



Doctoral Degree

(2019-2020)



Program Specification

(2019-2020)



University: Port Said

Faculty: Nursing

Department: Pediatric Nursing Department

Program Specification (2019-2020)

A. Basic Information

1. Program Title: Doctorate of Pediatric Nursing Science
2. Program Type:
Single Double ---- Multiple ----
3. Department (s): Pediatric Nursing Department
4. Last date of program specifications approval: / /

B. Professional Information

1- Program Aim:

1/1- The main aim of the Pediatric Nursing program (doctorate degree) is to expand student's abilities that needed to deal effectively, independently and interdependently with the multi-disciplinary team, and to expand their knowledge and skills into new areas as research, management, quality improvement , education and new trends in her/his area of specialty to become competent and confident practitioners who are able to provide child centered care in a variety of pediatric settings in addition as educator.



2- Intended Learning Outcomes (ILOs):

By the end of the program the nurse student should be able to:

2/1 Knowledge and Understanding:

a.1	Discuss the appropriate knowledge that enhance, modify, and support the health patterns of children, and new born in various environmental contexts.
a.2	Explain the theories and knowledge of basic sciences, and the pediatric nursing science in order to make professional judgments that will help in caring for children with selected health problems.
a.3	Discuss the legal and ethical issues pertaining to pediatric nursing
a.4	Discuss the developments and new trends in pediatric nursing that have an impact on the individual's capacity to practice in pediatric nursing
a.5	Determine the legal and ethical issues pertaining to pediatric nursing.
a.6	Identify the ethical and legal principles that support the diagnostic and management decisions of care.
a.7	Identify the principles of quality in the context of pediatric nursing
a.8	Identify population groups most at risk for adverse health outcomes and design a risk reduction plan
a.9	Discuss the knowledge to support the health of children and their newborn
a.10	Discuss Pediatric Nursing issues on evidence based.
a.11	Discuss the new arguments related to the child health.
a.12	Inform, influence services and services improvement that's under primed by critical understanding of the theory and reflective recognition of the policies and organizational context of delivering a range of primary and community services.



2/2 Intellectual Skills:

b.1	Analyze data, information, and knowledge to evaluate and achieve optimal children' outcomes.
b.2	Discuss problems contributing to child morbidity and mortality.
b.3	Distinguish between the different risks related to Pediatric Nursing
b.4	Incorporate evidence based nursing practice and discuss the areas in research in the field of Pediatric nursing.
b.5	Contribute to initiatives and developments to improve the health and well-being of children, and newborns.
b.6	Utilize reasoning and problem solving skills to make judgments/ decision in prioritizing action
b.7	Critically analyze the new trend and evidence accumulated through research.
b.8	Critically appraise research studies in the field of Pediatric facilities and / or education institutions.
b.9	Critically evaluate the breadth and depth of special traits and examine the scope for innovative care, safely and effectively in practice within the context of Pediatric nursing.

2/3 Professional Skills:

c.1	Collectively utilize pediatric nursing skills in comprehensively assessing the children, s health across their life span.
c.2	Conduct and report research studies that increase knowledge about the outcomes of nursing and other clinical practice.
c.3	Formulate specific plans for needs/problems taking into account time & resources available within the context of holistic health care.
c.4	Apply reasoning and problem solving skills to make clinical judgments.
c.5	Monitor quality of own practice and participates in continuous quality improvement based on professional practice standards and relevant statutes and regulations.



c.6	Conduct appropriate activities skillful in accordance with best evidence based practice
c.7	Report scientific research paper related to new area in Pediatric nursing.
c.8	Apply professional principles in writing reports.
c.9	Function effectively as educator, evaluator and manager of Pediatric nursing
c.10	Provide guidance and counseling regarding management of the health / illness condition.
c.11	Demonstrate a critical understanding and application of skills knowledge and abilities to make a valuable contribution to improving the health and wellbeing of Pediatric in nursing.
c.12	Demonstrate initiative, personal responsibilities and a higher level of professional accountability

2/4 General & Transferable Skills:

d.1	Adopt the principles of lifelong learning
d.2	Present information clearly in written, electronic and oral forms.
d.3	Motivate self learning and continuous self evaluation
d.4	Demonstrate an ability to use resources effectively and adapt it to meet changes in demand on Pediatric services
d.5	Retrieve, manage, and manipulate information by all means, including electronically.
d.6	Demonstrate the ability to work in team and lead team effectively.
d.7	Communicate new ideas and arguments effectively.
d.8	Apply brain storming techniques to yield new ideas in Pediatric Nursing
d.9	Communicate the patient's health status using appropriate terminology, format, and technology.
d.10	Assume responsibility for safe, competent and ethical client care.
d.11	Use different resources to collect , identify the appropriate knowledge that needed to develop the Pediatric nursing



3-Program Academic Standards:

National Academic Reference Standards for Post graduate Master Program.

a.1: Knowledge and understanding

By the end of the postgraduate doctorate program the candidate should be able to know and understand the following:

- a.1.01 Theories, basic and specific knowledge related to his specialty as well as basic sciences related to practice in his field .
- a.1.02 Basis, methods and ethics of scientific researches and its different tools .
- a.1.03 Basic of ethics and medico legal aspects of professional practice, related to the specialty .
- a.1.04 Basis and principles of quality in professional practice related to the specialty .
- a.1.05 Related information concerned with the effects of professional practice on the environment and methods of environmental maintenance and development .

b.2: Intellectual Skills

By the end of the postgraduate doctorate program the candidate should be able to:

- b.2.01 Analyze and evaluate knowledge to solve problems related to his specialty .
- b.2.02 Solve specific problems with available data .
- b.2.03 Perform scientific research adding new information .
- b.2.04 Writing scientific papers .



- b.2.05 Risk assessment in professional practices .
- b.2.06 Plan to improve performance related to specialty .
- b.2.07 professional decision making in relation to different professional sequences .
- b.2.08 Be innovative and creative .
- b.2.09 Discuss on basis and evidence .

c.3: Practical and Clinical Skills

By the end of the postgraduate doctorate program the candidate should be able to:

- c.3.01 Demonstrate essential practical skills related to his specialty .
- c.3.02 Write and evaluate professional reports .
- c.3.03 Evaluate different methods and tools available related to specialia
- c.3.04 Use technology to serve professional practice .
- c.3.05 plan to develop professional practice and improve performance of others .

d.4: General and transferable skills

By the end of the postgraduate doctorate program the candidate should be able to :

- d.4.01 Communicate ideas and arguments effectively .
- d.4.02 Use information technology to serve in the development of professional practice .
- d.4.03 Educate and evaluate performance of others .
- d.4.04 Self evaluation and lifelong learning .
- d.4.05 Use different resources to obtain knowledge and information.
- d.4.06 Work effectively within team and lead a team effectively .
- d.4.07 Patron scientific meetings and manage time effectively .



مواصفات الخريج

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

- ١- اتقان أساسيات ومنهجيات البحث العلمى .
- ١- العمل المستمر على الاضافة للمعارف فى مجال التخصص.
- ٢- تطبيق المنهج التحليلى والناقد للمعارف فى مجال التخصص والمجالات ذات العلاقة.
- ٣- دمج المعارف المتخصصة مع المعارف ذات العلاقة مستنبطا ومطورا للعلاقات البيئية بينها .
- ٤- اظهار وعيا عميقا بالمشاكل الجارية والنظريات الحديثة فى مجال التخصص .
- ٥- تحديد المشكلات المهنية وايجاد حلولاً مبتكرة لحلها.
- ٦- اتقان نطاقا واسعا من المهارات المهنية فى مجال التخصص.
- ٧- التوجه نحو تطوير طرق وادوات واساليب جديدة للمزاولة المهنية .
- ٨- استخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية.
- ٩- التواصل بفاعلية وقيادة فريق عمل فى سياقات مهنية مختلفة.
- ١٠- اتخاذ القرار فى ظل المعلومات المتاحة.
- ١١- توظيف الموارد المتاحة بكفاءة وتنميتها والعمل على ايجاد موارد جديدة .
- ١٢- الوعى بدوره فى تنمية المجتمع والحفاظ على البيئة .
- ١٣- التصرف بما يعكس الالتزام بالنزاهة والمصداقية وقواعد المهنة.
- ١٤- الالتزام بالتنمية الذاتية المستمرة ونقل علمه وخبراته للآخرين.

-المعايير القياسية العامة

1.2 المعرفة والفهم

بانتهاج دراسته برنامج الدكتوراه يجب ان يكون الخريج قادرا على الفهم والدرابه 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 وأساسيات الجودة في الممارسه المهنية في 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 في 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 في الممارسات المهنية.
- ٦- التخطيط لتطوير الاداء في مجال التخصص.
- ٧- اتخاذ القرارات المهنية في 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- اتقان المهارات المهنية الاساسية 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 دراسه 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 الذاتي والتعلم المستمر.
- ٥-استخدام المصادر المختلفة للحصول على المعلومات والمعارف.
- ٦-العمل في فريق وقيادة فرق العمل .
- ٧-ادارة اللقاءات العلمية والقدرة على ادارة الوقت.

4-Benchmarks:

5- Program Structure and Contents:

a. Program duration:

1st semester = 14weeks

2nd semester = 14weeks

b. Program structure:

• No. of hours:

Core courses:

Theory: 14	Practical: 1	Total: 15 credit hours
Compulsory: 15	Selective: NA	Optional: NA

Specialty:

Theory: 14	Practical: 1	Total: 15 credit hours
Compulsory: 15	Selective: NA	Optional: NA

Total (30 credit hours) 100 %

• Basic science courses:

0%

• Specialty courses:

5 subject (15 hours theory)	(14 hours theory) + (1 hour	
practical)	total 15 credit hours	50 %

• Others courses:

5 subjects in preparatory (14 hours theory) + (1 hour practical)	
total 15 credit hours	50 %



c- Credit hours:

Level I/First Semester (No of Units)

Compulsory: 5 Selective: NA Optional: NA

Level II/Second semester (No of Units)

Compulsory: 5 Selective: NA Optional: NA

d. Program Courses:

a. Compulsory

Code No.	Course Title (Preparatory/Doctorate)	No. of Units	No of Hours/Week		Grade &level	Semester
			Lect.	Exercise\ Cl. field\ lab		
GEN931	Health behavior and health promotion	—	3	—	Preparatory	First
GEN932	Nursing informatics	—	3	—	Preparatory	First
GEN933	Biostatistics	—	3	—	Preparatory	First
GEN934	Nursing Research (1)		2	1	Preparatory	First
GEN935	Health law, policy, and Ethics		3		Preparatory	First
GEN936	Nursing Research (2)		2	1	Specialty	Second
PED821	New Trends in Pediatric Nursing		3		Specialty	Second



Code No.	Course Title (Preparatory/Doctorate)	No. of Units	No of Hours/Week		Grade &level	Semester
			Lect.	Exercise\ Cl. field\ lab		
GEN 937	Curriculum Development in Nursing		3		Specialty	Second
PED822	Seminars in Pediatric Nursing		3		Specialty	Second
PED823	An independent study in Pediatric Nursing		3		Specialty	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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c. Optional (NA)

Code No.	Course Title	No. of Units	No of Hours/Week			Grade &level	Semester
			Lect.	.lab	.Exercise		
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5- Courses' content: Refer to courses specification

Course Code :

Course title :



Course content: According to postgraduate (Doctorate) bylaw

6. Program Admission Requirements:

1-The student should hold master degree in a specialty course or related specialties from a university in Egypt at least a good grade (rate C) or an equivalent degree from a faculty or a scientific institute recognized by the supreme council of universities

2-The faculty council based on the recommendations of the department Council can accept non- Egyptian students who obtained a master's degree in nursing science at least a good grade (rate C) from any faculty or a scientific institute recognized by the supreme council of universities.

3-Students should be free to study for at least two days a week and for a period of two academic years.

7. Regulations for progression and program completion:

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

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- Students 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-Students must succeed in all subjects to obtain the doctoral degree. If students failed to pass one of courses, they could be scheduled to re-exam in subjects students failed of doctorate at next time.

6-The exam is held on January and June each semester.

7-The minimum time to get a degree of doctorate is two years from the approval of the faculty council on the registration of the thesis, and the maximum is five years from the date of registration, taking into account situations to stop enrollment and may be extended with a maximum two years for a doctorate at the request of the supervisors , department council's approval , the postgraduate& research committee , and the faculty council.

8. Methods and rules of student's evaluation

Methods	Program Intended Learning Outcomes
Written exam	Knowledge understanding & intellectual skills
Oral Exam	transferable & Intellectual skills
Semester work (Seminars &oral presentation) in addition to thesis	Transferable, professional & practical skills according to the thesis topic.

Evaluation system

100 score is calculated for each course and must break the score to the nearer score and is distributed as follows:-

1. Theoretical course that doesn't contain practical parts



- 10 % semester work
- 10 % mid-term exam
- 30% final oral exam
- 50% final written exam

2. Courses, which contain practical parts

- 10% semester work
- 10% the mid- term exam
- 20 % final practical exam
- 10% oral exam the end of the chapter
- 50% final written exam

In all cases, the student must get 60% of the theoretical final exam's score in theoretical courses that obtain or don't contain practical parts, and the final exam for clinical / field courses.

Each exam's hour is specialized for each credit hour so that at least two hours and not more than 3 hours.

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:

Signature:



Date: / /

University: Port said
Faculty : Nursing

Program title: Doctorate degree
Department: Pediatric Nursing Department

Program Matrix
(Nursing science ... doctorate degree)

Course content	Knowledge And skills	Intellectual skills	Practical skills	General and Transferable skills
Health behavior and health promotion	a.1, a.8, a.11	b.3, , b.6	c.2, c.10	d.9, d.10, d.11
Nursing informatics	a.2, a.3	b.4, b.8	c.3, c.5	d.2, d.5
Biostatistics	a.8, a.11	b.2, b.3	c.4	d.11
Nursing Research (1)	a.1, a.2, a.3	b.4, , b.8, b.9	c.7	d.2, d.5, d.7, d.10, d.11
Health law, policy, and Ethics	a.3, a.6	b.8	c.11	d.9
Nursing Research (2)	a.1, a.2, a.3	b.4,b.8, b.9	c.7	d.2, d.5, d.7, d.10, d.11
New trends in Pediatric Nursing	a.1, a.8	b.4, b.8, b.9	c.2, c.6	d.5
Curriculum development in nursing	a.12	b.10	c.11	-----
Seminar in Pediatric Nursing	a.1, a.3, a.4	b.1, b.3, b.4	c.2, c.3, c.4, c.6	d.7, d.9, d.10, d.11
An independent study in Pediatric Nursing	a.1, a.3, a.4, a.6	b.3, b.6, b.7, b.9	c.4, c.6, c.9	d.3, d.7, d.8

Program coordinator:

Head of the department: Dr/ Mohammed Elmazahy



**COURSE
SPECIFICATIONS
(Second semester)
Year: 2019-2020**



University: Port Said
Faculty: Nursing
Department: Pediatric Nursing
Year: 2019-2020

COURSE SPECIFICATIONS

Post graduate Doctorate in Research Methodology (2)

1- Course data		
Code: GEN936	Course title: Research Methodology (2)	Academic year / Level : Doctorate /Specialist
Specialty: -----	No. of hours : 42 hours Theory: 2 hours/week Practice: 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:	a.1- compare between meta analysis and systematic review a.2. Discuss qualitative research designs a.3. Compare between qualitative and 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	b.1- Interpret validity tests	



	<p>b.2- choose research design appropriately</p> <p>b.3- Discriminate between qualitative and quantitative research design.</p> <p>b.4. Appraise qualitative research design</p> <p>b.5- Select appropriate assumptions of descriptive statistical or tests</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. perform systematic review</p> <p>c.3. Utilize qualitative research design</p> <p>c.4. Use descriptive statistical appropriately.</p> <p>c.5. Evaluate 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. Revision 2. Meta-analysis 3. Systematic review 4. Descriptive statistic 5. Qualitative research 6. Rigors in Qualitative research 7. Qualitative data analysis 8. Research appraisal 9. Research dissemination
5- Teaching and Learning Methods	<p>*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- Practical Works</p> <p>Through the course of the semester the students will divided into small groups to carry out their practical activities.</p> <p>4 Course activities:</p> <p>A. Take midterm and final practical examinations;</p> <p>B. Write research projects;</p> <p>C. Write critiques of journal article</p> <p>D. Preparing& implementing research projects and present to the class</p> <p>E. Participate in class discussions</p>
6- Teaching and Learning Methods for learning	Not applicable



disability students:		
7-Students assessment		
a- Student Assessment Methods	1. Semester work 2. Midterm exam 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	Semester work Midterm examination Final oral examination Final-written Examination <u>Oral examination</u> Total	10 % 10 % 20 % 50 % <u>10 %</u> 100 %
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	

Head of department:

Dr /Mohamed El -Mazahy

Dean of the faculty:

Dr / Amal Khalil



University: Port Said
Faculty: Nursing
Department: Pediatric Nursing
Year: 2019-2020

COURSE SPECIFICATIONS

Post graduate Doctoral in New Trends in Pediatric Nursing

1-Course data		
Code: PDE821	Course title: New Trends in Pediatric Nursing	Grade / Level: Doctoral Degree
Specialty: Doctoral Degree	No. of units 14 week Theory: 3 Credit hours/week Practice:	
Overall Aim of Course	The course will expand the doctoral students' knowledge about the current trends and issues related to children at different developmental stages in wellness and sickness. Relation of evidence - based nursing, clinical pathway and nursing informatics to pediatric nursing practice, education and research will be addressed.	

a-Knowledge and Understanding:	a.1. Recognize current concepts related to infants and children at different developmental stages in wellness and illness. a.2. Describe relationship between pediatric nursing practice, education and research. a.3. Determine the current health status of children in Egypt. a.4. State maltreatment among children at different developmental stages.
b-Intellectual Skills :	b.1. Discuss the relation between current trends in pediatric nursing practice, education and research. b.2. Interpret the relation of evidence-based nursing, clinical pathway, nursing informatics and pediatric nursing practice, education and research.



	<p>b.3. Explain effect of modern technology on children and their families.</p> <p>b.4. Analyze the impact of alternative and complementary medicine on children's health.</p>
c-Professional Skills :	-----
d-General Skills :	<p>d.1. Practice with team work and positive participation.</p> <p>d.2. Conduct proper communication and counseling skills to the mothers and children.</p>
e. Attitude:	
4- Course Contents:	<ol style="list-style-type: none"> 1- Current Concepts in Pediatric Nursing. 2- Relationship between Pediatric Nursing Practice, Education and Research. 3- Evidence-based Nursing, Clinical Pathway and Nursing Informatics in Pediatric Nursing Practice. 4- Evidence-based Nursing, Clinical Pathway and Nursing Informatics in Pediatric Nursing Education. 5- Evidence-based Nursing, Clinical Pathway and Nursing Informatics in Pediatric Nursing Research. 6- Current Health Status of Children in Egypt. 7- Effect of Modern Technology on Children and their Families. 8- Children's Maltreatment. 9- Complementary and Alternative Medicine.

5- Teaching and Learning Methods:			
5-Facilities required for teaching and learning:	<ol style="list-style-type: none"> 1- Lecture hall 2- Audiovisual aids (Data show) 3- White board/ Smart board 4- Computer and internet access 5- Textbooks 		
6- Teaching and Learning Methods for learning low achievable students:	<p>Co- operative learning</p> <p>Office hours redundant.</p> <p>Student leadership.</p> <p>Academic advising.</p>		
7- Student Assessment:	<ol style="list-style-type: none"> 1- Semester work 2- Midterm exam 3- Final written exam 		
b-Time of student assessment Methods:			
	Semester work	Midterm	Final exam
Time	During semester	7 th week	15 th week



c- Weight			
Weight	20% (20 degree)	20% (20 degree)	60% (60 degree)
Total	100% (100 degree)		
8- List of References			
a- Course Notes :		Student written assignment from self learning and tutorial session	
b- Essential Books (Text Books) :		<ul style="list-style-type: none"> ✓ Tschudin V. Ethics in Nursing. Great Britain: Butter Worth, 1992. ✓ Whaley and Wong. Nursing Care of Infants and Children . St.Louis: Mosby, 2004. ✓ Hockenberry MJ. Wong's Essentials of Pediatric Nursing . 7th ed, Mosby: 2007. 	
c- Recommended Books :		<ul style="list-style-type: none"> ✓ Waechter, Phillip, Hodiday. Nursing Care of Children. 10th ed.Philadelphia: W.B. Saunders, 2001. ✓ Ashwill JW, Droske SC. Nursing Care of Children: Principles and Practice. London: W.B. Saunders Company, 1997. ✓ Marlow DR, Redding BA. Textbook of Pediatric Nursing 11th ed Philadelphia: WB Saunders CO., 2000. ✓ Osborn LM, Dewitt TG, First LR, and Zenel J. Pediatrics. U.S.A: Mosby Inc., 2005. ✓ Anne GP, Potter PA. Clinical Nursing Skills and Techniques. 4th ed. St. Louis: Mosby, 1998. ✓ Wong DC, Hockenberry MJ. Nursing Care of Infants and Children . 7th ed, Mosby: 2007.. 	
d- Periodicals, Web Sites, ... etc :		www.google.com www.who.ant www.sciencedirect.com www.free-edu.net www.sciencedirect.com/science/journal/15228401	

Head of department

Dr / Mohamed Al-Mazahy

Course title: New Trends in Pediatric Nursing

Code: PDE821

Dean of the Faculty:

Dr / Amal Khalil



Program ILOs	Course ILOs
a.1. Recognize current concepts related to infants and children at different developmental stages in wellness and illness.	a.(1) ,d.(1), d.(2)
a.2. Describe relationship between pediatric nursing practice, education and research.	a.(2) ,b.(1),b.(2), d.(1), d.(2)
a.3. Determine the current health status of children in Egypt.	a.(3) ,d.(1),d.(2)
a.4. State maltreatment among children at different developmental stages. Recognize the basics of normal and abnormal human behaviors and interactions.	a.(3) ,d.(1),d.(2)
b.1. Discuss the relation between current trends in pediatric nursing practice, education and research.	a.(2) ,b.(1),b.(2), d.(1), d.(2)
b.2. Interpret the relation of evidence-based nursing, clinical pathway, nursing informatics and pediatric nursing practice, education and research.	a.(2) ,b.(1),b.(2), d.(1), d.(2)
b.3. Explain effect of modern technology on children and their families.	b(3) ,d.(1),d.(2)
b.4. Analyze the impact of alternative and complementary medicine on children's health.	b(4) ,d.(1),d.(2)
a.4.Children's Maltreatment	a.(4), d.(1), d.(2)
d.1. Practice with team work and positive participation. d.2. Conduct proper communication and counseling skills to the mothers and children.

Head of department
Dr / Mohamed Al-Mazahy

Dean of the faculty:
Dr / Amal Khalil



Course matrix

Topic	Teaching Methods	Evaluation Methods	General and transferable skills	Intellectual skills	Knowledge and skills
Current Concepts in Pediatric Nursing.	Seminars presentation	1- Semester work 2- Midterm exam 3- Final written exam	a.(1),	d.(1),	d.(2)
Relationship between Pediatric Nursing Practice, Education and Research.	Group discussion Handout, data show, Internet/Online learning methods	1- Semester work 2- Midterm exam 3- Final written exam	a.(2)	b.(1,2)	d.(1,2)
Evidence-based Nursing, Clinical Pathway and Nursing Informatics in Pediatric Nursing Practice.	Seminars presentation	1- Semester work 2- Midterm exam 3- Final written exam	a.(2)	b.(1,2)	d.(1,2)
Evidence-based Nursing, Clinical Pathway and Nursing Informatics in Pediatric Nursing Education.	Group discussion	1- Semester work 2- Final written exam	a.(2)	b.(1,2)	d.(1,2)
Evidence-based Nursing, Clinical Pathway and Nursing Informatics in Pediatric Nursing Research.	Seminars presentation	1- Semester work 2- Final written exam	a.(2)	b.(1,2)	d.(1,2)
Current Health Status of Children in Egypt	Seminars presentation	1- Semester work 2- Final written exam	a.(3)		d.(1,2)



Effect of Modern Technology on Children and their Families	Group discussion	1- Semester work 2- Final written exam	b(3)		d.(1,2)
Children's Maltreatment	Seminars presentation	1- Semester work 2- Final written exam	a.(4)		d.(1,2)
Complementary and Alternative Medicine	Group discussion			b.(4)	d.(1,2)

Head of department

Dr / Mohamed Al-Mazahy

Dean of the Faculty:

Dr / Amal Khalil



University: Port Said
Faculty: Nursing
Department: Pediatric Nursing
Year: 2019-2020

COURSE SPECIFICATIONS

Post graduate Doctoral in Curriculum development

1- course data		
Code: GEN 937	Course title: Curriculum development	:Academic year / Level Post graduate – Doctoral Degree; 2nd semester
Doctoral Degree:Specialty	No. of units 14 week Theory: 3 Credit hours/week Practice: Total hours: 42 credit hrs	

2– Overall Aim of Course:	The aim of this course is to provide the graduate student (doctorate degree) with advanced knowledge and practice to be able to view, analyze and interpret the curriculum and instruction program of an educational institution and in developing skills for implementing change.
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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:	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
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	<p>a.7. Develop new approaches of students' thinking, teaching and decision-making regarding curriculum that will be shaped by the 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	<p>c.1- Design new curriculum</p> <p>c.2- Upgrade established curriculum.</p>
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>d4- Utilize technology and information systems to develop their professional & learning skills.</p> <p>D5- use different resources to collect the needed information.</p>
4- Course Contents	<p>4.1. History of curriculum and approach of curriculum</p> <p>4.2. Conceptual framework of curriculum and component of curriculum</p> <p>4.3. Curriculum design</p> <p>4.4. Curriculum Development and Change</p> <p>4.5. Curriculum Planning and Implementation</p> <p>4.6. Curriculum Evaluation and Student Assessment</p> <p>4.7. Politics and Curriculum Decision Making</p>



	<p>4.8. Curriculum model</p> <p>4.9. Learning theories applied to curriculum development</p> <p>4.10. Selecting learning experience to achieve curriculum outcome</p> <p>4.11. Organization of the curriculum</p> <p>4.12. Needs assessment and financial support for curriculum</p> <p>4.13. Effect of informatics and technology on curriculum development and evaluation.</p>										
<p>5- Teaching and Learning Methods</p>	<p><u>The course is mainly taught through the following:</u></p> <p>1- Interactive presentation</p> <p>2- Discussion and brainstorming</p> <p>3- Reading assignment</p> <p>4- Lecture</p> <p>5- Individual and group presentations</p> <p>6- Assignment – problem solving</p>										
<p>6- Teaching and Learning Methods for students with low achiever:</p>	<p>Not applicable on doctorate students</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="595 1473 1417 2027"> <tr> <td data-bbox="595 1473 981 1585">Participation in class</td> <td data-bbox="981 1473 1417 1585">To assess knowledge and understanding.</td> </tr> <tr> <td data-bbox="595 1585 981 1753">Individual and group presentation</td> <td data-bbox="981 1585 1417 1753">To assess knowledge and understanding</td> </tr> <tr> <td data-bbox="595 1753 981 1865">midterm exam(written)</td> <td data-bbox="981 1753 1417 1865">To assess knowledge and understanding</td> </tr> <tr> <td data-bbox="595 1865 981 1977">Semester activities</td> <td data-bbox="981 1865 1417 1977">To assess application of knowledge.</td> </tr> <tr> <td data-bbox="595 1977 981 2027">Ability for analysis</td> <td data-bbox="981 1977 1417 2027">To assess intellectual skills.</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.
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 asses professional and practical skills.	
b- Time	Assessment 1 st during semester		
	Assessment 2 nd Final written exam (Week 15 th)		
c. Weighting of Assessments	Semester work (written)	20 marks	20%
	midterm exam(written):	20 marks	20%
	Final-Examination (written)	60 marks	60 %
	Total	<u>100</u>	<u>100 %</u>
8- List of References			
a- Course notes	Not applicable.		
b- Essential Books (Text Books)	Not applicable		
Recommended booksc-	Marsh, C. and Willis. G. (2011). Curriculum: Alternative approaches, ongoing issues (4th Edition), Upper Saddle River, NJ: Merrill. Developing the curriculum . .oliva., jeojora southern college		
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 		

Head of department

Dr / Mohamed Al-Mazahy

Dean of the Faculty:

Dr / Amal Khalil



Course Matrix

course content	Teaching Methods	Evaluation Methods	knowledge and skills	intellectual skills	general and transferable skills
History and approach of curriculum	- Interactive presentation		a.(1, 2, 7)	b.(1)	--
Conceptual frame work of curriculum and component of curriculum	- Discussion and brainstorming		a.(6,9)	-	-
- curriculum design	Individual and group presentations		a.(5)	b.(1)	d.(1, 2, 3, 4)
curriculum plan	- Reading assignment		a.(4)	b.(1)	d.(1, 2, 3, 4,5)
Curriculum development and changes	Lecture Assignment – problem solving		a.(3, 7,9)	b.(2) -	d.(1, 2, 3, 4)
Curriculum evaluation	Lecture		-	b.(2)	-
Politics and curriculum decision making	- Interactive presentation		a.(6)	-	-
curriculum model	-Group Discussion		a.(5)	b.(4)	d.(1, 2, 3, 4,5)
Learning theories applied to curriculum	- Interactive presentation		a.(1..3)		-
- selecting learning experience	lecture		a.(3, 4)	b.(1)	d.(1, 2, 3, 4,5)
- organization of the curriculum	- Interactive presentation		a.(3)	b.(2)	d.(1, 2, 3, 4,5)



Needs assessment and financial support	-Group Discussion		a.4, a.8	-	d.1,d.2,d.3.d.4,d.5
Effect of informatics and technology on curriculum development and evaluation	-Group Discussion		a.1,a2,a3,a8	b.3	d.1,d.2,d.3,d.4.d.5

Head of department

Dr / Mohamed Al-Mazahy

University: Port Said

Faculty: Nursing

Department: Pediatric Nursing

Year: 2019-2020

Dean of the university:

Dr / Amal Khalil

COURSE SPECIFICATIONS

Post graduate doctorate in Seminars in Pediatric Nursing

1-Course data		
Code: PED 822	Course title: Seminars in Pediatric Nursing	Academic year / Level : post graduate _ doctorate / Second semester
Specialty: doctorate	No. of units 14 week Theory: 3 Credit hours/week Practice: Total hours: 42 credit hrs	

2- Overall Aim of Course:	This course will expand the doctoral students' knowledge about the most recent advanced nursing care of children with different health problems. Exploration of the most recent published pediatric researches and guidelines about the diseases of the different body systems for their application in their nursing practices is emphasized.
3 – Intended Learning Outcomes of Course (ILOs) By the end of this course each student will be able to;	
a-Knowledge and Understanding:	a1. Recognize the principles beyond blood gas and pulmonary function monitoring; oxygen and carbon dioxide exchange and altered hemodynamic in children. a.2. Describe different body systems failure. a.3. Recognize recent diagnostic and therapeutic procedures in different body systems health a.4. Determine recent management of cancer in children.



<p>b-Intellectual Skills</p>	<p>b.1. Interpret findings of blood gas and pulmonary function monitoring and altered hemodynamic . b.2. Explain body fluids balance and imbalance. b.3. Discuss surgical emergencies, persistent pulmonary hypertension in newborns. b.4. Investigate nutritional and hemodynamic alteration in children. b.5. Examine etiology, manifestations, management and nursing care of common health problems of respiratory, gastrointestinal, cardiovascular, renal, endocrine, cerebral and neuromuscular systems in the light of most recent research findings and guidelines.</p>
<p>c-Professional and Practical Skills</p>	
<p>d-General and Transferable Skills</p>	<p>d.1. Practice with team work and positive participation d.2. Conduct proper communication and counseling skills to the mothers and children. d.3. Acquire the positive attitudes towards keeping all the body system healthy</p>
<p>4- Course Contents</p>	<ol style="list-style-type: none"> 1. High Risk Neonates <ol style="list-style-type: none"> a. Blood gas and Pulmonary Function Monitoring b. Persistent Pulmonary Hypertension of Newborn c. Extracorporeal Membrane Oxygenation (ECMO) d. Surgical Emergencies in the Newborn. e. Preventing of Pain and Stress among Infants in the Newborn Intensive Care Units. 2. Malnutrition <ol style="list-style-type: none"> a. Altered Nutrition in Children <ul style="list-style-type: none"> - Stunting Growth (Nutritional Stunting) - Obesity. 3. Gastrointestinal Disorders <ol style="list-style-type: none"> a. Balance and Imbalance of Body Fluids. b. Water Intoxication. c. Edema. d. Meckel Diverticulum. e. Malabsorption Syndrome. f. Hepatic Disorders (including Hepatitis). 4. Respiratory Disorders <ol style="list-style-type: none"> a. Oxygen and Carbon Dioxide Exchange. b. Respiratory Therapy: <ul style="list-style-type: none"> - Oxygen Therapy. - Aerosol Therapy. - Bronchial Drainage. - Mechanical Ventilation. c. Respiratory Emergency: <ul style="list-style-type: none"> - Respiratory Failure.



	<ul style="list-style-type: none"> - Cardiopulmonary Resuscitation. - Airway Obstruction. <p>5. Cardiovascular Disorders</p> <ul style="list-style-type: none"> a. Congenital Heart Diseases: <ul style="list-style-type: none"> - Altered Hemodynamic. b. Acquired Cardiovascular Disorders c. Cardiac Diagnostic Procedures and Cardiac Catheterization. <p>6. Renal Dysfunction</p> <ul style="list-style-type: none"> a. Renal Failure (Acute and Chronic) b. Renal Replacement Therapy: <ul style="list-style-type: none"> - Hemodialysis - Peritoneal Dialysis - Continuous Reno-venous Hemofiltration. <p>7. Hemolytic/ Immunologic Disorders</p> <ul style="list-style-type: none"> a. Defects in Hemostasis. b. Disseminated Intravascular Coagulation. c. Aids. <p>8. Endocrine Glands Disorders</p> <ul style="list-style-type: none"> a. Therapy of Diabetic Ketoacidosis and Hypoglycemia. b. Hypothyroidism. <p>9. Cerebral and Neuromuscular Disorders</p> <ul style="list-style-type: none"> a. Epilepsy. b. Reye Syndrome. c. Cerebral Palsy. <p>10. Children with Cancer</p> <ul style="list-style-type: none"> a. Recent Management of cancer (Chemotherapy, radiation, hormonal therapy). b. Palliative Therapy
<p>5- Teaching and Learning Methods</p>	<ol style="list-style-type: none"> 1. Seminars presentation and group discussion 2. Internet / online learning methods. 3. Reading assignments. 4. Textbooks and periodicals available at the library. 5. Internet services. 6. Handouts, data show

<p>6- Teaching and Learning Methods for students with low achievement:</p>	<p>- Not Achievable</p>
<p>7-Students assessment</p>	
<p>a- Student Assessment Methods</p>	<ol style="list-style-type: none"> 1- Semester work discussion 2- Observation during group discussion 3- Midterm exam 4- Final written exam



b- Time	1st assessment: During course 2nd assessment: Final exam (15 th week)	
c. Weighting of Assessments	Semester work midterm exam oral exam Final written exam	10% 10% 30% 50% Total : 100%
8- List of References		
a- Course Notes	Pediatric nursing book Wong Marlow	
b- Essential Books (Text Books)	✓ Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 9th ed, Philadelphia .Mosby;2008.	
c- Recommended Books	✓ James S, Nelson K. Ashwill J. Nursing Care of Children Principles and PRACTICE.4 th ED. Philadelphia Inc.;2013 ✓ Thurston C. Essential Nursing Care for Children and Young people .London:Routledge.;2013 ✓ Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 9 th ed, Philadelphia .Mosby;2008.	
d- Periodicals, Web Sites, ... etc		

Head of department:
Dr /Mohamed El mazahy

Dean of the Faculty:
Dr / Amal Khalil



Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge and skills	Intellectual skills	General and transferable skills
1. High Risk Neonates a) Blood gas and Pulmonary Function Monitoring b) Persistent Pulmonary Hypertension of Newborn c) Extracorporeal Membrane Oxygenation (ECMO) d) Surgical Emergencies in the Newborn. e) Preventing of Pain and Stress among Infants in the Newborn Intensive Care Units. f) Hepatic Disorders (including Hepatitis).	. Seminars presentation and group discussion . -Textbooks and periodicals available at the library. -Internet services.- -Handouts, data show	-Semester work -Midterm exam -Final written exam	a.(1)	b.(2,3)	d.(1,.2)
2. Malnutrition - Altered Nutrition in Children - Stunting Growth (Nutritional Stunting) - Obesity.	- Internet / online learning methods. -Reading assignments	-Semester work -Midterm exam -Final written exam	a.(1,2)	b.(4)	d.(1,.2)
3. Gastrointestinal Disorders Balance and Imbalance .Body Fluids a. Water Intoxication b.Edema c. Meckel Diverticulum. d. Malabsorption Syndrome e. Hepatic Disorders (including Hepatitis).	Internet services -Reading assignments.	-Semester work -Midterm exam -Final written exam	a.(2,3)	b.(2,4,5)	d.(1.2,3)
4. Respiratory Disorders a. Oxygen and Carbon Dioxide Exchange.	-Reading assignments	-Semester work -Midterm exam -Final written	a(.2,3)	b.(5)	d.(1,2.3)



<p>b. Respiratory Therapy:</p> <ul style="list-style-type: none"> - Oxygen Therapy. - Aerosol Therapy. - Bronchial Drainage. - Mechanical Ventilation. <p>c. Respiratory Emergency:</p> <ul style="list-style-type: none"> - Respiratory Failure. - Cardiopulmonary Resuscitation. - Airway Obstruction. 	<p>- Group Discussion</p>	<p>exam</p>			
<p>5. Cardiovascular Disorders</p> <p>a. Congenital Heart Diseases:</p> <ul style="list-style-type: none"> - Altered Hemodynamic. <p>b. Acquired Cardiovascular Disorders</p> <p>c. Cardiac Diagnostic Procedures and Cardiac Catheterization.</p>	<p>. Seminars presentation and group discussion</p>	<p>-Semester work -Final written exam</p>	<p>a.(2,3)</p>	<p>b.5</p>	<p>d.(1,2,3)</p>
<p>6. Renal Dysfunction</p> <p>a. Renal Failure (Acute and Chronic)</p> <p>b. Renal Replacement Therapy:</p> <ul style="list-style-type: none"> - Hemodialysis - Peritoneal Dialysis - Continuous Reno-venous Hemofiltration. 	<p>. Seminars presentation and group discussion</p>	<p>-Semester work -Final written exam</p>	<p>a.(2,3)</p>	<p>b.5</p>	<p>d.(1,2,3)</p>
<p>7. Hemolytic/ Immunologic Disorders</p> <p>a. Defects in Hemostasis.</p> <p>b. Disseminated Intravascular coagulation.</p> <p>c. Aids.</p>	<p>Internet services -Reading assignments.</p>	<p>-Semester work -Final written exam</p>	<p>a.(2,3)</p>	<p>b.5</p>	<p>d.(1,2,3)</p>
<p>8. Endocrine Glands Disorders</p> <p>a. Therapy of Diabetic Ketoacidosis and Hypoglycemia.</p>	<p>. Seminars presentation and group discussion</p>	<p>-Semester work -Final written exam</p>	<p>a.1,a.2</p>	<p>b.1,b.2</p>	<p>d.(1,2)</p>



b. Hypothyroidism.					
9. Cerebral and Neuromuscular Disorders a. Epilepsy. b. Reye Syndrome. c. Cerebral Palsy.	Internet services -Reading assignments.	-Semester work -Final written exam		b.5	d.(1,.2)
10. Children with Cancer a. Recent Management of cancer (Chemotherapy, radiation, hormonal therapy) b. Palliative Therapy	. Seminars presentation and group discussion	-Semester work -Final written exam	a.(4)		d.(1,.2)

Head of department:
Dr /Mohamed El mazahy

Dean of the Faculty:
Dr / Amal Khalil



University: Port Said
Faculty: Nursing
Department: Pediatric Nursing
Year: 2019-2020

COURSE SPECIFICATIONS

Post graduate doctorate in an Independent Study in Pediatric Nursing

1- Course data		
Code: PED 823	Course title: An independent study in Pediatric Nursing	Academic year / Level : post graduate _ doctorate Second semester
Specialty: doctorate degree	No. of units 14 week Theory: 3 Credit hours/week Practice: Total hours: 42 credit hrs	

2- Overall Aim of Course:	At the end of this course each postgraduate student (doctorate degree) will be able to undertake an individual study with emphasis on special problems in nursing. Students may select an area of study which is related to his/her area of interest or future goals..
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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:	a.1- Discuss child Right a.3- Understand Quality of life as a concept a.4- Discuss Care of Vulnerable Populations a.5-Describe key factors leading to disparities in the quality of care provided to vulnerable groups. a.6. Discuss clinical pathway. a.7-Discuss Standard of care a.8- Identify and discuss the potential benefits of implementation of clinical pathways. a.8- Demonstrate application of the relevance of chosen sphere to own field of Nursing giving rationale for choice a.9- Discuss chosen sphere within national and/or international context a.10-Analyse relevant policy in relation to chosen sphere within national and/or international context a.11-Demonstrates achievement of learning outcomes though appropriate evidence based activity.



b-Intellectual Skills	b.1- Differentiate between four main components of clinical Pathways b.2- Classify child Right b.3-Differentiate between professional standard of care and medical standard of care b.4- Classify Principles of Quality of Life b.5- Compare and contrast appropriate sources of information and evidence with regard to chosen sphere. b.6- Identify appropriate learning outcomes with regard to chosen sphere and personal development b.7- Identify and utilize appropriate ethical/professional frameworks in academic discussion in relation to chosen sphere
c-Professional and Practical Skills	
d-General and Transferable Skills	d. 1- Use appropriate interpersonal and professional skills to communicate effectively d.2- Motivate self learning and continuous self-evaluation d.3- Demonstrate leadership ability in conducting and managing the specific seminars d.4 -Integration of new technology and research result in medical surgical nursing field d.5- Demonstrate skill in communication with regard to seeking out key
4- Course Contents	1- Area of students' interest and/or their research topic 2- Child Right 3- Care of Vulnerable Populations 4- Clinical pathway 5- Standers of care 6- Quality of life
5- Teaching and Learning Methods	1. Seminars presentation and group discussion 2. Internet / online learning methods. 3. Reading assignments. 4. Textbooks and periodicals available at the library. 5. Internet services. 6. Handouts, data show
1- Interactive Lectures:	a1,a4,a8,,a13,b1,b2,b4,b6, d1,d2,d3.d4,d5,e1,e2
2-Small group work:	b4,b6, ,d2
3- Training in skill lab and clinical placement:	
4- Reading assignment	
6- Teaching and Learning Methods for students with low achievement:	- Not Achievable



7-Students assessment									
a- Student Assessment Methods	1- Semester work 2- Midterm exam 3- Final written exam								
b- Time	1 st assessment: During semester 2 nd assessment: Final exam								
c. Weighting of Assessments	<table border="0"> <tr> <td>During semester</td> <td>10%</td> </tr> <tr> <td>Midterm exam</td> <td>10%</td> </tr> <tr> <td>Final written exam</td> <td>30%</td> </tr> <tr> <td>Final written exam</td> <td>50%</td> </tr> </table>	During semester	10%	Midterm exam	10%	Final written exam	30%	Final written exam	50%
During semester	10%								
Midterm exam	10%								
Final written exam	30%								
Final written exam	50%								
8- List of References									
a- Course Notes	Textbooks and Journals in Library Internet Services related to research area of interest or topics								
b- Essential Books (Text Books)	<ul style="list-style-type: none"> ✓ Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 9th ed, Philadelphia .Mosby;2008. ✓ Marlow DR, Redding BA. Textbook of Pediatric Nursing 11th ed, Philadelphia; WB Saunders co;2000 ✓ James S, Nelson K. Ashwill J. Nursing Care of Children Principles and PRACTICE.4TH ED. Philadelphia Inc.;2013 ✓ Thurston C. Essential Nursing Care for Children and Young people .London:Routledge.;2013 ✓ Osborn LM, Dewitt TG, First LR, Zenel JA. Pediatric Philadelphia: Mosby Inc.;2005 ✓ Wong , Hockenberry M, Winkelstein M .Essential of pediatric Nursing .7th ed. St .Louis: Mosby Inc.;2005. ✓ Madkour AA. Essentials of pediatrics,5th edition, Alexandria: Ayad Press;2003. ✓ Behrman RD, Kliegman RM. Nelson Essential of Pediatrics.4th ed. london: W.B. Saunders CO.;2002. ✓ Fox J. Primary Health Care OF infants, Children and Adolescents 2nd ed. United states of America :Mosby Inc.;2002 ✓ Ashwill JW,Droske SC.Nursing care of Children .Principles and practice,London:W.B.Saunders Co.;2002 ✓ Williams C,Asquith J,Fletcher M.Pediatric intensive care nursing .london:Churchill Livingstone;2000 ✓ Schulte EB,Price DL,gwin.thompsons pediatric nursing .8th ed.New York.W.BSaunders Co.;2000 								
c- Recommended Books									



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<p>d- Periodicals, Web Sites, ... etc</p>	<ul style="list-style-type: none"> ✓ www.who.int ✓ www.sciencedirect.com ✓ www.free-edu.net ✓ www.Altavista.com. ✓ www.Pubmed.com.

Head of department

Dean of the Faculty:

Dr / Mohamed Al-Mazahy

Dr / Amal Khalil

Course matrix



Course Content	Teaching Methods	Evaluation Methods	Knowledge And skills	Intellectual skills	General and Transferable skills
child Right	- Seminars presentation and group discussion - Internet / online learning methods.	1- Semester work 2- Midterm exam 3- Final written exam	a.(1)	b.(2)	d.(1, 2, 3, 4, 5)
Care of Vulnerable Populations	. Reading assignments. . Textbooks and periodicals available at the library. . Internet services.	1- Semester work 2- Midterm exam 3- Final written exam	a.(3,4)		d.(1, 2, 3, 4, 5)
Clinical pathway	- Seminars presentation and group discussion	1- Semester work 2- Final written exam	a.(5,7)	b.(1)	d.(1, 2, 3, 4, 5)
Standers of care	Reading assignments. . Textbooks and periodicals available at the library. . Internet services	1- Semester work 2- Final written exam	a.(6)	b.(3)	d.(1, 2, 3, 4, 5)
Quality of life	- Seminars presentation and group discussion	1- Semester work 2- Final written exam	a.(2)	b.(4)	d.(1, 2, 3, 4, 5)

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