



University :Port Said

Faculty: Nursing

Department: Psychiatric Nursing and Mental Health

Program Specification (2019-2020)

A- Basic Information

1- **Program Title:** Doctorate degree

2- **Program Type:**

Single Double Multiple

3. **Department:** Psychiatric Nursing and Mental Health

4. **Last date of program specifications approval:** / /

B- Professional Information

1- Program Aim:

This Program aims to prepare students for advanced specialty in psychiatric nursing through expanding their knowledge and skills into new areas of research, quality improvement, education and new trends in health, Prepares nurse scientists to meet the needs of clients, communities, agencies, and educational systems as psychiatric and mental health nurse practitioners. In addition to influence the quality of local, regional and national health career and apply critical and analytical approach in psychiatric nursing practice.

2/1 Knowledge and Understanding:

- a.1 -Discuss proficiently basic and specific knowledge related to psychiatric nursing and related basic science.
- a.2 - Determine the principles and laws that govern the life-process, well-being, and optimal function of human beings in sickness or wellness.
- a.3 - Identify the pattern of human behavior in interaction with the environment in normal life events and critical life situations.
- a.4 -Discuss proficiently in-depth the legal and ethical issues



- pertaining to psychiatric nursing.
- a.5** -Discuss the effect of psychiatric nursing practice in running of health service facility and on environmental maintenance and development.
 - a.6** -Discuss the key issues in health service development and contemporary issues related to advanced psychiatric nursing practice.
 - a.7** -Discuss ethically research methodology and its different tools.
 - a.8** -Discuss proficiently the basis & principles of quality management in health and educational fields.

2/2 Intellectual Skills:

- b.1** - Apply critical thinking skills in different profession situation.
- b.2** -Evaluate problems contributing to psychiatric nursing.
- b.3** -Develop advanced knowledge and understanding that is generated through personal research or equivalent work which makes a significant contribution to the development of subject/discipline.
- b.4** - Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
- b.5** -Analyze practice situation using nursing and other paradigms to guide innovative delivery of client centered health care.
- b.6** - Assess risk management attributes in professional practices related to psychiatric nursing.
- b.7** - Critically appraise research studies in health service facility and /or educational institutions.
- b.8** -Criticize different scientific theories.
- b.9** -Decide proficiently & effectively in relation to psychiatric nursing issues in health service facility according to professional sequences.
- b.10** Analyze different knowledge to solve problems related to



psychiatric nursing.

- b.11** - Motivate individuals or groups in order to improve awareness, learning and behaviors that contribute to healthy living.
- b.12** - Engage in self-directed learning that promotes professional development.

2/3/1 Professional Skills:

- c.1** Use collectively the basic nursing skills in comprehensively assessing, planning, implementing and evaluating the needs of the health care services with the multi-disciplinary team.
- c.2** - Design professional practice development plans in running of health service facility.
- c.3** Design performance improvement plans in running of educational institutions.
- c.4** Apply conflict resolution management effectively.
- c.5** Apply new trend in informatics technology areas of psychiatric nursing.
- c.6** Apply technology effectively and efficiently in running of health service facility and /or educational institutions according to the situation.
- c.7** Monitor standard of high performance in health service facility.
- c.8** Adopt an effectiveness & efficiency of different methods and tools available in psychiatric nursing.
- c.9** Perform scientific research proficiently adding new information.
- c.10** Write different scientific papers following the criteria of international scientific journals.
- c.11** Solve different problems with available data in health service facility and /or educational institutions.

2/3/2 General and Transferable Skills:

- d.1** - Maintain therapeutic relationships through the use of appropriate communication and interpersonal skills.
- d.2** - Use interpersonal, written and technological strategies to communicate effectively with individuals and /or groups and



communities

- d.3 - Use information technology in developing the professional practice.
- d.4 - Function effectively as educator and evaluator in psychiatric nursing
- d.5 - Motivate self learning and continuous self evaluation
- d.6 - Demonstrate the ability to work in team
- d.7 -Lead team effectively.
- d.8 - Manage meetings effectively.
- d.9 - Manage time effectively.
- d.10 Follow up the innovative approaches in running of health service facility and /or educational institutions.
- d.11 Up-to-date knowledge, practice and attitude in relation to psychiatric nursing.
- d.12 Up-to-date knowledge, practice and attitude in relation to different roles in running of health service or in academia.

١- مواصفات الخريج

خريج برنامج الدكتوراة فى اى تخصص يجب ان يكون قادرا على :

- ١- اتقان أساسيات ومنهجيات البحث العلمى .
- ٢- العمل المستمر على الاضافة للمعارف فى مجال التخصص.
- ٣- تطبيق المنهج التحليلى والناقد للمعارف فى مجال التخصص والمجالات ذات العلاقة.
- ٤- دمج المعارف المتخصصة مع المعارف ذات العلاقة مستنبطا ومطورا للعلاقات البينية بينها .
- ٥- اظهار وعيا عميقا بالمشاكل الجارية والنظريات الحديثة فى مجال التخصص .
- ٦- تحديد المشكلات المهنية وايجاد حلولاً مبتكرة لحلها.
- ٧- اتقان نطاقا واسعا من المهارات المهنية فى مجال التخصص.
- ٨- التوجه نحو تطوير طرق وادوات واساليب جديدة للمزاولة المهنية .
- ٩- استخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية.
- ١٠- التواصل بفاعلية وقيادة فريق عمل فى سياقات مهنية مختلفة.
- ١١- اتخاذ القرار فى ظل المعلومات المتاحة.
- ١٢- توظيف الموارد المتاحة بكفاءة وتنميتها والعمل على ايجاد موارد جديدة .



- ١٣- الوعى بدوره فى تنمية المجتمع والحفاظ على البيئة .
- ١٤- التصرف بما يعكس الالتزام بالنزاهة والمصداقية وقواعد المهنة.
- ١٥- الالتزام بالتنمية الذاتية المستمرة ونقل علمه وخبراته للآخرين.

-المعايير القياسية العامة

٢. ١ المعرفة والفهم

بانتهاء دراسه برنامج الدكتوراه يجب ان يكون الخريج قادرا على الفهم والدرايه بكل من:

- ١-النظريات والاساسيات والحديث من المعارف فى مجال التخصص والمجالات ذات العلاقة .
- ٢-أساسيات ومنهجيات وأخلاقيات البحث العلمى وأدواته المختلفه.
- ٣-المبادئ الاخلاقية والقانونيه للممارسه المهنية فى مجال التخصص.
- ٤-مبادئ واساسيات الجودة فى الممارسه المهنية فى مجال التخصص.
- ٥-المعارف المتعلقة بآثار ممارسته المهنية على البيئة وطرق تنميه البيئة وصيانتها.

٢. ٢ المهارات الذهنية

بانتهاء دراسه برنامج الدكتوراه يجب ان يكون الخريج قادرا على الفهم والدرايه بكل من:

- ١-تحليل وتقييم المعلومات فى مجال التخصص والقياس عليها والاستنباط منها.
- ٢-حل المشاكل المتخصصة استنادا على المعطيات المتاحة.
- ٣-اجراء دراسات بحثية تضيف الى المعارف.
- ٤-صياغة أوراق علمية.
- ٥-تقييم المخاطر فى الممارسات المهنية.
- ٦-التخطيط لتطوير الاداء فى مجال التخصص.
- ٧-اتخاذ القرارات المهنية فى سياقات مهنية مختلفة .
- ٨-الابتكار/ الابداع.
- ٩-الحوار والنقاش المبني على البراهين والأدلة.

٢. ٣ المهارات المهنية

بانتهاء دراسه برنامج الدكتوراه يجب ان يكون الخريج قادرا على :



- ١- إتقان المهارات المهنية الأساسية والحديثة في مجال التخصص.
- ٢- كتابة وتقييم التقارير المهنية .
- ٣- تقييم وتطوير الطرق والادوات القائمة في مجال التخصص.
- ٤- استخدام الوسائل التكنولوجية بما يخدم الممارسه المهنية.
- ٥- التخطيط لتطوير الممارسه المهنية وتنمية اداء الآخرين.

٢ . ٤ المهارات العامة والمنتقلة

بانتهاء دراسته برنامج الدكتوراه يجب ان يكون الخريج قادرا على :

- ١- التواصل الفعال بأنواعه المختلفة.
- ٢- استخدام تكنولوجيا المعلومات بما يخدم تطوير الممارسه المهنية.
- ٣- تعليم الآخرين وتقييم أداءهم.
- ٤- التقييم الذاتى والتعلم المستمر.
- ٥- استخدام المصادر المختلفة للحصول على المعلومات والمعارف.
- ٦- العمل فى فريق وقيادة فرق العمل .
- ٧- ادارة اللقاءات العلمية والقدرة على ادارة الوقت.

4-Benchmarks:

Not Applicable (NA)

5-Program Structure and Contents:

1- Program duration:

1st semester (preparatory) = 15 Credit hour
2nd semester (specialty) = 15 Credit hour

2- Program structure:

• No. of hours:

Theory: 28 Credit hour
hours

Practical: 2

Total: 30 Credit



Compulsory: **30 Credit hour**
Optional: -----

Selective: -----

c. Credit hours: (30 Credit hour)

divided into two semesters (preparatory and specialty)

d. Program Courses:

a. Compulsory

Code No.	Course Title Seminars in	No. of Units	No of Hours/Week			Grade &level	Semester
			Lect.	lab	Exercise/ Clinical field		
931GEN	السلوكيات الصحية و الارتقاء بالصحة	3	3	---	---	---	First
932GEN	نظم المعلومات في التمريض	3	3	---	---	---	First
933GEN	احصاء حيوي متقدم	3	3	---	---	---	First
934GEN	البحث العلمي في التمريض (1)	3	2	---	1	---	First
935GEN	آداب المهنة و التشريعات القانونية	3	3	---	---	---	First

b. Selective (NA)

Code No.	Course Title	No. of Units	No of Hours/Week			Grade &level	Semester
			Lect.	.lab	.Exercise		
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c. Optional (NA)

Code No.	Course Title	No. of Units	No of Hours/Week			Grade &level	Semester
			Lect.	.lab	.Exercise		



Code No.	Course Title	No. of Units	No of Hours/Week			Grade & level	Semester
			Lect.	lab	.Exercise		
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a. Compulsory

Code No.	Course Title Seminars in	No. of Units	No of Hours/Week			Grade & level	Semester
			Lect.	lab	Exercise \Clinical field		
936GE N	البحث العلمي في التمريض (٢)	3	2	---	1	---	Second
822PS Y	الاتجاهات الحديثة في التمريض النفسي و الصحة العقلية	3	3	---	---	---	Second
937GE N	تطوير المناهج في التمريض	3	3	---	---	---	Second
823PS Y	حلقة دراسية في التمريض النفسي و الصحة العقلية	3	3	----	----	----	Second
824PS Y	دراسة مستقلة في التمريض النفسي و الصحة العقلية	3	3	---	----	----	Second

b. Selective (NA)

Code No.	Course Title	No. of Units	No of Hours/Week			Grade & level	Semester
			Lect.	lab	.Exercise		
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Code No.	Course Title	No. of Units	No of Hours/Week			Grade & level	Semester
			Lect.	lab	Exercise		
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c. Optional (NA)

5- Courses' content: Refer to courses specification

Course Code :

Course title:

Course content: According to postgraduate (Doctorate)New bylaw

6. Program Admission Requirements:

- 1-The student should hold master degree in a specialty course or related specialties from a university in the Arab Republic of Egypt at least with a good grade or an Equivalent degree from a college or a scientific institute last recognized by the Supreme Council of Universities
- 2-Have Score of a minimum 500 (TOEFL) and does not exceed two years of its outcome
- 3-Full time students are allowed to be enrolled at least for one year
- 4-The registered students should present a protocol on an intended research topic and the department counsel determines the supervision committee including professors and/or assistant professors.
- 5-The students begin the study in September.

7. Regulations for progression and program completion:

The candidate must present a dissertation on a topic related to psychiatric nursing

- 1- The students should conduct research on agreed topic by the postgraduate and research counsel of university based on the suggestion of department counsel and the agreement of faculty counsel.



- 2- Besides, presenting the research results should be through agreed doctorate thesis from the judgment committee after discussion. This discussion couldn't be conducted at least 2 years after the date of research topic registration.
- 3- Students should satisfactory attend and share in program courses. They will not be permitted to attend the written exam if they do not complete the doctorate courses or never attended the courses.
- 4- Candidates for the PhD degree are required to complete courses written and oral examinations, as well as complete and defend original dissertation research.
- 4- The student should have accepted formal causes hindering them to attend the written exam to have the right to postpone the written exam to the next time.
- 5- Student should pass written and oral exam in scheduled preparatory and specialty courses and be registered.
- 6- Student must succeed in all subjects to obtain the doctoral degree. If students failed to pass one of courses, they should be scheduled to re- exam in failed subject of doctorate at next time.
- 7- The exam is held on January and June at the end of each semester.

8. Methods and rules of student's evaluation

Methods	Program Intended Learning Outcomes
Final Written exam	Knowledge understanding, intellectual skills professional & practical skills according to the thesis topic and transferable skills 60%.
Mid Term Exam	Knowledge understanding, intellectual skills professional & practical skills according to the thesis topic and transferable skills 20%.
Semester work (Seminars & oral presentation) in addition to thesis	Knowledge understanding, intellectual skills professional & practical skills according to the thesis topic and transferable skills 20%.



Final Oral Exam in research subject only.	Knowledge understanding, intellectual skills professional & practical skills according to the thesis topic and transferable skills 10%.
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**written exam=300 for written exam and 100 for oral exam.*

9. Evaluation of Program Intended Learning Outcomes:

Evaluator	Tool	Sample
1. Senior candidate	Questionnaire	70-100%
2. Alumni	Questionnaire	70-100%
3. Stakeholders	Questionnaire (Structured interview)	30-50%
4. External Evaluator	Questionnaire	1-3
5. Other	----	---

Program Coordinator:

Date: 2019-2020

University: Port said

Faculty : Nursing

Program title: psychiatric nursing and mental health doctorate degree

Department: psychiatric nursing and mental health

Program Matrix

(psychiatric nursing and mental health doctorate degree)



Course content (Doctorate degree)	Knowledge And intellectual skills	Intellectual skills	Practical skills	General and Transferable skills
السلوكيات الصحية و الارتقاء بالصحة	a1	b1,4,5,8,11,12	c1,2,4,6	d1, 5,6,7,8,9,10,11,12
نظم المعلومات في التمريض	a1	b1,4,5,8, 12	c1,2,6	d1,2,5,6,7,8,9,10,11, 12
احصاء حيوي متقدم	a1	b4,5	c8,10	d2,3,5,6
البحث العلمي في التمريض (١)	a7	b7	c8,9,10,11	d2,3,5,6
أداب المهنة و التشريعات القانونية	a2,4,7	b1,4,5	c1	d1,4,5,6,7,8,9,10,11, 12
البحث العلمي في التمريض (٢)	a7	b7	c8,9,10,11	d2,3,5,6
الاتجاهات الحديثة في التمريض النفسي و الصحة العقلية	a1,2,3,5,6	b1,2,3,4,5,6,8,9, 10,12	c1,2,5,6	d1,4,5,6,7,8,9,10,11, 12
تطوير المناهج في التمريض	a8	b 4,5,6,8,12	c1,2,3,6	d5,6,7,8,9,10,11,12
حلقة دراسية في التمريض النفسي و الصحة العقلية	a1,2,3,5,6	b1,2,3,4,5,6,8,9, 10,11,12	c1,2,4,6,7	d1,4,5,6,7,8,9,10,11, 12
دراسة مستقلة في التمريض النفسي و الصحة العقلية	a1,2,3,5,6	b1,2,3,4,5,6,8,9, 10,11,12	c1,2,4,6,7	d1,4,5,6,7,8,9,10,11, 12

Program coordinator:



University: Port Said
Faculty: Nursing
Department:

COURSE SPECIFICATIONS

<i>1- Course data</i>		
<i>Code:</i> GEN 936	<i>Course title:</i> Nursing Research(2)	<i>Academic year / Level :</i> Doctorate / specialty, 2 nd <i>Semester</i>
<i>Specialty:</i> Family and Community Health Nursing	<i>No. of hours :</i> 42 credit hours <i>Theory:</i> 2 credit hours/week	<i>Practice:</i> 1 hours/week

2– Overall Aim of Course:	The course introduces both the theoretical and empirical basis of qualitative research. Types of qualitative research are addressed, with special emphasize on data collection and management. The distinct differences between quantitative and qualitative research is elaborated. The candidates are provided the opportunity to run a miniature qualitative study under the supervision of the course professor
3 – Intended Learning Outcomes of Course (ILOs) By the end of this course each student will be able to;	
a-Knowledge and Understanding:	<ul style="list-style-type: none"> a.1- Discuss theoretical research a.2- Discuss qualitative research designs a.3- Discuss quantitative research designs. a.4- Explain common descriptive statistics. a.5- Determine validity rigors a.6- Identify the greater direction in determining the feasibility of a study a.7- Explain mixed research design a.8- Assess quality of mixed research design a.9- Discuss research dissemination
b-Intellectual Skills	<ul style="list-style-type: none"> b.1- Interpret validity tests b.2- Choose research design appropriately b.3- Discriminate between qualitative and quantitative research design. b.4- Appraise qualitative research design



	<p>b.5- Select appropriate assumptions of descriptive variables.</p> <p>b.6- Select research topic suitable for mixed research design</p> <p>b.7-Evaluate critically published nursing research.</p>
c-Professional and Practical Skills	<p>c.1- Apply meta-analysis study</p> <p>c.2- Apply systematic review</p> <p>c.3- Utilize quantitative and qualitative research design</p> <p>c.4- Use descriptive statistical appropriately.</p> <p>c.5- Evaluate quantitative and qualitative research design</p> <p>c.6- Utilize mixed research design</p> <p>c.7- Appraise research article</p>
d-General and Transferable Skills	<p>d.1- Develop leadership abilities.</p> <p>d.2- Work as a team.</p> <p>d.3- Practice computer skills.</p> <p>d.4- Develop project management skills.</p> <p>d.5- Practice presentation skills.</p>
4- Course Contents	<ol style="list-style-type: none"> 1. Overview about research 2. Meta-analysis 3. Systematic review 4. Descriptive statistic 5. Quantitative research 6. Rigors in Qualitative research 7. Qualitative data analysis 8. Research appraisal 9. Research dissemination
5- Teaching and Learning Methods	<p>1-The course is mainly taught as lectures, which associated with:</p> <ul style="list-style-type: none"> • Discussion • Reading assignments • Individual/group work & assignments. • Initial training on preparing& implementing research projects, and on research paper critique. <p>2- <u>Practical Works:</u></p>



	<p>Through the course of the semester the students will be divided into small groups to carry out their practical activities.</p> <p><u>3- Course activities:</u></p> <p>A. Take midterm and final practical examinations; B. Write research projects; C. Write critiques of journal article D. Preparing & implementing research projects and present to the class , E. Participate in class discussions</p>		
6- Teaching and Learning Methods for learning disability students:	<ul style="list-style-type: none"> ▪ Not applicable 		
7-Students assessment			
a- Student Assessment Methods	<ol style="list-style-type: none"> 1. Semester work 2. Midterm exam 3. Practical exam 4. Oral exam 5. Written exam 		
b- Time	Assessment 1	During the course	
	Assessment 2	At the end of the course	
c. Weighting of Assessments	Methods	Score	%
	Semester work	10	10%
	Mid-term	10	10%
	Final clinical exam	20	20%
	Oral exam	10	10%
	Final written exam	50	50%
	Total	100	100%
8- List of References			
a- Course Notes	Hand out.		
b- Essential Books (Text Books)	<ul style="list-style-type: none"> • Polit, D.F; Beck C.T.(2012): Nursing Research: principles & methods, 7th ed., Lippincott Williams & Wilkins. • Polit, D.F; Beck C.T.(2010): Nursing research: generating & assessing evidence for nursing practice, 8th ed., Lippincott Williams & Wilkins • Liamputtong " Participatory Qualitative Research Methodologies in Health https://books.google.com.eg/books?isbn=1473927269 • Francis C. Dane – 2011: Evaluating Research: Methodology for People Who Need to Read Research • https://books.google.com.eg/books?isbn=141297853X • Walliman.N(2017):Research Methods: The Basics: 2nd edition 		



	<ul style="list-style-type: none"> https://books.google.com.eg/books?isbn=1315528991
c- Recommended Books	*Polit, D.F; Beck C.T.(2008): Nursing Research: principles& methods, 7 th ed.,Lippincott Williams& Wilkins.
d- Periodicals, Web Sites, ... etc	http://www.cirs-tm.org/ http://www.proposalwriter.com/intgrants.html http://www.nova.edu/ssss/QR/web.html http://www.gmi.org/links/discover/research/ http://www.scu.edu.au/schools/gcm/ar/arr/links.html

Professor of Subject:

Head of the department

Prof. / Dr. Amal Ahmed Kaliel

Prof./ Dr. Eman Shaheen

Date: 2019-2020

Course Matrix

University: Port Said

Course title: Nursing Research(2)

Faculty: Nursing

Code: GEN 936

Department:

Course content	Weeks	Number of credit hours		Knowledge And skills	Intellectual skills	Practical skills	General and transferable skills
		theory	practice				
1.Overview about research	1 st week	2	1	a1	-----	-----	d2,d3
2.Meta-analysis	2 nd week	2	1	a1	b2	c1	d1,d2
3.Systematic review	3 th week 4 th week	2	1	a1,a6	-----	c2	d1,d2, d3,d4, d5
4.Descriptive statistic	5 th week 6 th week	2	1	a4	b2,b5	c4	d1,d2, d3,d4, d5
5.Quantitative research	7 th week 8 th week	2	1	a3	b3	c3,c5	d1,d2, d3,d4, d5
6. Rigors in Qualitative research	9 th week	2	1	a5	b1	c7	d1,d2, d3,d4, d5
7.Qualitative data analysis	10 th week 11 th week	2	1	a2	b3,b4	c3,c5	d1,d2, d3,d4, d5
8. Research appraisal	12 th week 13 th week	2	1	a6,a7,a8	b6,b7	c6,c7	d1,d2, d3,d4, d5



9. Research dissemination	14 th week	2	1	a9	b6,b7	c6,c7	d1,d2, d3,d4, d5
Total	14 week	28 hours	14 hours	-	-	-	-

Professor of Subject:

Prof. / Dr. Amal Ahmed Kaliel

Date: 2019-2020

Head of the department

Prof./ Dr. Eman Shaheen

Course Matrix

University: Port Said

Faculty: Nursing

Department:

Course title: Nursing Research(2)

Code: GEN 936

Course content	Method of Teaching	Evaluation teaching	Knowledge And skills	Intellectual skills	Practical skills	General and transferable skills
1-Overview about research	Discussion	Semester work Mid-term Final clinical exam Oral exam Final written exam	a1	-----	-----	d2,d3
2-Meta-analysis	Reading assignments	Semester work Mid-term Final clinical exam Oral exam Final written exam	a1	b2	c1	d1,d2
3-Systematic review	Individual/group work &	Semester work Mid-term Final clinical exam	a1,a6	-----	c2	d1,d2, d3,d4, d5



	assignments.	Oral exam Final written exam				
4-Descriptive statistic	Individual/group work & assignments.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a4	b2,b5	c4	d1,d2, d3,d4, d5
5-Quantitative research	Initial training on preparing & implementing research projects, and on research paper critique.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a3	b3	c3,c5	d1,d2, d3,d4, d5
6-Rigors in Qualitative research	Reading assignments	Semester work Mid-term Final clinical exam Oral exam Final written exam	a5	b1	c7	d1,d2, d3,d4, d5
7-Qualitative data analysis	Reading assignments	Semester work Mid-term Final clinical exam Oral exam Final written exam	a2	b3,b4	c3,c5	d1,d2, d3,d4, d5
8- Research appraisal	Initial training on preparing & implementing research projects, and on research paper critique.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a6,a7,a8	b6,b7	c6,c7	d1,d2, d3,d4, d5



9. Research dissemination	Initial training on preparing & implementing research projects, and on research paper critique.	Semester work Mid-term Final clinical exam Oral exam Final written exam	a9	b6,b7	c6,c7	d1,d2, d3,d4, d5
Professor of Subject: <i>Prof. / Dr. Amal Ahmed Kaliel</i> <i>Prof./ Dr. Eman Shaheen</i> Date: 2019-2020			Head of the department			

University: Port Said

Faculty : Nursing

Department: Psychiatric Nursing and Mental Health

COURSE SPECIFICATIONS

<i>1-Course data</i>		
Academic year / Level : post graduate 2019-2020 Doctorate degree	Course title: New Trends in psychiatric nursing and mental health	Code: PSY822
Theory: 3hrs- / week Practice: -----	No. of hours : 3 Credit hour	Specialty: Psychiatric Nursing and Mental Health

The course provides students with the opportunity to critically examine contemporary issues and trends and their impact on the psychiatric nursing profession. New legal, ethical, cultural, social aspects and leadership concepts will be examined.	2- Overall Aim of Course:
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3 – Intended Learning Outcomes of Course (ILOs) By the end of this course each student will be able to;	
<p>a.1- Recognize psychological problem of patients with bereaved individuals.</p> <p>a.2- Explain community mental health.</p> <p>a 3- Discuss Impulse control disorders.</p> <p>a .4- Classify psychiatric emergencies in psychiatric care.</p> <p>a .5- Point out risk factors of homeless psychiatric patients.</p> <p>a .6- Explain manipulative behaviors and its types.</p> <p>a .7- Discuss theories of adjustment disorders.</p> <p>a8- Discuss psychological problems among patient with HIV and AIDS.</p> <p>a.9- Explain Psychasthenia exists.</p>	<p>a-Knowledge and Understanding:</p>
<p>b.1-Criticize theories and evidence used to explain difficult human behaviors.</p> <p>b.2- Apply critical thinking skills in assessment of aggressive patients or clients .</p> <p>b.3-Analyze assessment data of adjustment disorders.</p> <p>b.4-Design nursing care for different psychiatric disorder.</p> <p>b .5- Analyze evidence based practice processes to guide the design, implementation, and evaluation of changes in psychiatric nursing practice and enhancing quality of care.</p> <p>b .6-Classify impulse control disorders .</p> <p>b.7-Discuss the role of the nurse of palliative care.</p> <p>b.8- Examine appropriate nursing care for aggressive patient from least to most restrictive intervention.</p> <p>b.9- Discover psychological problems in patient with human immune deficiency virus.</p> <p>b.10- differentiate between autism and mental retardation</p> <p>b.11- Discover patient with attention deficit and hyper activity disorder .</p> <p>b.12- Estimate the effectiveness of various treatment modalities for psychiatric patient.</p>	<p>b-Intellectual Skills</p>
<p>Not applicable</p>	<p>c-Professional and Practical Skills</p>



- | | |
|--|---|
| <p>d.1- Maintain therapeutic relationships through the use of appropriate communication and interpersonal skills</p> <p>d.2- Create a social support network.</p> <p>d.3- Demonstrate competency in establishing and maintaining a therapeutic nurse-patient relationship utilizing effective</p> | <p>d-General and Transferable Skills</p> |
|--|---|



Care of dying patient and bereaved individuals	Course content	
Psychiatric problems in H.I.V and AIDS		
Medical emergency in psychiatric care		
Community mental health		
Homeless psychiatric patient		
Care of aggressive patient		
Dealing with difficult people		
Manipulative behavior		
Adjustment disorders		
Impulse control disorders		
Sexual disorders		
Psychasthenia exists		
<p>5-1- Lecture 5.2- Discussion 5.3-Brainstorming 5.4- Role Play - Classroom - Data show, computer and microphone. - Active board - White board - Paper & Pencil</p> <p>Not Applicable</p>	<p>5– Teaching and Learning Methods</p> <p>Facilities Required for Teaching and Learning</p> <p>Teaching and Learning Methods for students with low achievement</p>	
7-Students assessment		
	7.1-Written exam	a- Student Assessment Methods
	7.2-Oral exam	
Final written exam 60% Semester work 20%		b- Time c-Weighting of



Mid-term exam	20%	Assessments
<p>BoydM. (2015): Psychiatric nursing Contemporary Nursing Practice, 2nd ed. New York, Philadelphia</p> <p>Other references:</p> <p>Videbeck S (2014): Psychiatric-Mental health nursing, Lippincott Williams& Wilkins London.</p> <p>Mohr W. (2011): Psychiatric mental health nursing, 4th ed., Walters Kluwer, New York, London,.</p> <p>Varcarolis E (2015):Manual of psychiatric nursing Care plan, 7th d., Mosby, New York, Philadelphia,</p> <p>www.eulc.egu.eg www.sciencedirect.com www.free-edu.net www.Altavista.com Www.Pubmed.com</p>		<p>8- List of References</p> <p>Periodicals, Web Sites, ... etc</p>

Professor of subject:

Prof / Amal Sobhy

Assistant Prof/ Sohier Goda

Date: 2019-2020



Course matrix

Topic	Knowledge and understanding	Intellectual skills	Professional information	general and transferable skills	Teaching Methods	Evaluation Method
Care of dying patient and bereaved individuals	-	b 7	c4,5	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam
Psychiatric problems in H.I.V and AIDS	a8	b 1 0	c4	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam
Medical emergency in psychiatric care	a4	-	c2,4	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam
Impulse control disorders	A3	b 4 , 5 , 1 1 , 1 3	c1,4	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam
Commun	A2	b	c1,4	d1,2	Group	Semester



ity mental health		4 , 5 , 1 2 , 1 3			discussio n Presentat ion	work, Midterm exam Final exam
Homeles s psychiatr ic patient	a5	-	c3,4	d1,2	Group discussio n Presentat ion	Semeste work, Midterm exam Final exam
Care of aggressiv e patient	-	b 2 , 4 , 5 , 8 , 9 , 1 3	c1,4	d1,2	Group discussio n Presentat ion	Semeste work, Midterm exam Final exam
Dealing with difficult people	-	b 1	c1,4	d1,2	Group discussio n Presentat ion	Semeste work, Midterm exam Final exam
Manipula tive behavior	a6	b 9 , 1	c1,4	d1,2	Group discussio n Presentat	Semeste work, Midterm exam



		3			ion	Final exam
Adjustment disorders	a7	, b 3 , 9 , 1 3	c1,4,5	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam
Impulse control disorders	-	b 4 , 5 , 6 , 9 , 1 3	c1,4	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam
Sexual disorders	a1	b 4 , 5 , 9 , 1 3	c1,4	d1,2	Group discussion Presentation	Semester work, Midterm exam Final exam

Psychasthenia exists	Individual and group presentations	Semester work Mid Semester exam Final written and oral exam	a.10	-	-----	-
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University: Port Said
Faculty: Nursing
Department:

COURSE SPECIFICATIONS

1- course data		
Code: GEN 937	Course title: Curriculum development in nursing	Grade/ Level: Doctorate, specialty 2nd Semester
Specialty:- Family and Community Health Nursing	Total hours : 42 Credit hours Theory: 3 Credit hours/week Practice: -----	

2- Overall Aim of Course:	This course is geared to provide the postgraduate student with basic knowledge about curriculum and skills to design, evaluate curriculum and apply appropriate strategies for changing curriculum
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3 – Intended Learning Outcomes of Course (ILOs)
 By the end of this course each student will be able to;

a-Knowledge and Understanding:	<ul style="list-style-type: none"> a.1- Explore the writings of curriculum scholars and theorists. a.2- Examine the philosophical, historical, sociological, psychological, and political curriculum perspectives. a.3- Explore curriculum development as a field of study. a.4- Participate in curriculum inquiry through professional discourse. a.5- Refine knowledge and analytical understanding of the relationship among the four main components of instruction – curriculum, teacher, students, and context. a.6- Discuss component of curriculum a.7- Develop new approaches of students’ thinking, teaching and decision-making regarding curriculum that will be shaped by the
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	<p>concepts of the teacher as a curriculum doer and the principal/administrator as a curriculum leader.</p> <p>a.8- Apply an array of corresponding curriculum tools and processes when developing a project consistent with their professional aspirations.</p> <p>a.9- Select appropriate strategies in changing a curriculum</p> <p>a.10- Examine conceptual frame work of curriculum</p>
b-Intellectual Skills	<p>b.1- Plan for the nursing curriculum</p> <p>b.2- organize for the nursing curriculum</p> <p>b.3- Evaluate the established curriculum in different educational organizations using appropriate tools and methods.</p> <p>b.4- Criticize models of curriculum</p>
c-Professional and Practical Skills	-----.
d-General and Transferable Skills	<p>d.1- Demonstrate the ability to work in team.</p> <p>d.2- Document accurate information.</p> <p>d.3-Use appropriate interpersonal skills to communicate effectively.</p> <p>d.4- Utilize technology and information systems to develop their professional & learning skills.</p> <p>d.5- use different resources to collect the needed information.</p>
4- Course Contents	<p>1. History of curriculum and approach of curriculum</p> <p>2. Conceptual framework of curriculum and component of curriculum</p> <p><u>3. Curriculum design</u></p> <p><u>4. Curriculum Development and Change</u></p> <p><u>5. Curriculum Planning and Implementation</u></p> <p><u>.6. Curriculum Evaluation and Student Assessment</u></p> <p><u>7. Politics and Curriculum Decision Making</u></p> <p>8. Curriculum model</p> <p>9. Learning theories applied to curriculum development</p>



	10. Selecting learning experience to achieve curriculum outcome 11. Organization of the curriculum 12. Needs assessment and financial support for curriculum 13. Effect of informatics and technology on curriculum development and evaluation.		
5- Teaching and Learning Methods	<ul style="list-style-type: none"> - Interactive presentation - Discussion and brainstorming - Reading assignment - Lecture - Individual and group presentations - Problem solving 		
6- Teaching and Learning Methods for students with low achiever:	Not applicable		
7- Students assessment:			
a- Student Assessment Methods	1- Semester work 2- Mid Semester exam 3- Final written exam		
b- Time	Assessment 1	During the course	
	Assessment 2	At the end of the course	
c. Weighting of Assessments	Methods	Scores	%
	Semester work	20	20%
	Mid Semester exam	20	20%
	Final written exam	60	60%
	Total	100	100%
8- List of References			
a- Course notes	Not applicable.		



b- Essential Books (Text Books)	<ul style="list-style-type: none"> - Carroll L. Iwasiw M.&GoldenbergD.(2014): Curriculum Development in Nursing Education School of Nursing Western University Ontario Canada https://books.google.com.eg/books?isbn=1284026299 - Carroll L. Iwasiw M.&GoldenbergD.(2009):Curriculum Development in Nursing Education. Second Edition https://books.google.com.eg/books?isbn=0763788597 (2014):: - SarahB. Keating, EdD, MPH, RN, C-PNP, FAAN Curriculum Development and Evaluation in Nursing, Third Edition https://books.google.com.eg/books?isbn=0826130283
c-Recommended books	1-Marsh, C. and Willis. G. (2011): Curriculum: Alternative approaches, ongoing issues (4th Edition), Upper Saddle River, NJ: Merrill.
Journals & websites	<ul style="list-style-type: none"> - www.eulc.edu.eg - All available periodicals in the library. - http://www.nursingworld.org/mods/mod551/ceout03.htm - Journal of nursing administration. - Journal of nursing management. - www.nursingcenter.com - www.rcn.org

Professor of Subject:

Prof. / Amal Ahmed Kaliel

Ass. Prof./ Dr. Reda Ibrahim Elmowafy

Date: 2019-2020



Course Matrix

University: Port Said

Faculty: Nursing

Department:

Course title: Curriculum development in nursing

Course Code: GEN 937

Course content	Weeks	Number of credit hours	knowledge and skills	Intellectual skills	Practical skills	General and transferable skills
1-History and approach of curriculum	1 st week	3	a1,a2,a7	b1, b2	--	d1, d5
2-Conceptual frame work of curriculum and component of curriculum	2 nd week	3	a.6,a.9, a10	b2	-	d2, d3
3-curriculum design	3 rd week	3	a5, a8	b1, b3	-----	d1,d2,d3,d4
4-curriculum plan	4 th week	3	a.4	b1	-----	d.1,d2,d3,d4,d5
5-Curriculum development and changes	5th week	3	a.3, a,7,a.9	b2	-----	d.1,d.2,d.3,,d4
6-Curriculum evaluation	6 th week	3	-	b.2	-----	-



7-Politics and curriculum decision making	7 th week	3	a2,a7	-	-----	-
8-curriculum model	8 th week	3	a2,a.5	b4	-----	d1,d2,d3,d4,d5
9-Learning theories applied to curriculum	9 th week	3	a1, .a3	-	-----	-
10- selecting learning experience	10thweek	3	a3,a4	b1	-----	d.1,d.2,d.3,d.4,d.5
11- organization of the curriculum	11thweek	3	a3	b2	-----	d.1,d.2,d.3,d.4,d.5
12-Needs assessment and financial support	12 th week	3	a4, a8	-	-----	D1,d2,d3.d4,d5
13-Effect of informatics and technology on curriculum development and evaluation	13 th ,14 th week	6	a1,a2,a3,a8	b3	----	D1,d2,d3,d4.d5
Total	14week	42 hours	-	-	-	-

Professor of Subject:

Prof. / Dr. Amal Ahmed Kaliel

Ass. Prof./Reda Ibrahim Elmowafy

Date:2019/2020

Course Matrix

University: Port Said

Course title: Curriculum development in nursing

Faculty: Nursing

Course Code: GEN 937

Department:

Course content	Teaching Methods	Evaluation Methods	knowledge and skills	Intellectual skills	Practical skills	General and transferable skills
1-History and approach of curriculum	Interactive presentation	Semester work Mid Semester exam Final written exam	a1,a2,a7	b1, b2	--	d1, d5
2-Conceptual frame work of curriculum and component of curriculum	Discussion and brainstorming	Semester work Mid Semester exam Final written	a.6,a.9, a10	b2	-	d2, d3



		exam				
3-curriculum design	Reading assignment	Semester work Mid Semester exam Final written exam	a5, a8	b1, b3	-----	d1,d2,d3,d4
4-curriculum plan	Lecture	Semester work Mid Semester exam Final written exam	a.4	b1	-----	d.1,d2,d3,d4,d5
5-Curriculum development and changes	Individual and group presentations	Semester work Mid Semester exam Final written exam	a.3, a,7,a.9	b2	-----	d.1,d.2,d.3,,d4
6-Curriculum evaluation	Problem solving	Semester work Mid Semester exam Final written exam	-	b.2	-----	-
7-Politics and curriculum decision making	Individual and group presentations	Semester work Mid Semester exam Final written exam	a2,a7	-	-----	-
8-curriculum model	Reading assignment	Semester work Mid Semester exam Final written exam	a2,a.5	b4	-----	d1,d2,d3,d4,d5
9-Learning theories applied to curriculum	Discussion and brainstorming	Semester work Mid Semester exam Final written exam	a1, .a3	-	-----	-
10- selecting learning experience	Reading assignment	Semester work Mid Semester exam	a3,a4	b1	-----	d.1,d.2,d.3,d.4,d.5



		Final written exam				
11-Organization of the curriculum	Interactive presentation	Semester work Mid Semester exam Final written exam	a3	b2	-----	d.1,d.2,d.3,d.4,d.5
12-Needs assessment and financial support	Discussion and brainstorming	Semester work Mid Semester exam Final written exam	a4, a8	-	-----	D1,d2,d3,d4,d5
13-Effect of informatics and technology on curriculum development and evaluation	Discussion and brainstorming	Semester work Mid Semester exam Final written exam	a1,a2,a3,a8	b3	----	D1,d2,d3,d4,d5

University: Port Said

Faculty: Nursing

Department: Psychiatric Nursing and Mental Health

COURSE SPECIFICATIONS

1- course data		
Code: <i>PSY823</i>	Course title: Seminars in Psychiatric Nursing and Mental Health حلقة دراسية في التمريض النفسي و الصحة العقلية	Grade/ Level: Doctorate, specialty 2nd Semester
Specialty-: Psychiatric Nursing and Mental Health	Total hours : <i>Theory: 3 Credit hours/week</i> <i>Practice: -----</i>	

2- Overall Aim of Course:	This course is geared to provide the postgraduate student with basic knowledge about in child and women psychiatric and mental health nursing.
3 – Intended Learning Outcomes of Course (ILOs) By the end of this course each student will be able to;	
a-Knowledge and Understanding:	a.1- Describe principles of educational program. a.2- Review concepts that provide the foundation for Psychiatric–Mental Health Nursing practice.



	<p>a.3-. Discuss diagnostic criteria and assessment tools utilized to differentiate Psychiatric–Mental Health disorders across the lifespan.</p> <p>a.4- Identify therapeutic interventions and treatment modalities in Psychiatric–Mental Health Nursing.</p> <p>a.5- Explain Gender Stereotypes .</p> <p>a.6- Identify theories of female personality .</p> <p>a.7- Recognize risk factors for developing Psychiatric–Mental Health complications among women.</p> <p>a.8-Identify intimate Partner Violence: Perspectives on Research and Intervention .</p> <p>a.9-Explain types of crises and crises intervention.</p> <p>a.10-Explain child maltreatment and non- accidental trauma.</p>
<p>b-Intellectual Skills</p>	<p>b.1- Analyze causes of elimination disorders among child.</p> <p>b.2- Interpret neurodevelopmental Disorders.</p> <p>b.3- Distinguish between men and women’s Bodies and Their Minds.</p> <p>b.4- Discriminate different type of child neurotic problems.</p> <p>b.5-Describe communication disorders among child.</p> <p>b.6- Differentiate between neurodevelopmental Disorders</p> <p>b.7-Analyze Women’s Health: Biological and Social Systems.</p> <p>b.8-Describe women developmental psychiatric needs and problems.</p> <p>b.9-Discover new ways to prevent violence against women in Workplace , Sexual Harassment and Domestic Violence .</p> <p>b.10- Demonstrate an educational program.</p> <p>b.11-Describe feeding disorders among child.</p> <p>b.12-Describe motor disorders among child.</p> <p>b.13- Discriminate different degree of mental retardation.</p>



c-Professional and Practical Skills	-----.
d-General and Transferable Skills	<p>d.1- Demonstrate the ability to work in team.</p> <p>d.2- Document accurate information.</p> <p>d.3-Use appropriate interpersonal skills to communicate effectively.</p> <p>d.4- Utilize technology and information systems to develop their professional & learning skills.</p> <p>d.5- use different resources to collect the needed information.</p>
4- Course Contents	<ul style="list-style-type: none"> • Establishing an educational program • Neurodevelopmental Disorders (Autism, ADHD, Intellectual disability and Tic & Tourette Disorders). • Other Neurodevelopmental Disorders (Specific learning disorders & Communication Disorders). • Motor skills. • Feeding disorders. • Elimination Disorders (Enuresis and Encopresis). • Child maltreatment and no accidental trauma. • Mental Retardation. • Crises and crises intervention • Women’s Development Psychiatric needs and problems.
5– Teaching and Learning Methods	<ul style="list-style-type: none"> - Interactive presentation - Discussion and brainstorming - Reading assignment - Lecture - Individual and group presentations
6- Teaching and Learning Methods for	Not applicable



students with low achiever:			
7-Students assessment:			
a- Student Assessment Methods	1- Semester work 2- Mid Semester exam 3-Final written exam 4-Final Oral exam		
b- Time	Assessment 1 During the course Assessment 2 At the end of the course		
c. Weighting of Assessments	Methods	Scores	%
	Semester work	10	10%
	Mid Semester exam	10	10%
	Final written exam	50	50%
	Final oral exam	30	30%
	Total	100	100%
8- List of References			
a- Course notes	Not applicable.		
b- Essential Books (Text Books)	Boyd M (2020): Psychiatric mental health nursing Cotemporary Practice, 5thed New York, London. VarcarolisE. (2019): Manual of psychiatric nursing care planning, 5thed New York, London.		
c-Recommended books	1- Marsh, C. and Willis. G. (2011): Curriculum: Alternative approaches, ongoing issues (4th Edition), Upper Saddle River, NJ: Merrill.		
Journals & websites	- www.eulc.edu.eg - All available periodicals in the library. - http://www.nursingworld.org/mods/mod551/ceout03.htm - www.nursingcenter.com - www.rcn.org www.who.ant www.sciencedirect.com www.free-edu.net		

Professor of Subject:





Professor of subject:
Prof / Amal Sobhy
Assistant Prof/ Abeer Elsayed

Date: 2019-2020



Course Matrix

University: Port Said

Course title: Seminars in Psychiatric Nursing and Mental Health

Code: PSY 823

Course content	Teaching Methods	Evaluation Methods	knowledge and skills	Intellectual skills	Practical skills	General and transferable skills
1- Establishing an educational program	Interactive presentation	Semester work Mid Semester exam Final written and oral exam	a1	b10	--	d1, d5
2- Neurodevelopmental Disorders (Autism, ADHD, Intellectual disability and Tic & Tourette Disorders).	Discussion and brainstorming	Semester work Mid Semester exam Final written and oral exam	a.2,3,4	b2,4,6	-	d2, d3
3- Other Neurodevelopmental Disorders (Specific learning disorders & Communication Disorders).	Reading assignment	Semester work Mid Semester exam Final written and oral exam	a.2,3,4	b5	-----	d1,d2,d3,d4
4- Elimination Disorders (Enuresis and Encopresis).	Lecture	Semester work Mid Semester exam Final written	a.2,3,4	b1	-----	d.1,d2,d3,d4,d5



		and oral exam				
5- Crises and crises intervention	Individual and group presentations	Semester work Mid Semester exam Final written and oral exam	a.9	b2	-----	d.1,d.2,d.3,,d4
6- Women's Development Psychiatric needs and problems.	Problem solving	Semester work Mid Semester exam Final written and oral exam	a5,6,7,8	b.3,7,8,9	-----	-
Motor Disorders						
Feeding disorders						
Child maltreatment and no accidental trauma.						
Mental Retardation.						



University: Port Said

Faculty : Nursing

Department: Psychiatric Nursing and Mental Health

COURSE SPECIFICATIONS

<i>1-Course data</i>		
Academic year / Level : post graduate _2019-2020 Doctorate degree	Course title: Specialty in Psychiatric Nursing and Mental Health (دراسة مستقلة في التمريض النفسي)	Code: PSY824
Theory: 3hrs / 15 weeks Practice:	No. of hours: 3 Credit hrs.	Specialty : Psychiatric Nursing and Mental Health -

- Be profession in advanced practice roles in psychiatric and mental health nursing.	2– Overall Aim of Course:
3 – Intended Learning Outcomes of Course (ILOs)	
a.1- Discuss the importance of the nurses' role in psycho educational family therapy. a.2- Discuss various components involved in constructing a holistic assessment of patient. a.3- Describe counseling.	a-Knowledge and Understanding:



<p>a.4- Discuss communication</p> <p>b.1- Analyze behavioral therapy in psychiatric nursing.</p> <p>b.2- Interpret cognitive therapy in psychiatric nursing</p> <p>b.3- Distinguish between functional and dysfunctional family patterns of behavior as they relate to the five family functions</p> <p>b.4- Discriminate different type of motivational interview.</p> <p>b.5- Describe group therapy.</p> <p>b.6- Differentiate between counseling and psychotherapy.</p>	<p>b-Intellectual Skills:</p>
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<p>c.1- Apply holistic care.</p> <p>c.2- Demonstrate motivational interview.</p> <p>c.3- Apply the role of psychiatric consultation liaison nurse.</p> <p>c.4- Discover new technology to explore new trends in psychiatric nursing.</p> <p>c.5 –Modify appropriate activities accordance with best evidence based practice.</p> <p>c.6 – Apply communication techniques.</p> <p>c.7- Evaluate counseling model of helping relation.</p>	<p>c-Professional and Practical Skills</p>
<p>d.1- Adopt self-learning.</p>	<p>d-General and Transferable Skills</p>
<p>Holistic care, Hospices and Palliative Care</p>	
<p>Motivational interview.</p>	
<p>Complementary and alternative therapy</p>	
<p>Family therapy.</p>	
<p>Psychiatric consultation liaison.</p>	
<p>Group therapy</p>	
<p>Psychiatric rehabilitation</p>	



Integrative therapy	
Medication Compliance	
The Aging Individual	
Cognitive behavioral therapy	
Milieu therapy	
5.1- Discussion 5.2- Brainstorming 5.3- Role Play - Classroom - Data show, computer and microphone. - Active board - White board - Paper & Pencil	5- Teaching and Learning Methods Facilities Required for Teaching and Learning
Not Applicable	Teaching and Learning Methods for students with low achievement
7-Students assessment	
Final Written exam Midterm exam Semester work	a- Student Assessment Methods
Final written exam 60% Semester work 20% Midterm exam 20%	b- Time c-Weighting of Assessments



<p>Keltner N, Bostrom C, McGuinnessT(2011): Psychiatric mental health nursing, 3th ed., Walters Kluwer, New York, London,.</p> <p>Other references: PrattC. (2012):Psychiatric Rehabilitation, 4th d., Mosby, London, Philadelphia. KneislC. (2014): Contemporary Psychiatric Mental Health Nursing, 4th d., Mosby, USA, Philadelphia.</p> <p>www.eulc.edu.eg www.who.ant www.sciencedirect.com www.free-edu.net</p>	<p>8- List of References</p> <p>Periodicals, Web Sites, ... etc</p>
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Professor of subject:

Prof / Amal Sobhy
Assistant Prof/ Sohier Goda

Date: 2019-2020

Course Matrix

Topic	Knowle dge and underst anding skills	Intelle ctual skills	Profes sional inform ation	gener al and trans ferab le skills	Teaching Methods	Evaluation Methods
Holistic care, Hospice and Palliative Care	a1	b1	c1,4,5	d1	Group discussion Presentation	Semester work, Midterm exam Final exam



Motivational interview	-	b4	c2	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Complementary and alternative therapy	a3	b1,2	c7	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Family therapy	a2	b3	c6,7	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Psychiatric consultation liaison	a3	b3	C3	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Group therapy	a4	b5,6	c6,7	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Psychiatric rehabilitation	-	-	c3	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Integrative therapy	a2	-	c4,5	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Medication Compliance	-	b5	c4,5	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
The Aging Individual	-	b6	c4,5	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
The Bereaved Individual	-	b6	c4,5	d1	Group discussion Presentation	Semester work, Midterm exam Final exam
Cognitive behavioral therapy						

