



University: Port Said

Faculty: Nursing

Department: Postgraduate Department

COURSE SPECIFICATIONS

1- Course data		
Code: <i>GEN931</i>	Course title: Health behavior and health promotion السلوكيات الصحية و الارتقاء بالصحة	Academic year / Level : post graduate doctorate degree (preparatory) / first semester (Credit Hours)
Specialty: -----	Total hours : 42 Credit hours	
	Theory: 3 Credit hours/week	Practice: -----

2– Overall Aim of Course:	At the end of this course each postgraduate student (doctorate degree) will be able to prevent various health problems with advanced knowledge and skill related to concepts of health behaviors & health promotion , it includes meaning of health related behavior , modification of life style behaviors, models of health behaviors , self care health behaviors and nurse role in health protection and promotion to maintain and improve the health of defined social groups and populations, through the use of best available evidence, reflective practice and work within the boundaries of the Nursing ethical Code of Professional accountability .
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3 – Intended Learning Outcomes of Course (ILOs)
By the end of this course each postgraduate doctorate student will be able to;

a-Knowledge and Understanding:	<ul style="list-style-type: none"> a1. Discuss concepts of health, disease , spectrum of health, health behavior and health promotion. a.2. Explain determinants of health and illness a.3. Discuss basics of primary health care a.4- Explain role of nurse in health promotion and protection a.5. Discuss the different health promotion & models for use with clients and the community a.6.Explain ethical, moral, legal, health care decisions and political issues that affect health in promotion a.7. Discuss health behavior categories, theories and models used to measure, record, and observe individual and community-based health behaviors a.8.Discuss health promotion theories& models applications
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<p>b-Intellectual Skills</p>	<p>a.9. Describe measures for protecting population’s health & wellbeing</p> <p>b.1. Compare between health promotion theories& models with application to public health practice.</p> <p>b.2. Critically appraise health-promoting programs /strategies provided to community</p> <p>b.3. Plan strategies for protecting population’s health & wellbeing</p> <p>b.4. Appraise the impact of policies affecting health in promoting and protecting the population’s health and well being.</p> <p>b.5. Compare between various health behavior theories in terms of theoretical constructs, applicability, and practicality</p> <p>b.6. Appraise the ability to merge health behavior theory and planning models for intervention development</p> <p>b.7. Develop culturally appropriate, theory-driven individual and community-based behavior change interventions.</p> <p>b.8. Analyze research and literature applying health behavior theory and planning models within existing health promotion programs</p> <p>b.9. Evaluate primary health care services.</p>
<p>c-Professional and Practical Skills</p>	<p>-----</p>
<p>d-General and Transferable Skills</p>	<p>d1. Use the appropriate interpersonal and professional skills to communicate effectively with client &health team.</p> <p>d2. Function effectively as educator, evaluator and manager of for health care team</p> <p>d3. Integrate new technology results in nursing field.</p> <p>d4. Utilize self-direction and originality in tackling and solving problems through reflection and safe decision-making skills within health team.</p>
<p>4- Course Contents</p>	<ul style="list-style-type: none"> • Introduction in health promotion(Concepts of health behavior and health promotion) • Primary health care and role of nurse in health promotion and protection • Determinants of health • Categories of health behavior • Theories in health behavior • Theories and models of health promotion • Applications of theories and models of health promotion • Ethical, moral, legal, health care decisions and political Issues that affect health in promotion



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	<ul style="list-style-type: none"> protecting population's health & wellbeing 										
5- Teaching and Learning Methods	<ul style="list-style-type: none"> - Modified lecture - Brain storming - Reading assignment - Group presentation - Group discussion 										
6- Teaching and Learning Methods for learning low achievable students:	Not applicable										
7-Students assessment											
a- Student Assessment Methods	Semester Work Mid-Term Examination Final written Examination										
b- Time	Assessment 1 During the course Assessment 2 At the end of the course										
c. Weighting of Assessments	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Mid-Term Examination</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final Written Examination</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Semester Work</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Other types of assessment</td> <td style="text-align: right;">% _____</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">100 %</td> </tr> </table>	Mid-Term Examination	20%	Final Written Examination	60%	Semester Work	20%	Other types of assessment	% _____	Total	100 %
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Semester Work	20%										
Other types of assessment	% _____										
Total	100 %										
8- List of References											
a- Course Notes	-----										
b- Essential Books (Text Books)	<ol style="list-style-type: none"> 1.Prochaska, J.O., Redding, C.A., & Evers, K.E. (2015). The transtheoretical model and stages of change. In K. Glanz, B. Rimer, & K. Viswanath (Eds.), Health behavior and health education: Theory, research, and practice (pp. 125-148). California: Jossey-Bass. 2. Allender, J.A, Reector, C. Warner, K.D (2015): Community &public health nursing promoting the public health. international edition 3. Raingruber, B.(2014): Contemporary Health Promotion in Nursing Practice. Jones & Bartlett Learning, LLC, an Ascend Learning Company(pp.1- 415). 4. WILLS, J. (2014): Fundamentals of Health Promotion for Nurses. 5. (6 ed.), John Wiley & Sons Ltdm The Atrium, Southern Gate,(pp. 4-39). 										
c- Recommended Books	1. Opel DJ et al. (2012): Characterizing providers' immunization communication practices during health supervision visits with										



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	<p>vaccine-hesitant parents: a pilot study. Vaccine. Feb 8:30(7)1269-75.</p> <p>2. Hurst ,S.A. (2009): Just care: should doctors give priority to patients of low socioeconomic status? Journal of Medical Ethics;35:7-11.</p> <p>3. Arras JD, Fenton EM .(2009): Bioethics and human rights: access to health-related goods. Hastings Center Report;39(5):27-38.</p> <p>4. Self-Care Behavior." Encyclopedia of Public Health. . Encyclopedia.com. 3 Nov. 2016 <http://www.encyclopedia.com>.</p>
<p>d- Periodicals, Web Sites, ... etc</p>	<p>www.who.int www.sciencedirect.com www.Pubmed. com. -. www. Nursing center.com www.rn.com www. Allnurses.com</p>

Professor of Subject:

Ass.Prof. Dr. Reda El-mowafy
 Ass.Prof.Dr. Hanan El-Ezaby

Head of Department:

Ass.Prof. Dr . Amal Sobhy Mahmoud

Date: 2017/2018

Course matrix

University: Port Said

Course title: Health behavior and health promotion

Faculty: Nursing

Course Code: GEN931

Department: Postgraduate Department

Topics	Weeks	NO. of credit hours	Knowledge And skills	Intellectual skills	Practical skills	General and Transferable skills
Introduction in health promotion(Concept of health behavior and health promotion)	1 st week	3	a1	b2	Not applicable	-----
Primary health care and role of nurse in health promotion and protection	2 nd week	3	a 3, a4	b 9		d1,d2,d3,d4
Determinants of health	3 rd week	3	a2			----



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Categories of health behavior	4 th week	3	a7		----
Theories of health behavior and its applications	5 th week 6 th week	6	a7	b.5, b6, b8	d1,d2,d3,d4
7th week Midterm Exam					
Theories and models of health promotion	8 th week 9 th week,	6	a 5	b.1, b4	d1,d2,d3,d4
Applications of theories and models of health promotion	10 th week 11 th week	6	a.5, a.8	b.1 b.4	d1,d2,d3,d4
Ethical, moral, legal, health care decisions and political Issues that affect health in promotion	12 th week, 13 th week	6	a.6	b.7	d1,d2,d3,d4
Protecting population's health & wellbeing	14 th week	3	a.9	b.3	d1,d2,d3,d4
Total		14	42	---	---

Professor of Subject:

Ass.Prof. Dr. Reda El-mowafy
Ass.Prof.Dr. Hanan El-Ezaby

Head of Department:

Ass.Prof. Dr . Amal Sobhy Mahmoud

Date: 2017/2018



University: Port Said
Faculty: Nursing
Department: Medical Surgical Nursing

COURSE SPECIFICATIONS

1- Course data		
Code: GEN934	Course title: Research Methodology (1)	Academic year / Level : Doctorate /preparatory
Specialty: -----	No. of hours : 42 hours <i>Theory: 2 hours/week Practice: 1 hours/week</i>	

2– Overall Aim of Course:	- By the end of this course, the doctor student nurse will be able to acquire advanced knowledge, skills and attitude related to research methodology
3 – Intended Learning Outcomes of Course (ILOs) By the end of this course each student will be able to;	
a-Knowledge and Understanding:	a1- Explain research process. a2. Discuss evidence based practice steps a3- Compare between most common nursing research designs. a 4- Explain ethical issue in nursing research. a5- Identify the greater direction in determining the feasibility of a study a6- Identify theoretical framework. a7- Explain different types of research tools a8- determine different types of tool validity. a9. Identify different types of research tool reliability. a9- State legal and ethical principles in designing and conducting research studies. a10- State procedures to protect human rights. a11- identify the rights and responsibilities of both participants and subjects in research. a12 - Describe different methods of data collection.



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	a13- Assess quality of research data.
b-Intellectual Skills	<p>b1- select best evidence practice related to nursing intervention</p> <p>b2- choose research design appropriaitly</p> <p>b3- Discriminate between research sub-problem.</p> <p>b4- Appraise study design</p> <p>b5- select appropriate ethical issues for different types of study</p> <p>b6- Select suitable theoretical framework for research topic.</p> <p>b7- Appraise validity of research tool</p> <p>b8- Evaluate reliability of research tool</p> <p>b9- Evaluate quality of research data.</p>
c-Professional and Practical Skills	<p>c1- Apply evidence based practice in relation to nursing practice</p> <p>c2- Utilize appropriate research design</p> <p>c3- take decision in research with ethical dilemma</p> <p>c4-utlize theoretical framework in research</p> <p>c4- Develop research tool.</p> <p>c5- Develop valid research tool</p> <p>c6- develop reliable research tool .</p> <p>c7- Collect research data ethically.</p> <p>c8- Evaluate quality of research data effectively</p> <p>c9- Conduct research project using valid data.</p>
d-General and Transferable Skills	<p>d1- Develop leadership abilities.</p> <p>d2- Work as a team.</p> <p>d3- Practice computer skills.</p> <p>d4- Develop project management skills.</p> <p>d5- Practice presentation skills.</p>
4- Course Contents	<ol style="list-style-type: none"> 1. Evidence based practice 2. Common nursing research designs. 3. Ethics in nursing research. 4. Theoretical framework. 5. Tool development 6. Tool validity 7. Tool reliability 8. Data collection 9. Quality of data.
5– Teaching and Learning Methods	<p>*The course is mainly taught as lectures, which associated with:</p> <ul style="list-style-type: none"> • Discussion



	<ul style="list-style-type: none"> • 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 divided into small groups to carry out their practical activities.</p> <p>-The practical activities are:</p> <ul style="list-style-type: none"> • Complete Training on preparing& implementing research projects • Complete Training on research papers critique part by part in combination with course lectures. • Preparing reports on research ethics general & along research projects. <p>3- <u>Homework:</u></p> <p>-Activities related to preparing& implementing research projects and research ethics general & along research projects, in addition to activities related research paper critique.</p> <p>4 <u>Course activities:</u></p> <p>A. Take midterm and final examinations; B. Write a 2-3 page paper on research ethics general & along research projects; C. Write critiques of journal article (no more than 3 - 4 pages); D. Preparing& implementing research projects (no more than 20 pages) and present to the class , E. Participate in class discussions</p>
<p>6- Teaching and Learning Methods for learning disability students:</p>	<ul style="list-style-type: none"> ▪ Not applicable
<p>7-Students assessment</p>	
<p>a- Student Assessment Methods</p>	<p>1. Semester work 2. Midterm exam</p>



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	3. Practical exam 4. Written exam 2. Oral exam																					
b- Time	6 th week , Midterm exam 11 th week, Final practical exam 13 th week, Final-term exam 14 TH week , Oral exam																					
c. Weighting of Assessments	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Semester work</td> <td style="text-align: right;">10</td> <td style="text-align: right;">%</td> </tr> <tr> <td>Midterm examination</td> <td style="text-align: right;">10</td> <td style="text-align: right;">%</td> </tr> <tr> <td>Final Practical Examination.</td> <td style="text-align: right;">20</td> <td style="text-align: right;">%</td> </tr> <tr> <td>Final-term Examination</td> <td style="text-align: right;">50</td> <td style="text-align: right;">%</td> </tr> <tr> <td>Oral examination</td> <td style="text-align: right;">10</td> <td style="text-align: right;">%</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;">Total</td> </tr> <tr> <td></td> <td style="text-align: right;">100</td> <td style="text-align: right;">%</td> </tr> </table>	Semester work	10	%	Midterm examination	10	%	Final Practical Examination.	20	%	Final-term Examination	50	%	Oral examination	10	%	Total				100	%
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8- List of References																						
a- Course Notes	Hand out.																					
b- Essential Books (Text Books)	* Polit, D.F; Beck C.T.(2012): Nursing Research: principles& methods, 7 th ed.,Lippincott Williams& Wilkins. *Polit, D.F; Beck C.T.(2010): Nursing research: generating & assessing evidence for nursing practice, 8 th ed., Lippincott Williams& Wilkins																					
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:

Prof. Amal Khalil and Assist.Prof. Eman Shahin

Date. 2019 - 2020

Head of Department:

Prof. Mona AbdelRahman



COURSE MATRIX

Course content	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	general and transferable skills
Evidence based practice	1 st & second week	a1-a2	b1	c1	d1,d2,d3,d4,d5,
Common nursing research designs.	3 rd & 4 th week	a3	b2	c2	d1,d2,d3,d4,d5,
Ethics in nursing research.	5 th week	a4	b3	c3	d1,d2,d3,d4,d5,
Theoretical framework.	7 th week	a5	b4	c4	d1,d2,d3,d4,d5,
Midterm Exam	8 week				
Tool development	9 week	a6	b5	c5	d1,d2,d3,d4,d5,
Tool validity	10 th week	a7	b6	c6	d1,d2,d3,d4,d5,
Tool reliability	11 th week	a8	b7	c7	d1,d2,d3,d4,d5,
Data collection	12 th week	a9- a12	b8	c8	d1,d2,d3,d4,d5,
Quality of data	13 th week	a10-a11-a13	b9	c9	d1,d2,d3,d4,d5,



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Faculty of Nrsing**



Practical Exam	14th week				
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Professor Of Subject:
Prof. Amal Khalil and Assist.Prof. Eman Shahin
Date. 201^Y - ٢٠١٨

Head of Department:
Prof. Mona AbdelRahman

University: Port Said
Faculty: Nursing

COURSE SPECIFICATION

1. Course Data:		
Code:GEN932	Course title: Nursing Informatics نظم المعلومات في التمريض	Academic year / Level : 2017/2018
Specialty: General Doctorate	No. of hours : 3 hours /14 weeks .	Theory: 3 hrs / week. Practice:

2- Overall Aim of Course:	Doctorate students will acquire the information and knowledge to assist them in change and improve health care practices through application and effective use of informatics technology
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3 – Intended Learning Outcomes of Course (ILOs):	
a-Knowledge and Understanding Skills:	<p>a.1- Assay benefits of nursing informatics.</p> <p>a.2-Identify Challenges faced nursing informatics.</p> <p>a.3-Discuss network clinical integration.</p> <p>a.4-Clarify challenges for applying electronic patients records in health care organization in Egypt.</p> <p>a.5-Identify the threats to informatics system security.</p> <p>a.6-Recognize key consideration for successful implementation of health informatics system.</p> <p>a.7-Clarify telemarking scope.</p>



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	<p>a.8-Discuss the artificial intelligence</p> <p>a.8- Explain the scope. of smart hospital</p>
b-Intellectual Skills:	<p>b.1- Demonstrate electronic communication application in health care</p> <p>b.2-demonstrate standards of informatics in nursing practice</p> <p>b.3-Point out to nurse role in nursing informatics applications</p> <p>b.4-Differentiate between nurse role in clinical integration</p> <p>b,5-Compare between paper and electronic records in nursing documentation</p> <p>b.6-Distinguish between informatics privacy, confidentiality and security.</p> <p>b.7- Integrate informatics technology in different nursing field (service, education and research).</p> <p>b.8 Display barriers of E-Learning among university students</p> <p>b.8- Discriminate between telemedicine and telemarking</p> <p>b.9- Criticize the artificial intelligence.</p> <p>b.10-Clarify the common application of artificial intelligence.</p> <p>b.11-Point out to develop smart hospital in health care organizations in Egypt</p>
c-Professional and Practical Skills:	-----
d-General and Transferable Skills:	<p>d.1- Develop a shared vision and common goal for importance of informatics in health care organizations.</p> <p>d.2-. Conducting effectively electronic communication</p> <p>d.3 shared information with effective manner.</p> <p>d.4 Collaborate through acting as a team work.</p>



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4- Course Contents

- 1- Informatics in health care professionals
- 2- Quality of information
- 3- Internet and extranet
- 4- Network integration
- 5- Computer based patient record
- 6- Informatics security and confidentiality
- 7- Selecting a health care information system
- 8- Speciality applications of informatics and information technology
- 9- Telenursing and telemedicine
- 10- Artificial intelligence
- 11- Smart hospital



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5.a. Teaching and Learning Methods:	5.1. Inverted teaching 5.2. Discussion																
5.b. Required for Teaching and Learning:	<ul style="list-style-type: none"> - Data show - White board - Paper & Pencil 																
6. Teaching and Learning Methods for low achiever students:	6.1. Group activities 6.2. Assigned tasks																
7-Students assessment:-																	
a- Student Assessment Methods:	<ol style="list-style-type: none"> 1. Semester Work 2. Midterm Exam 3. Final Written exam 																
b- Time	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">1. Semester Work</td> <td style="width: 30%;">During the course</td> <td style="width: 40%;"></td> </tr> <tr> <td>2. Midterm Exam</td> <td>During the course</td> <td></td> </tr> <tr> <td>3. Final Written exam</td> <td>In the end of course</td> <td></td> </tr> </table>	1. Semester Work	During the course		2. Midterm Exam	During the course		3. Final Written exam	In the end of course								
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List of references Essential books Recommended books	<p align="center">-----</p> <p>--Wang T., Looze B., Low D., and Undey c. (2015): An Electronic format for data exchange between raw material and end users enabling superior knowledge management.</p> <p>Toni elal., (2018)Handbook of informatics for nurses and health care professionals-----</p> <p>Murphy K.(2015)Four ways a health internet can benefit your health care organization</p> <p>Jakiaho A., May B., Specht M., Stoyanov. (2018)Barriers to using E Learning in advanced way</p> <p align="center">-----</p>																



**Port Said University
Faculty of Nrsing**



Periodicals, Web Sites, ... etc	E.B.K
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Professor of Subject:

Head of the department

Prof./ Gehad Mohamed

Prof./ Sanaa Ghandour

Date:



COURSE SPECIFICATIONS

2- Course data		
Code:	Course title: Biostatistics	Academic year / Level: Preparatory-Doctoral Degree
Specialty: -----	No. of hours : 2 h for 12 weeks	Theory: 2hrs / weeks Practice: -----

2– Overall Aim of Course:	After completion of this course, the post graduate students will be able to apply the course content in their nursing practice.
3 – Intended Learning Outcomes of Course (ILOs)	
By the end of this course each candidate will be able to;	
a-Knowledge and Understanding:	<p>a1- Describe different concepts related to biostatistics.</p> <p>a 2- Describe uses of biostatistics and vital statistics.</p> <p>a3- Describe usefulness and limitation of biostatistics.</p> <p>a4- Describe measures of central tendency.</p> <p>a5- Identify measures of dispersions.</p> <p>a6- Identify sampling variance and bias.</p>
b-Intellectual Skills:	<p>b1- Compare between measures of central tendency and measures of dispersion .</p> <p>b2-Differentiate between types of graphical and diagrammatic representation of data.</p> <p>b3- Distinguish between positive and negative</p>



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	<p>correlation.</p> <p>b4-Describe T-test independents sample and Paired</p> <p>b5-Describe relation between ANOVA and Chi-square.</p> <p>b6- Compare between Mann Whitney and Wilcoxon.</p> <p>b7- Utilize statistical analysis for performance indicators.</p>
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c-Professional and Practical Skills:	
d-General and Transferable Skills:	<p>d1- Use verbal communication skills to explain biostatistics .</p> <p>d2- Apply the principle of biostatistics on his scientific research.</p> <p>d3 -Use net and computer skills for conduct biostatistics tests.</p>
4- Course Contents	<p>1- Equivalent - Homogeneity.</p> <p>2-Systematic and non-systematic distribution</p> <p>3- Types of variables</p> <p>4- Pearson correlation</p> <p>5-Spearman correlation</p> <p>6- Test reliability and validity of questionnaire.</p> <p>7- Parametric tests: 1." .One way ANOVA. 2..One sample t test 3-Independent sample t test 4-Paired sample t test</p> <p>8. Non – parametric test Binomial Chi – squire 2 independent test K independent test 2 related test</p> <p>9. Normality test</p> <p>10-Regression analysis Simple regression multiple regression</p>
5– Teaching and Learning Methods	<p>4.1- Lecture.</p> <p>a4.2- Discussion.</p> <p>4.3- Reading assignments.</p> <p>4.4- Brain storming</p>



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6- Teaching and Learning Methods for learning law achiever students:	-----																								
7-Students assessment																									
a- Student Assessment Methods	7.1- Final term exam a(1,2,3,4,5) b(1,2,3,4,5,6,7)																								
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8- List of References																									
a- Course Notes	Hand out.																								
b- Essential Books (Text Books)	<ol style="list-style-type: none"> 1. Anradurai,. B. (2007): A Text Book Of Biostatistics 1st edition, new age International (p) ltd., Publishers. 2. Johson, r& Bhattachryya,g(2006): Statistics Principles And Methods, 5th edition, University Of Wisconsin At Medison John Wiley& Sons, Inc. 																								
c- Recommended Books	1-Kuzman, J& Bohnenblist, (2005): Basic Statistics For The The Health Sciences 5 th edition, loma Linda& Minnesota state university Mankato.																								
d- Periodicals, Web Sites, ... etc	<ul style="list-style-type: none"> -Journal of nursing statistics. - Journal of nursing research - www.nursing statistics. Com. - www. New age publishers. Com 																								



Professor of Subject:

Dr/

Date: 2019/2020

Course Matrix

Course content	Weeks	Total Hours	Weekly Teaching Hours			ILOs Course
			Lecture	Lab	Clinical field	
1-	1 st week	2	2	-	-	a1-a2-a3- d1-d2
2-	2 nd week	2	2	-	-	a4-b1
3-	3 rd week	2	2	-	-	a5-b1
4-	4 th week	2	2	-	-	b2
5-	5 th week	2	2	-	-	a6
6-	6 th week	2	2	-	-	b3
7-	7 th week 8 th week					b4-5



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	9th week					
8.	10th week	2	2	-	-	b6
9.	11th week	2	2	-	-	b6
10-	12th week	2	2	-	-	
Total		24	24	-	-	-

Head of Department:-

Date: 2019/2020

University: Port Said

Faculty: Nursing

Department: Doctorate Preparatory Semester

COURSE SPECIFICATIONS

1- Course data		
Code: GEN 935	Course title: Professional Ethics and Legal Legalization	Grade / level: Post graduate
Specialty:	No. of hours: 42 hours	Theory: 3 hours/week Practice: -----

2- Overall Aim of Course:	This course introduces the student to the
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fundamental issues in the profession of nursing. The faculty of nursing philosophy and conceptual framework are introduced and explained as the foundation of the program. Emphasis is placed on professional values in relation to the students' professional development. This course helps students identify current ethical issues facing nursing today. It also looks at legal issues that have affected nursing in the past and are currently affecting nursing today.

3- Intended Learning Outcomes of Course (ILOs)

By the end of this course each student will be able to:

a-Knowledge and Understanding:

- a1. Mention role of nurse. Explain selected historical events, social trends and the views of nursing leaders as these relate to the profession of nursing in its evolution as a subsystem of health care.
- a2. Discuss the rationale for using the faculty of nursing philosophy and conceptual framework, along with general systems theory, as foundation elements for beginning level professional nursing practice.
- a3. Discuss professional role expectations and competencies in relation to educational preparation.
- a4. Discuss professional values as a basis for professional nursing practice.
- a5. Review basic legal and ethical parameters for professional nursing practice.
- a6. Compare the basis of decision-making in law and ethics as they apply to nursing.



	<p>a6. Relate specific legal and ethical issues to the Texas Nurse Practice Act.</p> <p>a7. Discuss strategies that can be employed to address legal and ethical issues in nursing practice.</p> <p>a8. Comprehend component of the preventive law paradigms for health care that serve to prevent legal problems from occurring, becoming larger or resulting in losses.</p> <p>a9. Identify ethical principles that guide health care decision making.</p> <p>a10. Describe current literature related to legal and ethical nursing practice dilemmas.</p> <p>a11. Discuss the interaction between professional nursing values and personal values. Use critical thinking, problem solving, and decision making models as they relate to ethical issues in nursing practice.</p>
<p>b-Intellectual Skills</p>	<p>b1. Distinguish between different ethical concepts in nursing practice.</p> <p>b2. Discuss nursing code of ethics.</p> <p>b3. Explain principles of nursing ethics.</p> <p>b4. Describe responsibilities of nursing as a profession.</p> <p>b5. Explain patient right.</p>
<p>c- Professional and Practical Skills</p>	<p>Not Applicable</p>
<p>d- General and Transferable Skills</p>	<p>d1. Use computer and net skills.</p> <p>d2. Keep patient privacy.</p> <p>d3. Apply communication skills.</p>



<p>4- Course Contents</p>	<ul style="list-style-type: none"> • Introduction and Definitions of Terms • Overview of Nursing History • Principles of Nursing Ethics • Code of Ethics • Legal Responsibilities • Faculty of Nursing Philosophy and Conceptual Framework • Liability in Professional Practice • Academic Degrees and Roles • Career Development 												
<p>5- Teaching and Learning Methods</p>	<p><u>The course is mainly taught through the following:</u></p> <p>5.1- Interactive presentation 5.2- Discussion and brain storming 5.3- Reading assignment 5.4- Lecture 5-5- Individual and group presentations 5-6- Assignment – problem solving</p>												
<p>6- Teaching and Learning Methods for learning low achievable students:</p>	<p>Not applicable</p>												
<p>7- Students assessment</p>													
<p>a- Student Assessment Methods</p>	<p>Exam: To assess the ability to comprehend, interpret and apply the scientific background.</p> <table border="1" data-bbox="706 1318 1360 1864"> <tr> <td>Participation in class</td> <td>To assess knowledge and understanding.</td> </tr> <tr> <td>Individual and group presentation</td> <td>To assess knowledge and understanding</td> </tr> <tr> <td>Midterm exam (written)</td> <td>To assess knowledge and understanding</td> </tr> <tr> <td>Semester activities</td> <td>To assess application of knowledge.</td> </tr> <tr> <td>Ability for analysis</td> <td>To assess intellectual skills.</td> </tr> <tr> <td>Practice exercise</td> <td>To assess</td> </tr> </table>	Participation in class	To assess knowledge and understanding.	Individual and group presentation	To assess knowledge and understanding	Midterm exam (written)	To assess knowledge and understanding	Semester activities	To assess application of knowledge.	Ability for analysis	To assess intellectual skills.	Practice exercise	To assess
Participation in class	To assess knowledge and understanding.												
Individual and group presentation	To assess knowledge and understanding												
Midterm exam (written)	To assess knowledge and understanding												
Semester activities	To assess application of knowledge.												
Ability for analysis	To assess intellectual skills.												
Practice exercise	To assess												



		professional and practical skills.
b- Time	Week 15	
c. Weighting of Assessments	Semester work	20 %
	Mid-term Examination	20 %
	Final-term Examination	60 %
	Total	100 %
8- List of References		
a- Course Notes	Not applicable	
b- Essential Books (Text Books)	Not applicable	
c- Recommended Book	<ul style="list-style-type: none"> • American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. • Creasia, J.L., & Parker, B.J. (2007). Conceptual foundations: The Bridge to professional nursing (4th ed.). St. Louis, MO: Mosby Elsevier. • Aiken, T. (2004). Legal, Ethical, and political issues in nursing (2nd Edition). Philadelphia: F.A. Davis. • Willman, J. (2011). Annotated Guide-RN to the Texas Nursing Practice Act (10th Edition), Texas Nurses Association (If you are not from Texas you need to purchase the one for your specific state) • Houghton, P. & Houghton, T.J. (2009). APA: The easy way. (2nded.). <p><u>Resources on Library Reserve:</u></p> <ul style="list-style-type: none"> • American Nurses Association (2001). Code of ethics for nurses with interpretive statements. Silver Springs, MD: Author. • American Nurses Association (2004). Nursing scope & standards of practice. Silver Springs, MD: Author. • American Nurses Association (2003). 	



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	Nursing's social policy statement (2 nd ed.). Silver Springs, MD: Author.
d- Periodicals, Web Sites, ... etc	www.nursingethics.ca/ www.nursing-ethics.org www.nursing-world.org http://en.wikipedia.org " nursing ethics

Professor of Subject:
Prof. Amal Sobhy Mahmoud
Assist. Professor. Rasha Anany

Date 2021/2020

Course Matrix



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Course content	Weeks	Knowledge and skills	Intellectual skills	Practical skills	General and Transferable Skills
1- Orientation and introduction	1 st Week	a1	b1	-	d1
2- Principles of nursing ethics	2 nd Week	a1	b3	-	d1, d3
3- Nursing as a profession	3 rd Week	a6	b4	-	d1
4- Responsibilities and accountabilities for nurses	4 th Week	a7	b1, b4	-	d1, d3
5- The role of the nurse	5 th Week	a7	-	-	d1
6- Ethical concepts for nursing practice	6 th Week	-	b1	-	d1
7- Ethical decision making	7 th Week	a5	-	-	d1, d3
8- Factors affecting ethical decision making	9 th Week	a2	b1	-	d1
9- Application of nursing ethics and dilemma	10 th Week	-	-	-	d1, d3
10- Legal responsibility toward patient	11 th Week	-	b5	-	d1
11- patient right and responsibilities	12 th Week	a3	-	-	d1, d2
12- Nursing code of ethics	13 th Week	a4	b2	-	d1, d2
13- Apply the steps in the ethical decision making process.	14 th Week	-	-	-	d1



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