7. Students Assessment	7-تقويم الطالب
Work semester Mid-term exam Final exam theory	أ- الأساليب المستخدمة Used Methods
Work semester(during term) 1. 7 th week mid-term exam 2. Final term exam at Week 14	ب-التوقيت : time
c. Weighting of Assessments :Marks distribution Semester work 20% (10 degrees) Mid-term exam 30% (15 degrees) Final-term Exam 50% (25 degrees) <hr/> 100 % (50 degree) Total	ج-توزيع الدرجات : Marks distribution
8. List of References	٨-قائمة الكتب الدراسية و المراجع
Provided by the lecturer & book	أ- مذكرات Course note
1. Inalcik, G., & Angin, D. (2021). An Evaluation of Activity Books in Terms of Outcomes and Learning Processes Related to Food and Nutrition. <i>Journal of Theoretical Educational Science</i> , 14(1), 38-63. 2. Hawk, V., Kapounová, Z., Krobot, M., Spáčilová, V., Lagová, E., Podborská, M., & Haldeman, L. (2021). Student and Faculty Perceptions of Nutrition Education in Medical School. <i>Clinical Nutrition ESPEN</i> . 3. Gambir, J., Jaladri, I., Sari, E. M., & Kurniasari, Y. (2020). A nutrition diary-book effectively increase knowledge and adherence of iron tablet consumption among adolescent female students. <i>Jurnal Gizi Dan Dietetik Indonesia (Indonesian Journal of Nutrition and Dietetics)</i> , 8(2), 87-92. 4. Lubis, N. D. A., & Balatif, R. (2021). Nutrition Care in Cancer Patients. <i>Majalah Kedokteran Andalas</i> , 44(4), 264-269. 5. Gune, S., Avula, R., Singh, S. K., Sarwal, R., Bhatia, N., Johnston, R., ... & Nguyen, P. H. (2021). <i>State nutrition profile: Karnataka</i> (No. 46). International Food Policy Research Institute (IFPRI). 6. Rahman, V. J., Horberg, M. A., Hu, H., & Vupputuri, S. (2021). Implementation of a Plant-Based, Nutrition Program in a Large Integrated Health Care System: Results of a Pilot Program. <i>Journal of Primary Care & Community Health</i> , 12, 21501327211053198.	ب-كتب ملزمة Required Books (Text Books)



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Faculty of Nursing



7.Heber, D., & Li, Z. (2021). The Critical Questions on Nutrition and Cancer That Remain. In <i>Nutritional Oncology</i> (pp. 485-495). CRC Press. Yngve, A., Neuman, N., Haapala, I., & Scander, H. (2021). The Project Collection Food, Nutrition and Health, with a Focus on Eating Together. 8.McMaster, C. M., Wade, T., Franklin, J., & Hart, S. (2021). A review of treatment manuals for adults with an eating disorder: nutrition content and consistency with current dietetic evidence. <i>Eating and Weight Disorders-Studies on Anorexia, Bulimia and Obesity</i> , 26(1), 47-60. 9.Dudek, S. G. (2010). Nutrition handbook for nursing practice (2nd ed.) Philadelphia: Lippincott-Raven.	
Dudek, S. G. (2010). Nutrition handbook for nursing practice (2nd ed.) Philadelphia: Lippincott-Raven.	ج- كتب مقترحة c- Recommended Books
-----	d- Periodicals, Web Sites, ... et

رئيس القسم : ا.م.د / مني عبد الرحمن

منسق المقرر : د / هبة عبد الرحيم

Year2020/2021



كلية: التمريض

قسم: تمريض الباطني والجراحي

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الثاني	اسم المقرر: Surgery and its branches	الرمز الكودي: Med225
	عدد الساعات المعتمدة: ٢ ساعة نظري	التخصص: تمريض الباطني والجراحه

2 - Aim of the course:

The aims of the course is to discuss emergency cases (such as appendicitis, internal hemorrhages, and their management), goiter and its management, vascular surgery and its management, and diabetic foot and its management.

3-Course specification based on competency



DOMAIN 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...	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence..	1.Perioperative phases	1.1.4.1 Prescribed etiology of common disease needing surgical intervention. 1.1.4.2. Determined the perioperaive phases.	Blinded learning _Lecture Discussion and brainstorming _Online-teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Power point presentation vidoes	-Short comparative assessment -One–minute paper -Tag Feedback -Short comparative assessment
		2.Deepveinthrombosis (D. V. T)	1.1.4. 3. Explain causes of deep vein thrombosis.			
		3.Massive Blood Transfusion	1.1.4. 4. Prescribed principles of blood transfusion.			
		4. abdominal pain	1.1.4. 5. Determined the types of abdominal pain.			



DOMAIN 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.	2.2.6. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	1. Acute appendicitis	2.2.6. 1. Differentiate between common surgical treatment modalities and their indications related to the selected topic.	Blended learning _Lecture Discussion and brainstorming _Online-teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Power point presentation videos	-Short comparative assessment
		2. Inguinal hernia	2.2.6. 2. Design nursing care plan for patient with post-operative complications.			-One-minute paper
		3. Shock	2.2.6. 3. Explain types of shock			-Tag Feedback
		4. Burn	2.2.6. 4. Differentiate between degree of burn.			-Short comparative assessment
		5. Inguinal hernia	2.2.6. 5. Prescribed causes of hernia			



DOMAIN 5: Inter-professional Communication

Competency	Key elements	Course Subjects	Subjects objective	Teaching Methods	Media used	Assessment Methods
5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.	1. Post –operative complications	5.1.1.1. Prescribed communication in Surgery and its branches.	Blinded learning :- _Lecture Discussion and brainstorming _Online- teaching classes (zoom-wibex-microsoft teams) Assignment – problem solving and case studies. Interactive presentation Reading assignment Individual and group presentations :inverted class	Power point presentation vidoes	-Short comparative assessment -One–minute paper -Tag Feedback -Short comparative assessment
		2. Wound care	5.1.1. 2. Explain the surgical management of Wound care.			
		3. Abdominal injury	5.1.1. 3. Discuss diagnostic evaluations of abdominal injury.			



<p>1-preoperative phases 2- Deep vein thrombosis (D. V. T) 3- Massive Blood Transfusion 4- abdominal pain 5- Acute appendicitis 6- Inguinal hernia 7- Shock 8- Burn 9- Post –operative complications 10- Wound care 11- Abomainal injury</p>	<p>4 محتوى المقرر</p> <p>Course Content</p>
<p>a- Semester work 20 % (20 degrees) b- Mid-term Exam 30 % (30 degrees) c- Final written term exam 50 % (50 degrees) Total %100</p>	<p>توزيع الدرجات - ج</p> <p>Marks distribution</p>
<p>8-List of References</p>	<p>قائمة الكتب الدراسية والمراجع</p>
<p>Provided by the lecturer</p>	<p>أ- مذكرات</p> <p>Course note</p>
<p>1-Morita, S. Y., Balch, C. M., Klimberg, V. S., Pawlik, T. M., Posner, G. D., & Tanabe, K. K. (2017). Textbook of General Surgical Oncology. McGraw Hill Professional. 2-Garden, O. J., & Parks, R. W. (Eds.). (2017). Principles and Practice of Surgery E-Book. Elsevier Health Sciences. 3- Jibawi, A., Baguneid, M., & Bhowmick, A. (2018). Current surgical guidelines. Oxford University Press. 4- McIntyre, R. C., & Schulick, R. (2019). Surgical Decision Making E-Book. Elsevier Health Sciences. 5- Brennan, P., Standring, S., & Wiseman, S. (Eds.). (2019). Gray's Surgical Anatomy E-Book. Elsevier Health Sciences.</p>	<p>ب-كتب ملزمة</p> <p>Required Books (Text Books)</p>



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6- Quick, C. R., Biers, S., & Arulampalam, T. (Eds.). (2019). Essential Surgery E-Book: Problems, Diagnosis and Management: With STUDENT CONSULT Online Access. Elsevier Health Sciences. 7- Stefanidis, D., Korndorffer Jr, J. R., & Sweet, R. (Eds.). (2019). Comprehensive healthcare simulation: surgery and surgical 8- Karsy, M., Abou-Al-Shaar, H., & Guan, J. (2020). The Surgical Handbook. Thieme. 9-Alotaibi, H. (2021). Study Surgery: A Guidance to Pass the Board Clinical Exam. Springer Nature. subspecialties. Springer International Publishin 9-chwartz's Principles of Surgery. 2021: McGraw Hill Medical. ISBN 978-0-07-154769-7. applications. St. Louis: Quality Medical.	
-----	ج. كتب مقترحة Recommended Books
	d- Periodicals, Web Sites, ... et

رئيس القسم: ا.م/د منى عبد الرحمن

منسق المقرر: د/ امانى مصطفى

Year2020/2021



كلية: التمريض

قسم التمريض الباطني والجراحي

تاريخ اعتماد التوصيف . ٢٠٢١/١

١ - بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الثاني	اسم المقرر: طب شرعى وسموم	الرمز الكودي: Med226
	عدد الساعات المعتمدة: عدد ٢ ساعة نظري اسبوعيا	التخصص : علوم اساسية

2-Aim of the course.

The aim of this course is to develop the role of the student nurses in the recognition, collection and preservation of forensic evidence in the pursuit of societal justice, and the main goal of toxicology is to build the competences of the students to provide the best care for the intoxicated patient and to participate in the different poisoning preventing programs in the community.

3-Course specification based on competency



DOMAIN 2 : Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Course Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings	1- General toxicology	2.1.1.1 Differentiate between suicidal, accidental and homicidal injuries.	-Modified lecture	Power point presentation	Answering questions
		2- Sharp and blunt trauma	2.1.1.2 Differentiate between pathological causes --from those caused by assaults, accidents, suicidal attempts or poisoning for the necessary legal notification aspects and need for special care.	- Group discussion - online lecture	-Video	
		3-. Wounds classification in forensic science	2.1.1.3 Apply basic principles of Forensic.			
		4-Sexual offence	2.1.1.4. Enumerate the common types of sexual offences and clinical diagnosis .			
		5-Asphyxia	2.1.1.5. Identify the clinical diagnosis of asphyxia.			
		6- Patient, s poisoning	2.1.1.6 Define the diagnosis and management of the Most common types of poisoning			



<ol style="list-style-type: none">1 Wounds classification in forensic science2 Sharp and blunt trauma-3 Postmortem changes Death and .4 General taxology5 Sexual offences .6 Asphyxia7 .Infants death and medico-legal aspects of Pregnancy & Abortion8 Poising	<p>٤- محتوى المقرر</p> <p>Course Content</p>
<ul style="list-style-type: none">-Inter active learning-Blended learning-Self-learning-Cooperative Learning	<p>٥- اساليب التعليم و التعلم:</p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none">o Interpretation and solve any difficulties at professor officeo Use academic monitoringo Recommends senior students for helpo Apply student group systemo Apply extra hours for teachingo discussion Group	<p>٦- أساليب تعليم و التعلم للطلاب ذوي القدرات المحدودة</p> <p>Teaching and Learning Methods of disables and low achievement</p>
<p>: Students Assessment</p>	<p>تقويم الطالب</p>
<ul style="list-style-type: none">- -Group discussion-One minute paper-Answering questions-quiz	<p>أ- الأساليب المستخدمة</p> <p>Used Methods</p>
<p>7th week mid-term exam</p> <p>Final term exam at Week 14</p>	<p>ب-التوقيت : time</p>



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Semester work	20%	(20degrees)	ج-توزيع الدرجات : Marks distribution
Mid-term exam	30%	(30 degrees)	
Final-term Exam	50%	(50 degrees)	
Total	100 %	100 degree	
Provided by the lecturer			أ- مذكرات Course note
1-Elfawal, (2015), Essentials of Forensic Medicine for medical students, 3 rd Edition. 2- Pekka Saukko and Bernard Knight, (2016), Knight's Forensic Pathology,4 th Edition 3- Mcdrem ,V (2017) Forensics : what bugs, burns prints DNA about crime 1 st edition . London 4-Kaushal A , Khan G . (2018) . Forensic Odontology) 1 st edition . LondonUSA 5-Houck M , Siegel J . (2010). Fundamentals of forensic science 2th edition , Elsever . west Virginia			ب-كتب ملزمة Required Books (Text (Books
1-Kaushal A , Khan G . (2018) . Forensic Odontology) 1 st edition . London USA			ج-كتب مقترحة Books Recommended
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رئيس القسم: ا.م/د منى عبد الرحمن

منسق المقرر: د/ امانى مصطفى

Year 2020/2021



كلية: التمريض

قسم: إدارة التمريض

تاريخ اعتماد التوصيف:

1- بيانات المقرر

الفرقة / المستوى: الثاني الفصل الدراسي الثاني	اسم المقرر : Development of thinking skills	الرمز الكودي Uni E 281
عملي: ----	عدد الساعات المعتمدة: نظري 2 credit hours/week	التخصص : تمريض الباطنة والجراحة

2 - Aim of the course:

-To provide undergraduate nursing student with different thinking skills, thinking tools, knowledge and practice to use it in practical and personal life situations.

3-Course specification based on competency:



Domain No. 1- PROFESSIONAL AND ETHICAL PRACTICE

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1 Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	Thinking.	1.1.1.1. Demonstrate the ethics of the profession while practicing thinking in nursing field	Interactive lectures	PowerPoint presentation Electronic instructional media	30-Second Share Impromptu quizzes or anonymous voting
	1.1.2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	decision making	1.1.2.1 Follow ethical principles in decision making		Power point presentation Electronic instructional media	Keep the Question Going



DOMAIN NO. 3- MANAGING PEOPLE, WORK ENVIRONMENT AND QUALITY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care	3.1.1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities	<p>Critical thinking</p> <p>Thinking levels</p> <p>Thinking Maps</p> <p>Thinking hats</p>	<p>3.1.1.1 Apply critical thinking process in nursing process.</p> <p>31.1.2: Practice thinking skills in different life situation</p> <p>31.1.3. Provide basic thinking skills and higher thinking skills when manage nursing personnel.</p> <p>31.1.4.. Differentiate between types of planning.</p> <p>31.1.5. Practice different thinking hats when taking decision.</p> <p>31.1.6. Demonstrate effective thinking maps in the provision of quality nursing care.</p>	<p>Interactive lectures</p> <p>Discussion and brainstorming</p> <p>Reading assignment</p>	<p>Power point presentation</p> <p>Electronic instructional media</p>	<p>Lesson exit tickets to summarize what pupils have learnt.</p> <p>Misconceptions and errors</p> <p>Dipsticks</p> <p>Entry and exit slips</p>



Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care	3.1.3 Organize own workload and apply time management principles for meeting responsibilities.	Thinking Maps.	3.1.3.1. Manage time effectively. 3.1.3.2. Apply the different types of thinking maps 3.1.3.3. Determine the most suitable thinking maps that can be used according to the situation 3.1.3.4. Practice skills of remembering and retrieval.	Interactive lectures Discussion and brainstorming	Power point presentation Electronic instructional media	Interview assessments -Casual chats with students a peer-feedback process.



Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
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	Creative thinking Critical thinking	3.2.1.1. Act as a n innovative nurse to protect patients and other workers in the risky situation 3.2.1.2.Design ways to solve the problem and make a decision 3.2.1.3.Create steps of planning. 3.2.1.4.Act as critical thinker when facing any problem within patients.	Individual and group presentations Interactive lectures	Power point presentation Electronic instructional media	Keep the Question Going Pop Quizzes



Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
3.3 Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.1 Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources	Decision-making	3.3.1.1 Explain stages of decision-making process 3.3.1 .2. Apply decision making techniques 3.3.1 .3. Design ways to solve the problem and make a decision	Interactive lectures	Power point presentation Electronic instructional media	30-Second Share



DOMAIN NO.: 4- INFORMATICS AND TECHNOLOGY

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care	Decision-making	4.1.1.1. Manage different resources to collect the needed information to take and critique an appropriate decision	Seminars	Power point presentation	Short comparative assessments to see how pupils are performing against their peers..
	4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes	Critical thinking Thinking Maps.	4.1.2.1. Utilize technology and information systems to develop their professional & learning skills	Interactive lectures	Electronic instructional media	30-Second Share Diagnostic Tests



Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1 Retrieve, and manage data to make decisions using information management system for providing holistic patient care	Critical thinking Creative thinking	4.2.1.1. Describe various model for critical thinking, decision making and innovative thinking 4.2.1.2. Create relationship between critical thinking and problem solving in nursing practice 4.2.1.3. Clarify critical thinking and decision making skills to conceptualize and analysis possible solutions in nursing practice 4.2.1.4. Identify innovative thinking for providing best practice	Seminars Interactive lectures	Power point presentation Electronic instructional media	One-minute papers on a specific subject matter. Entry and exit slips



DOMAIN 5- INTER-PROFESSIONAL COMMUNICATION

Competency	Key elements	Course Subjects	Subjects objectives	Teaching Methods	Media used	Assessment Methods
5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	<p>5.1.1 Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities</p> <p>5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.</p>	<p>Planning skills</p> <p>Thinking Maps.</p> <p>Thinking hats</p> <p>Creative thinking</p>	<p>5.1.1.1, Collaborate effectively with others staff in planning of providing care</p> <p>5.1.3.1. Communicate effectively with others and patients , with respect to sub cultures and different values</p>	<p>Seminars</p> <p>Interactive lectures</p>	<p>Power point presentation</p> <p>Electronic instructional media</p>	<p>Short comparative assessments to see how pupils are performing against their peers.</p> <p>Misconceptions and errors</p> <p>Silent classroom polls</p>



<p>4.1: Introduction about development of thinking skills. 4.2: Thinking. 4.3: Thinking levels. 4.4: Creative thinking. 4.5: Critical thinking. 4.6: Planning skills. 4.7: Problem solving 4.8: decision making. 4.9: Thinking Maps. 4.10: Thinking hats</p>	<p><u>4- محتوى المقرر</u> Course Content</p>
<p><u>The course is mainly taught through the following:</u></p> <ul style="list-style-type: none">• Discussion and brainstorming• Reading assignment• : Interactive lectures• : Individual and group presentations• seminar	<p><u>5- اساليب التعليم و التعلم:</u> Teaching and Learning Methods</p>
<ul style="list-style-type: none">• direct instruction;• learning strategy instruction; and• using a sequential, simultaneous structured multi-sensory approach• break learning into small steps;• supply regular, quality feedback;	<p><u>6- أساليب تعليم و التعلم للطلاب المحدودة القدرات ذوى</u> Teaching and Learning Methods of Disables</p>



Students Assessment		7- الطالب تقويم :	
Exam: to assess the ability to comprehend, interpret and apply the scientific background. 7.1 Written (MEQ) to assess the cognitive domain. 7.2 MCQs to assess the cognitive domain. 7.3 Semester activities to assess the cognitive and practical domain 7.4 Semester work		أ- الأساليب المستخدمة Used Methods	
Week 14th		ب- التوقيت : time	
Semester work	20 marks	20 %	ج- توزيع الدرجات :
Mid-term Exam	30 marks	30 %	Marks distribution
Final-term Examination	50 marks	50 %	

Total		100%	
List of References		8- قائمة الكتب الدراسية و المراجع	
Hand out part by part		أ- مذكرات Course note	



Hand out part by part	الملازم Course Notes
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<ul style="list-style-type: none">○ Costa, A. (Ed.). (2001). Developing Minds: A Resource Book for Teaching Thinking. Alexandria, VA: Association for Supervision and Curriculum Development.○ Zwiers, J. (2004). Developing Academic Thinking Skills in Grades 6-12. Newark, DE: International Reading Association○ De Bono, E. (1990). Lateral Thinking: Creativity Step by Step. Harper Perennial, USA○ Fisher, A. (2007). Critical Thinking: An Introduction. Cambridge University Press, Cambridge.○ Swartz, R. J. & D. N. Perkins (1990) Teaching Thinking: Issues & Approaches. Pacific Grove, CA: Midwest Publications	ج- كتب مقترحة Recommended Books
<p>www.eulc.edu.eg منتدى مهارات التفكير_ منتديات مهارتي</p> <p>http://vb.maharty.com/forumdisplay.php?s=&daysprune=-1&f=23 أكاديمية علم التفكير _ أكاديمية الفكر والإبداع</p> <p>http://www.memar.net/vb/forumdisplay.php?s=&daysprune=&f=4</p>	Periodicals, Web Sites, ... etc

رئيس القسم : ا.د سناء عبد العظيم

منسق المقرر : ا.م. د/ هند عبد الله محمد

Year 2020/2021



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