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***Nursing  
Administration  
Doctorate Course  
Specification  
(2021 -2022)***



**University:** Port-said  
**Faculty:** Nursing  
**Department:** Nursing Administration

**Program Specification**  
**(2021-2022)**

**A. Basic Information**

1. **Program Title:** doctorate degree
2. **Program Type:**

Single       Double       Multiple

3. **Department:** Nursing Administration
4. **Last date of program specifications approval:**      /      /

**B. Professional Information1-Program Aim :**

➤ The nursing administration doctorate program aims to provide extensive professional preparation for candidates in nursing administration field for effective and efficient running of health service facility and educational institutions. The program fosters new areas of research and leadership, management and quality improvement and new trends in health services for candidates to become competent and confident practitioner.

**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 proficiently theories related to nursing administration in health service facility or educational institutions.
a.2	Discuss the legal and ethical issues pertaining to health service facility or educational institutions
a.3	Discuss proficiently the basis and principles of quality management in health or educational institutions.
a.4	Discuss the effect of nursing administration practice in environmental maintenance and development in health service



	facility or educational institutions.
a.5	Criticize new trends in nursing administration that have impact on health care delivery system
a.6	Demonstrate understanding of research ethics
a.7	Discuss curriculum development related concepts.

**2/2 Intellectual Skills:**

b.1	Analyse data to resolve problems in health service facility or educational institutions.
b.2	Judge on the different collected data to solve problems in health service facility or educational institutions.
b.3	Integrate theoretical perspective of nursing administration and related issues in health service facility or educational institutions.
b.4	Design scientific papers.
b.5	Utilize scientific research methodology in writing papers.
b.6	Solve different problems based on the available data in health service facility or educational institutions.
b.7	Critically appraise research studies in health service facility or educational institutions.
b.8	Assess management attributes in health service facility or educational institutions.
b.9	Resolve nursing administration issues arisen conflicts and debates in health service facility or educational institutions effectively according to professional sequences.
b.10	Utilize the professional decision making in health service facility or educational institutions.
b.11	Design curriculum model

**2/3/1 Professional Skills:**

c.1	Demonstrate administrative skills appropriately
c.2	Demonstrate leadership abilities to initiate and bring about changes in nursing management
c.3	Use resources effectively to meet changes in demand on health services
c.4	Evaluate the need challenges in health service facility or educational institutions.
c.5	Apply professional principles in documentation
c.6	Judge on effectiveness and efficiency of different methods or tools available in nursing administration



c.7	Create professional program to develop the nursing practice in running of health service facility or educational institutions.
c.8	Use technology effectively and efficiently in running of health service facility or educational institutions.
c.9	Monitor standards of high performance in health service facility or educational institutions.
c.10	Perform scientific research based on research plan

### 2/3/2 General Skills:

d.1	Communicate new ideas effectively in nursing administration
d.2	Use information technology in developing the professional practice
d.3	Behave effectively as educator
d.4	Appraise nursing performance at different health care setting
d.5	Motivate self-learning and continuous self-evaluation
d.6	Use different resources effectively to obtain knowledge and information
d.7	Apply new trends in information technology
d.8	Demonstrate the ability to work in a team
d.9	Lead team effectively
d.10	Manage meeting effectively
d.11	Manage time effectively
d.12	Follow up the innovative approaches in health service facility or educational institutions.
d.13	Apply brain storming techniques to yield new ideas in nursing fields

### 3-Program Academic Standards:

**Graduate of the program of a Doctorate degree in any specialty should be able to:**

1. Master the basics and methodologies of scientific research
2. Continuing work on the addendum to the knowledge in the field of specialization
3. The application of the analytical method and a critic of knowledge in the field of specialization and related areas
4. The integration of specialized knowledge with the knowledge relevant to the developing the intra-signs between them.
5. Show deep awareness of the ongoing problems and theories in the field of specialization



6. Professional to identify problems and find innovative solutions to solve
7. Mastering a wide range of professional skills in the field of specialization
8. Orientation towards the development of methods and tools and new methods of practicing the profession
9. Use of appropriate technological means to serve the professional practice

### **National Academic Reference Standards for Post graduate PHD Program.**

#### **a.1: Knowledge and understanding**

By the end of the postgraduate ND 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 special
- 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 PHD 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
- b.2.08. Sequences. Be innovative and creative
- b.2.09. Discuss on basis and evidence.

### C.3- Practical and Clinical Skills

By the end of the postgraduate PHD 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 specialty.
- 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 PHD 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 الدكتوراة فى اى تخصص يجب ان يكون قادرا على :

- 1- اتقان أساسيات ومنهجيات البحث العلمى .
- 2- العمل المستمر على الاضافة للمعارف فى مجال التخصص.
- 3- تطبيق المنهج التحليلى والناقد للمعارف فى مجال التخصص والمجالات ذات العلاقة.
- 4- دمج المعارف المتخصصة مع المعارف ذات العلاقة مستنبطا ومطورا للعلاقات البيئية
- 5- اظهار وعيا عميقا بالمشاكل الجارية والنظريات الحديثة فى مجال التخصص .
- 6- تحديد المشكلات المهنية وايجاد حلولاً مبتكرة لحلها.
- 7- اتقان نطاقا واسعا من المهارات المهنية فى مجال التخصص.
- 8- التوجه نحو تطوير طرق وادوات واساليب جديدة للمزاولة المهنية .
- 9- استخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية.

10- التواصل بفاعلية وقيادة فريق عمل فى سياقات مهنية مختلفة.

11- اتخاذ القرار فى ظل المعلومات المتاحة.

12- توظيف الموارد المتاحة بكفاءة وتنميتها والعمل على ايجاد موارد جديدة .

13- الوعى بدوره فى تنمية المجتمع والحفاظ على البيئة .

14- التصرف بما يعكس الالتزام بالنزاهة والمصادقية وقواعد المهنة.

15- الالتزام بالتنمية الذاتية المستمرة ونقل علمه وخبراته للآخرين.

## 2- المعايير القياسية العامة

### 2. 1 المعرفة والفهم

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

1. النظريات والاساسيات والحديث من المعارف فى مجال التخصص والمجالات ذات العلاقة .

2. أساسيات ومنهجيات وأخلاقيات البحث العلمى وأدواته المختلفه.

3. المبادئ الاخلاقية والقانونيه للممارسه المهنية فى مجال التخصص.

4. مبادئ واساسيات الجودة فى الممارسه المهنية فى مجال التخصص.

5. المعارف المتعلقة بآثار ممارسته المهنية على البيئة وطرق تنميه البيئة

وصيانتها.

### 2. 2 المهارات الذهنية

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

1. تحليل وتقييم المعلومات فى مجال التخصص والقياس عليها والاستنباط منها.

2. حل المشاكل المتخصصة استنادا على المعطيات المتاحة.

3. اجراء دراسات بحثية تضيف الى المعارف.

4. صياغة أوراق علمية.

5. تقييم المخاطر فى الممارسات المهنية.

6. التخطيط لتطوير الاداء فى مجال التخصص.

7. اتخاذ القرارات المهنية فى سياقات مهنية مختلفة .

8. الابتكار/ الابداع.

9. الحوار والنقاش المبني على البراهين والأدلة.

## 2. 3المهارات المهنية

بانتهاه دراسه برنامج الدكتوراه يجب ان يكون الخريج قادرا على :

1. اتقان المهارات المهنية الاساسية والحديثة فى مجال التخصص.
2. كتابة وتقييم التقارير المهنية .
3. تقييم وتطوير الطرق والادوات القائمة فى مجال التخصص.
4. استخدام الوسائل التكنولوجية بما يخدم الممارسه المهنية.
5. التخطيط لتطوير الممارسه المهنية وتنمية اداء الآخرين.

## 2. 4المهارات العامة والمنتقلة

بانتهاه دراسه برنامج الدكتوراه يجب ان يكون الخريج قادرا على :

1. التواصل الفعال بأنواعه المختلفة.
2. استخدام تكنولوجيا المعلومات بما يخدم تطوير الممارسه المهنية.
3. تعليم الآخرين وتقييم أداءهم.
4. التقييم الذاتى والتعلم المستمر.
5. استخدام المصادر المختلفة للحصول على المعلومات والمعارف.
6. العمل فى فريق وقيادة فرق العمل .
7. ادارة اللقاءات العلمية والقدرة على ادارة الوقت.

### 3-2-Program Academic Standards:

#### National Academic Reference Standards for Post graduate doctorate Program

- 1- أساسيات ومنهجيات وأخلاقيات البحث العلمي وأدواته المختلفة..
- 2- حل المشاكل المتخصصة استنادا على المعطيات المتاحة.
- 3- جراء دراسات بحثية تضيف إلى المعارف.
- 4- النظريات والأساسيات والحديث من المعارف فى مجال اداره التمريض والمجالات ذات العلاقة .
- 5- استخدام المصادر المختلفة للحصول على المعلومات والمعارف.
- 6- تحليل وتقييم المعلومات فى مجال اداره التمريض والقياس عليها والاستنباط منها.
- 7- تقييم وتطوير الطرق والادوات القائمة فى مجال اداره التمريض.





- 8- مبادئ وأساسيات الجودة فى الممارسه المهنية فى مجال التخصص.
- 9- .الابتكار/ الابداع.
- 10- التخطيط لتطوير الاداء فى مجال اداره التمريض..
- 11- .اتقان المهارات المهنية الاساسية والحديثه فى مجال اداره التمريض..
- 12- .الحوار والنقاش المبني على البراهين والأدلة.
- 13- تقييم وتطوير الطرق والادوات القائمة فى مجال اداره لتمريض.
- 14- استخدام الوسائل التكنولوجية بما يخدم الممارسه المهنية..
- 15- كتابة وتقييم التقارير المهنية.
- 16- لتواصل الفعال بأنواعه المختلفه.
- 17- .العمل فى فريق وقيادة فرق العمل.
- 18- اتخاذ القرارات المهنية فى سياقات مهنية مختلفه.
- 19- حل المشاكل المتخصصة استنادا على المعطيات المتاحة.
- 20- ادارة اللقاءات العلمية والقدرة على ادارة الوقت.
- 21-1 لمعارف المتعلقة بآثار ممارسته المهنية على البيئة وطرق تنميه البيئة وصيانتها..
- 22- تقييم المخاطر فى الممارسات المهنية.
- 23- .المبادئ الأخلاقية والقانونية للممارسة المهنية فى مجال اداره التمريض.
- 24- التخطيط لتطوير الممارسه المهنية وتنمية اداء الآخرين.
- 25- تعليم الآخرين وتقييم أداءهم.
- 26- التقييم الذاتى والتعلم المستمر



**4-Benchmarks:** Not Applicable (NA)

**5- Program Structure and Contents:**

**a. Program duration:**

1<sup>st</sup> semester = 14weeks

2<sup>nd</sup> semester = 14weeks

**b. Program structure**

**c. Program duration:**

1<sup>st</sup> semester = 14weeks

2<sup>nd</sup> semester = 14weeks

**d. Program structure:**

• **No. of hours:**

**Preparatory:**

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 hour's 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
NAD 821	Recent trends in nursing management		3		Specialty	Second
GEN 937	Curriculum development in nursing		3		Specialty	Second
NAD 822	Seminar in Nursing Administration		3		Specialty	Second
NAD823	An independent study in nursing Administration		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 course's specification

**Course Code :**

**Course title :**

**Course content:** According to postgraduate (Doctorate) by law

**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 satisfactorily 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**

<b>Methods</b>	<b>Program Intended Learning Outcomes</b>
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

- 20 % semester work

- 20 % mid-term exam

- 60% 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
- 3. Clinical / Field Courses
  - 20 % Semester Work
  - 20 % Mid-Term Exams
  - 60% Final Exam

In all cases, the student must get 60% of the theoretical final exam's score in theoretical courses that contain 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**

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

**Program Coordinator:** Nursingg administration department  
**Head of the department:** Assistanr Prof .marwa abdelaaem  
**Vice president for postgraduate and research:** Prof. Amal Sobhy  
**Dean of faculty:** Prof. Amal Khalil

**Date:** 2021-2022



**University:** Port said  
**Faculty:** Nursing

**Program title:** Doctorate degree  
**Department:** Nursing administration

**Program Matrix**  
(Nursing science ... doctorate degree)

Course Content	Teaching Methods	Evaluation Methods	Knowledge And Skills	Intellectual skills	Practical skills	General and Transferable skills
Health behavior and health promotion	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a1,a2,a3,a4	b5,b6	c1,c2	d3,d5,d8,d10, d11
Nursing informatics	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a1,a4	b1,b4,b6	c1,c2,c3	d2,d6,d7,d10, d11
Biostatistics	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam	a5	b1,b2,b3,b5, b7	c1,c4	d1,d4,d5,d6, d10,d11
Nursing Research (1)	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a5,a6	b1,b2,b3,b4, b6,b7,b10	c2,c3,c4, c7,c8,c9, c10	d1,d2,d3,d4,d5 ,d6,d10,d11, d13
Health law, policy, and Ethics	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a1,a2,a3,a6	b1,b3,b5,b7	c1,c3	d3,d4,d5,d8, d10,d11



Nursing Research (2)	Project- Based Learning Interactive Lectures	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a5,a6	b1,b2,b3,b4, b5,b6,b7,b10	c2,c3,c4, c7,c8,c9, c10	d1,d2,d3,d4,d5 ,d6,d10,d11, d13
Issues and trends in nursing management	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a2,a3,a5	b1,b2,b3,b6, b8,b9,b10	c2,c3,c4, c7,c8	d1,d2,d7,d8,d9 ,d12,d13
Curriculum development in nursing	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- oral exam	a1,a7	b1,b2,b3,b6, b8,b10,b11	c1,c2,c3, c4,c5,c7, c8	d1,d2,d3,d5,d6 ,d10,d11,d13
Seminar in Nursing Administration	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a1,a3,a4	b1,b2,b3,b6, b9,b10	c1,c2,c3, c4,c5,c7, c8,c9	d1,d2,d3, d5,d6,d10,d11,
An independent study in nursing Administration	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a1,a4,a5,a6	b1,b2,b3,b6, b8,b9,b10	c1,c2,c3, c4,c5,c6, c7,c8,c9,	d1,d2,d3,d4,d5 ,d6,d7,d10,d11 ,d12,d13

**Program Coordinator:** **Head of the department:** Assistant Prof .Marwa Abdelaalem  
**Vice president for postgraduate and research:** Prof. Amal Sobhy  
**Dean of faculty:** Prof. Amal Khalil

**Date:** 2021-2022





**University:** Port-said  
**Faculty:** Nursing  
**Department:** Nursing Administration

### ***COURSE SPECIFICATIONS***

<b>1- Course data</b>					
<b>Code:</b> GEN936	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Course title:</b> Research Methodology (2)</td> <td style="width: 50%;"><b>Academic year / Level:</b> Post graduate – Doctoral Degree; 2<sup>nd</sup> semester</td> </tr> </table>	<b>Course title:</b> Research Methodology (2)	<b>Academic year / Level:</b> Post graduate – Doctoral Degree; 2 <sup>nd</sup> semester		
<b>Course title:</b> Research Methodology (2)	<b>Academic year / Level:</b> Post graduate – Doctoral Degree; 2 <sup>nd</sup> semester				
<b>Specialty:</b> Nursing Administration	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>No. of hours:</b> 42 hours</td> <td style="width: 50%;"><b>Practice:</b> 14 hours/week</td> </tr> <tr> <td style="text-align: center;"><b>Theory:</b> 28 hours/week</td> <td></td> </tr> </table>	<b>No. of hours:</b> 42 hours	<b>Practice:</b> 14 hours/week	<b>Theory:</b> 28 hours/week	
<b>No. of hours:</b> 42 hours	<b>Practice:</b> 14 hours/week				
<b>Theory:</b> 28 hours/week					
<b>2– Overall Aim of Course:</b>	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				
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;					
<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a1- Compare between meta-analysis and systematic review</li> <li>a2. Discuss qualitative research designs</li> <li>a3. Compare between qualitative and quantitative research designs.</li> <li>a.4. Explain common descriptive statistics.</li> <li>a5. Determine validity rigors</li> <li>a.6. Identify the greater direction in determining the feasibility of a study</li> <li>a7. Explain mixed research design</li> <li>a8. Assess quality of mixed research design</li> <li>a9. discuss research dissemination</li> </ul>				
<b>b-Intellectual Skills</b>	<ul style="list-style-type: none"> <li>b1- Interpret validity tests</li> <li>b2- Choose research design appropriately</li> <li>b3- Discriminate between qualitative and quantitative research design.</li> <li>b4. Appraise qualitative research design</li> <li>b5- Select appropriate assumptions of descriptive statistical or tests</li> <li>b6. Select research topic suitable for mixed research design</li> <li>b7. Evaluate critically published nursing research.</li> </ul>				
<b>c-Professional and Practical Skills</b>	<ul style="list-style-type: none"> <li>C1. Apply meta-analysis study</li> <li>C2. Apply systematic review</li> <li>C3. Utilize qualitative research design</li> <li>C4. Use descriptive statistical appropriately.</li> <li>C5. Evaluate qualitative research design</li> </ul>				



	C6. Utilize mixed research design C7. Appraise research article
<b>d-General and Transferable Skills</b>	d1- Develop leadership abilities. d2- Work as a team. d3- Practice computer skills. d4- Develop project management skills. d5- Practice presentation skills.
<b>4- Course Contents</b>	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
<b>5- Teaching and Learning Methods</b>	*The course is mainly taught as lectures, which associated with: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reading assignments</li> <li>• Individual/group work &amp; assignments.</li> <li>• Initial training on preparing&amp; implementing research projects, and on research paper critique.</li> </ul> <p><b>2- Practical Works</b></p> <p>Through the course of the semester the students will divided into small groups to carry out their practical activities.</p> <p><b>4 Course activities:</b></p> <p>A. Take midterm and final practical examinations; B. Write research projects; C. Write critiques of journal article D. Preparing&amp; implementing research projects and present to the class , E. Participate in class discussions</p>
<b>6- Teaching and Learning Methods for learning disability students:</b>	▪ Not applicable
<b>7-Students Assessment</b>	
<b>a- Student Assessment Methods</b>	<b>1. Semester work</b> <b>2. Midterm exam</b>



	<b>3. Practical exam</b> <b>4. Written exam</b> <b>2. Oral exam</b>																					
<b>b- Time</b>	6 <sup>th</sup> week , Midterm exam 11 <sup>th</sup> week, Final practical exam 13 <sup>th</sup> week, Final-term exam 14 <sup>TH</sup> week , Oral exam																					
<b>c. Weighting of Assessments</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Semester work</b></td> <td style="width: 10%; text-align: center;"><b>10</b></td> <td style="width: 20%; text-align: center;"><b>%</b></td> </tr> <tr> <td><b>Midterm examination</b></td> <td style="text-align: center;"><b>10</b></td> <td style="text-align: center;"><b>%</b></td> </tr> <tr> <td><b>Final Practical Examination.</b></td> <td style="text-align: center;"><b>20</b></td> <td style="text-align: center;"><b>%</b></td> </tr> <tr> <td><b>Final-term Examination</b></td> <td style="text-align: center;"><b>50</b></td> <td style="text-align: center;"><b>%</b></td> </tr> <tr> <td><b>Oral examination</b></td> <td style="text-align: center;"><b>10</b></td> <td style="text-align: center;"><b>%</b></td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"><b>Total</b></td> </tr> <tr> <td></td> <td style="text-align: center;"><b>100</b></td> <td style="text-align: center;"><b>%</b></td> </tr> </table>	<b>Semester work</b>	<b>10</b>	<b>%</b>	<b>Midterm examination</b>	<b>10</b>	<b>%</b>	<b>Final Practical Examination.</b>	<b>20</b>	<b>%</b>	<b>Final-term Examination</b>	<b>50</b>	<b>%</b>	<b>Oral examination</b>	<b>10</b>	<b>%</b>	<b>Total</b>				<b>100</b>	<b>%</b>
<b>Semester work</b>	<b>10</b>	<b>%</b>																				
<b>Midterm examination</b>	<b>10</b>	<b>%</b>																				
<b>Final Practical Examination.</b>	<b>20</b>	<b>%</b>																				
<b>Final-term Examination</b>	<b>50</b>	<b>%</b>																				
<b>Oral examination</b>	<b>10</b>	<b>%</b>																				
<b>Total</b>																						
	<b>100</b>	<b>%</b>																				
<b>8- List of References</b>																						
<b>a- Course Notes</b>	Hand out.																					
<b>b- Essential Books (Text Books)</b>	* Polit, D.F; Beck C.T.(2017): Nursing Research: principles& methods, 7 <sup>th</sup> ed.,Lippincott Williams& Wilkins. *Polit, D.F; Beck C.T.(2019): Nursing research: generating & assessing evidence for nursing practice, 8 <sup>th</sup> ed., Lippincott Williams& Wilkins																					
<b>c- Recommended Books</b>	* *Polit, D.F; Beck C.T.(2012): Nursing Research: principles& methods, 7 <sup>th</sup> ed.,Lippincott Williams& Wilkins.																					
<b>d- Periodicals, Web Sites, ... etc</b>	<a href="http://www.cirs-tm.org/">http://www.cirs-tm.org/</a> <a href="http://www.proposalwriter.com/intgrants.html">http://www.proposalwriter.com/intgrants.html</a> <a href="http://www.nova.edu/ssss/QR/web.html">http://www.nova.edu/ssss/QR/web.html</a> <a href="http://www.gmi.org/links/discover/research/">http://www.gmi.org/links/discover/research/</a> <a href="http://www.scu.edu.au/schools/gcm/ar/arr/links.html">http://www.scu.edu.au/schools/gcm/ar/arr/links.html</a>																					

**Program Coordinator:** Prof. Amal Khalil      Prof. Eman Shaheen

**Head of the department** Assistant Prof .Marwa Abdelaalem

**Vice president for postgraduate and research:** Prof. Amal Sobhy

**Dean of faculty:** Prof. Amal Khalil

Date: 2021-2022



<b>University:</b> Port Said <b>Faculty:</b> Nursing <b>Department:</b> Nursing administration	<b>Course title:</b> Research Methodology <b>Course code:</b> NAD822
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course content	Teaching Methods	Evaluation Methods	Knowledge and Skills	Intellectual Skills	Practical Skills	General and Transferable Skills
Revision	Discussion	Midterm exam	a2, a3	-----	-----	d1
Meta-analysis	Individual/group work & assignments	Semester work	a1	-----	C1	d2
Systematic review	Individual/group work & assignments	Semester work	a9	b6	C2	d3
Descriptive statistic	Initial training on preparing & implementing research projects, and on research paper critique	Practical exam, Oral exam	a.4	b1, b5	C3, C4	d2
Qualitative research	Discussion	Midterm exam	a.6	-----	-----	d4
Rigors in Qualitative research	Individual/group work & assignments	Semester work, Written exam .	a5	b2	C5	d5
Qualitative data analysis	Discussion	Midterm exam, Written exam .	-----	b7		d3
Research appraisal	Initial training on preparing & implementing research projects, and on research paper critique	Practical exam Written exam ,	-----	b4	C6, C7	d5
Research dissemination	Individual/group work & assignments	Semester work, Oral exam	a7. a8	b3		d1

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**Date:** 2021-2022



**University:** Port-said  
**Faculty:** Nursing  
**Department:** Nursing Administration

### COURSE SPECIFICATIONS

<i><b>1- Course data</b></i>		
<b>Code: NAD822</b>	<b>Course title:</b> حلقة دراسية فى إدارة التمريض  Seminars in Nursing Administration	<b>Academic year / Level :</b> Post graduate – Doctoral Degree; 2 <sup>nd</sup> semester
<b>Specialty:</b> Nursing Administration	<b>No. of hours :</b> 42 hours <b>Theory:</b> 28 hours/week <b>Practice:</b> 14 hours/week	
<b>2– Overall Aim of Course:</b>	<b>This course provides doctorate student chance to explore the advanced concepts and challenges in nursing administration as well as provide experiences to overcome these challenges, utilizing problem-based learning and how to apply the proposed plan into nursing practice</b>	

### 3 – Intended Learning Outcomes of Course (ILOs)

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

<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1. Identify the Egyptian vision in 2030 in relation to Healthcare.</li> <li>a.2. Explain the various dimension of Egyptian vision in 2030.</li> <li>a.3. Describe the various nursing strategies to achieve Egyptian vision in 2030.</li> <li>a.4. discuss the requirements of theoretical, conceptual and empirical framework.</li> <li>a.5. Describe innovative technology in healthcare of Egyptian vision in 2030</li> <li>a.6. Identify principle of center of excellence on health care organization.</li> <li>a.7. Explain advantage and disadvantage of problem-based learning, gap between theory and practice, poor image of nursing staff, misdistribution of nursing in Egypt.</li> <li>a.8. Identify criteria of capacity building.</li> <li>a.9. Describe types of violence in nursing</li> <li>a.10. Identify factors leading to nursing immigration and</li> </ul>
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	effect of immigration in nursing.
<b>b-Intellectual Skills</b>	<p>b.1. Differentiate between various nursing strategies to achieve Egyptian vision in 2030.</p> <p>b.2. Analyze various causes of violence in nursing , various causes of , poor nursing development</p> <p>b.3. Analyze various benefits of problem-based learning</p> <p>b.4. Discuss the various international experiences to overcome migration and violence in nursing staff in worldwide.</p> <p>b.5. Differentiate between problem based learning and traditional of teaching methods.</p> <p>b.6. Discuss differentiate models of problem based learning.</p> <p>b.7. Analyze benefits of innovation technology in healthcare</p> <p>b.8. Apply different principle of center of excellence</p>
<b>C-Professional and Practical Skills</b>	-----
<b>d-General and Transferable Skills</b>	<p>d.1. Utilize the different research implication from the studied topics in nursing administration.</p> <p>d.2. Apply the advanced quality approaches in health care organizations</p>
<b>4- Course Contents</b>	<p><b><u>Unit 1. Advanced concepts in nursing administration.</u></b></p> <ul style="list-style-type: none"> <li>• Egyptian vision of Healthcare services</li> <li>• Problem based learning</li> <li>• Innovative technology in healthcare</li> <li>• Center of excellence</li> <li>• Capacity building</li> </ul> <p><b><u>Unit 2. Challenges in nursing practice</u></b></p> <ul style="list-style-type: none"> <li>• Nursing violence.</li> <li>• Nursing migration in Egypt.</li> <li>• Poor staff development</li> </ul>
<b>5- Teaching and Learning Methods</b>	<p><b><u>The course is mainly taught through the following:</u></b></p> <ol style="list-style-type: none"> <li>1. 30% of interactive meeting online</li> <li>2. 70% interactive lectures and discussion face to face</li> <li>3. Seminars presentation.</li> <li>4. Directed reading.</li> <li>5. Research paper &amp; Projects.</li> <li>6. Individual and group Assignment.</li> </ol> <p>Computer assisted learning using Microsoft team online, Zoom cloud meeting</p>



<b>6- Teaching and Learning Methods for students with low achiever:</b>	Not applicable on doctorate students		
<b>7-Students assessment:</b>			
<b>a- Student Assessment Methods</b>	1. Individual and group assignment online to assess knowledge base. 2- Interactive lectures and discussion to assess intellectual skills. 3- Submission of teamwork task online to assess intellectual and professional skills. 4- Project report to assess professional skills 5- Seminars presentation to assess knowledge base transferable skills. 6- Quizzes and Midterm online exam		
<b>b- Time</b>	Assessment 1 <sup>st</sup>	Assignment	Week 4 <sup>th</sup>
	Assessment 2 <sup>nd</sup>	Presentation / seminar	Week 5 <sup>th</sup>
	Assessment 3 <sup>rd</sup>	Presentation / seminar	Week 6 <sup>th</sup>
	Assessment 4 <sup>th</sup>	Quizzes/ Midterm online	Week 8 <sup>th</sup>
	Assessment 5 <sup>th</sup>	project teamwork	Week 12 <sup>th</sup>
	Assessment 6 <sup>th</sup>	Final exam	Week 16 <sup>th</sup>
<b>c. Weighting of Assessments</b>	Semester work (written)	20 marks	20%
	midterm exam(written):	20 marks	20%
	Final-Examination (written)	<u>60 marks</u>	<u>60 %</u>
	Total	100	100 %
<b>8- List of References</b>			
<b>a- Course notes</b>	Not applicable.		
<b>b- Essential Books (Text Books)</b>	1. Marquis BL, Huston C. Leadership Roles and Management Functions in Nursing: Theory and Application. 9 <sup>th</sup> Edition. New York: Lippincott Williams 2. . Ellis P, Bach S. Leadership, Management		



	and Team Working in Nursing (Transforming Nursing Practice Series. 2nd edition.UK: Learning Matters; 2015.Series. 2 <sup>nd</sup> edition.UK: Learning Matters; 2015.
<b>Recommended books-c</b>	1. Patronis Jones RA. Guide to Nursing Leadership and Management: Theories, Process and Practice. Philadelphia: F.A. Davis Company, 2007. 2.Kelly P. Essentials of Nursing Leadership & Management, 2nd edition. USA: Library of Congress Control Number, 2010.
Journals & websites	- <a href="http://www.eulc.edu.eg">www.eulc.edu.eg</a> - All available periodicals in the library. <a href="http://www.nursingworld.org/mods/mod551/ceout03.htm">http://www.nursingworld.org/mods/mod551/ceout03.htm</a> - Journal of nursing administration. - Journal of nursing management. - <a href="http://www.nursingcenter.com">www.nursingcenter.com</a> - <a href="http://www.rcn.org">www.rcn.org</a>

**Program Coordinator:** Prof.Noura Elbaseouny Prof. Gehan Elbially

**Head of the department** Assistant Prof .Marwa Abdelaalem

**Vice president for postgraduate and research:** Prof. Amal Sobhy

**Dean of faculty:** Prof. Amal Khalil

**Date:** 2021-2022





<b>University:</b> Port Said <b>Faculty:</b> Nursing <b>Department:</b> Nursing administration	<b>Course title:</b> <i>Seminars in Nursing Administration</i> <b>Course code:</b> : NAD822
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***Course Matrix***

course content	Teaching Methods	Evaluation Methods	knowledge and skills	Intellectual skills	General and Transferable
<b><u>Unit 1. Advanced concepts in nursing administration:</u></b>					
1. Egyptian vision of Healthcare services	Interactive Lectures Project-Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam	a.1., a.2. a.3.a.4	b.1., b.2.	d.1
2.Problem based learning	Interactive Lectures Project-Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.1., a.2. a.3.a.4	b3, b6.b7	
3. Innovative technology in healthcare	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.1., a.2. a.3 a.4	-	d.2
3. Center of excellence	Project-Based Learning Interactive Lectures	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.1., a.2. a.3.,a.4	-	d.2
4.Capacity building	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a6,a7	b8,b9	d1



<b><u>Unit 2. Challenges in nursing practice</u></b>					
1.Nursing violence	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.1., a.2.	b1	d1
2.Nursing migration in Egypt	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.3.,a.5,a.6, a.7a.8,a.9.a. 10	-	d1
3.Poor staff development	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- <b>oral exam</b>	a.1., a.2. a.3.,a.5 a.6,a.7	b.2,b.3	d.1

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**Date:** 2021-2022



**University:** Port-said  
**Faculty:** Nursing  
**Department:** Nursing Administration

### COURSE SPECIFICATIONS

<b>1- Course data</b>		
<b>Code:</b> GEN937	<b>Course title:</b> <i>Curriculum development</i>	<b>Academic year / Level:</b> Post graduate – Doctoral Degree; 2 <sup>nd</sup> semester
<b>Specialty:</b> Nursing Administration	<b>No. of hours :</b> 42 hours <b>Theory:</b> 3 hours\week	<b>Practice:</b> -----

<b>2– Overall Aim of Course:</b>	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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<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1. Explore the writings of curriculum scholars and theorists.</li> <li>a.2. Examine the philosophical, historical, sociological, psychological, and political curriculum perspectives.</li> <li>a.3. Explore curriculum development as a field of study.</li> <li>a.4. Participate in curriculum inquiry through professional discourse.</li> <li>a.5. Refine knowledge and analytical understanding of the relationship among the four main components of instruction – curriculum, teacher, students, and context.</li> <li>a.6. Discuss component of curriculum</li> <li>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.</li> <li>a.8. Apply an array of corresponding curriculum tools and processes when developing a project consistent with their professional aspirations.</li> <li>a.9. Select appropriate strategies in changing a curriculum</li> <li>a.10. Examine conceptual frame work of curriculum</li> </ul>



<b>b-Intellectual Skills</b>	b.1- Plan for the nursing curriculum b.2. organize for the nursing curriculum b.3. Evaluate the established curriculum in different educational organizations using appropriate tools and methods. b.4. Criticize models of curriculum b.5. Design new curriculum b.6. Upgrade established curriculum.
<b>c-Professional and Practical Skills</b>	-----
<b>d-General and Transferable Skills</b>	d.1- Demonstrate the ability to work in team. d.2- Document accurate information. d.3-Use appropriate interpersonal skills to communicate effectively. d4- Utilize technology and information systems to develop their professional & learning skills. D5- use different resources to collect the needed information.
<b>4- Course Contents</b>	4.1. History of curriculum and approach of curriculum 4.2. Conceptual framework of curriculum and component of curriculum 4.3. Curriculum design 4.4. Curriculum Development and Change 4.5. Curriculum Planning and Implementation 4.6. Curriculum Evaluation and Student Assessment 4.7. Politics and Curriculum Decision Making 4.8. Curriculum model 4.9. Learning theories applied to curriculum development 4.10. Selecting learning experience to achieve curriculum outcome 4.11. Organization of the curriculum 4.12. Needs assessment and financial support for curriculum 4.13. Effect of informatics and technology on curriculum development and evaluation.
<b>5- Teaching and Learning Methods</b>	<b><u>The course is mainly taught through the following:</u></b> <b>5.1-</b> Interactive presentation <b>5.2-</b> Discussion and brainstorming <b>5.3-</b> Reading assign <b>5.4-</b> Lecture <b>5-5-</b> Individual and group presentations <b>5-6-</b> Assignment – problem solving
<b>6- Teaching and Learning Methods for students with low achiever:</b>	Not applicable on doctorate students



<b>7-Students assessment:</b>			
<b>a- Student Assessment Methods</b>	Exam: to assess the ability to comprehend, interpret and apply the scientific background.		
	Participation in class	To asses knowledge and understanding.	
	Individual and group presentation	To asses knowledge and understanding	
	midterm exam(written)	To asses knowledge and understanding	
	Semester activities	To asses application of knowledge	
	Ability for analysis	To asses intellectual skills.	
	Practice exercise	To asses professional and practical skills.	
<b>b- Time</b>	Assessment 1 <sup>st</sup>	weekly presentation	weekly
	Assessment 2 <sup>nd</sup>	Final written exam	Week
	16 <sup>th</sup>		
<b>c. Weighting of Assessments</b>	Semester work (written)	20 marks	20%
	midterm exam(written):	20 marks	20%
	Final-Examination (written)	60 marks	60 %
	Total	100	100 %
<b>8- List of References</b>			
<b>a- Course notes</b>	Not applicable.		
<b>b- Essential Books (Text Books)</b>	Not applicable		
<b>Recommended books-c</b>	Marsh, C. and Willis. G. (2019). Curriculum: Alternative approaches, ongoing issues (4th Edition), Upper Saddle River, NJ. Merrill S (2018). Developing the curriculum. oliva., jeojora southern college.		
<b>Journals &amp; websites</b>	<ul style="list-style-type: none"> <li>- <a href="http://www.eulc.edu.eg">www.eulc.edu.eg</a></li> <li>- All available periodicals in the library.</li> <li>-<a href="http://www.nursingworld.org/mods/mod551/ceout03.htm">http://www.nursingworld.org/mods/mod551/ceout03.htm</a></li> <li>- Journal of nursing administration.</li> <li>- Journal of nursing management.</li> <li>- <a href="http://www.nursingcenter.com">www.nursingcenter.com</a></li> <li>- <a href="http://www.rcn.org">www.rcn.org</a></li> </ul>		

**Program Coordinator:** : Prof. Amal Khalil      Assistant Prof . Reda Mwafy

**Head of the department** Assistant Prof .Marwa Abdelaalem

**Vice president for postgraduate and research:** Prof. Amal Sobhy

**Dean of faculty:** Prof. Amal Khalil

**Date:** 2021-2022



<b>University:</b> Port Said <b>Faculty:</b> Nursing <b>Department:</b> Nursing administration	<b>Course title:</b> Curriculum development <b>Course code:</b> GEN 937
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***Course Matrix***

course content	Teaching Methods	Evaluation Methods	knowledge and skills	Intellectual skills	General and Transferable
Curriculum development and changes	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	-	b3,b15	d3,d5
Curriculum evaluation	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a3	b4, b5,b6,b14	d1
Politics and curriculum decision making	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam	-	b1	d2,d3,d4,d5,
curriculum model	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a1,a2	b2,b6.b7	d5
Learning theories applied to curriculum	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.4	-	d1,d4,d5
- selecting learning experience	Project- Based Learning Interactive Lectures	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a5	b16	d4,d5



- organization of the curriculum	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a6,a7	b8,b9	d1,d2,d3,d4, d5
Needs assessment and financial support	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- <b>oral exam</b>	a8,a9	-	d1
Effect of informatics and technology on curriculum development and evaluation	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a10	b10	d3,d4,d5

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**Date:** 2021-2022



**University:** Port-said  
**Faculty:** Nursing  
**Department:** Nursing Administration

**COURSE SPECIFICATIONS**

<b>1.Course data</b>		
<b>Code:</b> <i>NAD821</i>	<b>Course title:</b> الاتجاهات الحديثة في التمريض Issues and trends in nursing management	<b>Academic year / Level:</b> <i>Post graduate – Doctoral Degree; 2<sup>nd</sup> semester</i>
<b>Specialty:</b> Nursing Administration	<b>No. of credit hours:</b> 42 hours <b>Theory:</b> 3 hours\week	<b>Practice:</b> -----

<b>2– Overall Aim of Course:</b>	Course aims to provide doctoral students with necessary knowledge of new trends in nursing administration , analyze these trends and their applications in healthcare settings to achieve effective and quality healthcare .
<b>3 – Intended Learning Outcomes of Course (ILOs)</b>	
By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1. Identify basics of cost containment</li> <li>a.2. Recognize a fundamental strategies of cost containment</li> <li>a.3. Identify legal effect of cost containment</li> <li>a.4. Identify the role of the nurse manager in cost containment.</li> <li>a.5. Identify the types of sustainable competitive advantage</li> <li>a.6. identify sources of competitive advantage</li> <li>a.7. Identify steps to developing a sustainable competitive advantage</li> <li>a.8 Identify the meaning of vitality</li> <li>a.9. Identify the model of vitality</li> <li>a.10. Identify the concepts of talent management in health care organization</li> <li>a.11. identify the process of talent management</li> <li>a.12. Recognize the principles of talent Management</li> <li>a.13. Identify the legal liability in health care</li> <li>a.14. Identify nursing liability torts and their element</li> <li>a.15. Identify strategies to overcome nurse liability</li> <li>a.16. Recognize the components of strategic leadership</li> </ul>





	<ul style="list-style-type: none"> <li>a.17.Specify main characteristics of effective strategic leaders.</li> <li>a.18.Identify strategic leadership process</li> <li>a.19.Identify the meaning of toxic leadership</li> <li>a.20.Describe behaviors and qualities of toxic leaders</li> <li>a.21.Identify the benefits of unit cohesion</li> <li>a.22. Identify cohesion strategies for developing teamwork</li> <li>a.23. Define compassion leadership</li> <li>a. 24. Show role of compassion leaders to improve health care organization</li> <li>a.25. Identify role of enter-pruners</li> <li>a.26.Mention tips to graft your job</li> <li>a.27. Discuss component of job embedness</li> <li>a.28. Explain theories of job embedness</li> </ul>
<p><b>b-Intellectual Skills</b></p>	<ul style="list-style-type: none"> <li>b.1. Differentiate between various cost containment strategies</li> <li>b.2.Analyze classification of sets of cost containment measures</li> <li>b.2.Analyze toxic leadership behaviors</li> <li>b.3.Examine outcomes of toxic leader</li> <li>b.4.Discuss causes of toxic leadership</li> <li>b.5. Discuss competitive advantages strategies</li> <li>b.6.Discuss the sustainable competitive advantage and its return on the organization</li> <li>b.7. Explain the process improvement and competitive advantage .</li> <li>b.8.Discuss the models of defining and assessing the talent management</li> <li>b.9 Analyze psychology outcomes of talent management</li> <li>b.10. Discuss the importance of talent management</li> <li>b.11.Exaplain how the talent can be managed</li> <li>b.12.Discuss the focus of talent management</li> <li>b.13.Disucss talent management process</li> <li>b.14.Exapalin current management models</li> <li>b.15.Exapalin what not to do as a manager when leading change</li> <li>b.16.Discuss the types of organizational culture</li> <li>b.17.Clarity the models of vitality</li> <li>b.18.Discuss strategies to overcome nurse liability</li> <li>b.19.Analyze different components of strategic leadership</li> <li>b.20. Discuss the main characteristics of effective strategic leaders.</li> <li>b.21.Discuss the process of strategic leadership</li> </ul>



	<p>b.22. Discuss the importance of unit cohesion  b.23. Analyze stages of compassion fatigue  b.24. Classify quality of work life  b.25. Differentiate between types of entrepreneurship  b.26. Illustrate models of grafting</p>
<b>C-Professional and Practical Skills</b>	-----
<b>d-General and Transferable Skills</b>	<p>d.1. Utilize strategies to increase nursing productivity.  d.2. Appreciate psychological wellbeing of nurses in their workplace.</p>
<b>4- Course Contents</b>	<p>4.1 Cost containment  4.2 Sustainable competitive advantage  4.3 Vitality in healthcare organization  4.4 Talent management  4.5 Legal liability in health care  4.6 Strategic leadership  4.7 Toxic leadership  4.8 Unit cohesiveness  4.9 Compassion fatigue  4.10 Compassion leadership  4.11 Entrepreneurship  4.12 Job grafting  4.13 Job embeddedness</p>
<b>5- Teaching and Learning Methods</b>	<p><b><u>The course is mainly taught through the following:</u></b></p> <p>5.1.30% of interactive meeting online  5.2.70% interactive lectures and discussion face to face  5.3.Seminars presentation.  5.4.Directed reading.  5.5.Research paper &amp; Projects.  5.6.Individual and group Assignment.  5.7.Computer assisted learning using Microsoft  5.8.Team online, Zoom cloud meeting</p>
<b>6- Teaching and Learning Methods for students with low achiever:</b>	Not applicable on doctorate students
<b>7-Students assessment:</b>	
<b>a- Student Assessment Methods</b>	<p>Assessment 1<sup>st</sup> assignment----- 4<sup>th</sup> week  Assessment 2<sup>nd</sup> presentation /seminar ---- 5<sup>th</sup> week - 6<sup>th</sup> week  Assessment 3<sup>rd</sup> ‘quizzes/ midterm online--- 8<sup>th</sup> week  Assessment 4<sup>th</sup> project team work -----12<sup>th</sup> week  Assessment 5<sup>th</sup> Final exam -----6<sup>th</sup> week</p>
<b>b- Time</b>	<p>Assessment 1<sup>st</sup>      weekly presentation                      weekly  Assessment 2<sup>nd</sup>      Final written exam                              Week 16<sup>th</sup></p>



<b>c. Weighting of Assessments</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Semester work (written)</td> <td style="width: 20%;">20 marks</td> <td style="width: 20%;">20%</td> </tr> <tr> <td>midterm exam(written):</td> <td>20 marks</td> <td>20%</td> </tr> <tr> <td>Final-Examination (written)</td> <td><u>60 marks</u></td> <td><u>60 %</u></td> </tr> <tr> <td>Total</td> <td>100</td> <td>100 %</td> </tr> </table>	Semester work (written)	20 marks	20%	midterm exam(written):	20 marks	20%	Final-Examination (written)	<u>60 marks</u>	<u>60 %</u>	Total	100	100 %
Semester work (written)	20 marks	20%											
midterm exam(written):	20 marks	20%											
Final-Examination (written)	<u>60 marks</u>	<u>60 %</u>											
Total	100	100 %											
<b>8- List of References</b>													
<b>a- Course notes</b>	Not applicable.												
<b>b- Essential Books (Text Books)</b>	<ul style="list-style-type: none"> <li>- Mwratabekova M.,Henric C (2002). A competency based model for managers in practice</li>   <li>- Lemmergaard., Jeanette, Muhr Louise (2013). Critical Perspectives on Leadership: Emotion, Toxicity, and Dysfunction .Edward Elgar Pub .Led</li>   <li>- William C. (2010). Managing effectively . 4<sup>th</sup> ed. United Kingdom of USA: South -Western –Printed services limited. PP 144-196</li> </ul>												
<b>Recommended books-c</b>	<ol style="list-style-type: none"> <li>1. London M (2002). Leadership development: Path to self insight and professional growth . Mahwah, NJ: El rlbaum</li>   <li>2. Orr, C. 2005, Lean Leadership in Construction. Proceeding of the 13th Annual Conference of the International Group for Lean Construction(IGLC). pp 345-351</li>   <li>3. Aubrey , Darrell W (2012) . The Effect of Toxic Leadership. Carlisle Barracks, PA: United States Army War College</li>   <li>4. Candhi N. (2012). The ACO Supervise Oliver Wyman : Retrieved from : <a href="http://www.Oliverwyman.com/media/ow-ENG-HLS-PuBI-theAco-supervise.pdf">http:// www . Oliverwyman .com/media /ow- ENG-HLS-PuBI-the Aco-supervise pdf</a> Wikipedia , the free encyclopedia organizational culture 2012.Avaialbe at <a href="http://diversity.duhs.duke.edu">www.http//diversity .duhs, duke.edu</a>. retrieved on 2015.</li> </ol>												



	<p>5. Gregg S. Meyers . Edward P. (2010).Just culture ,The key to quality and safety .MGTT/MGPO COE</p> <p>6. Sparrow R.(2005). Authentic leadership and the narrative self Quarterly 16(3): 419-439.</p> <p>7. Gillbert M (2004),Crafting strategy imaginatively :Lessons learn from Siemens. European Management Journal 22(6):669-684</p> <p>8. Eunyong Eunice.(2004).Model of cultural competence through an evolutionary concept analysis .Journal of transformation nursing . 15-93</p> <p>9. Engebzeston J. Mahoney J, Cvajion ED.(2008) cultural competence in the era of evidence based practice .J Prof Nurs.24:172-178</p> <p>10. Narayanasamy A. White E (2005) .A review of transactional nursing .Nurs Edu today 25:102-111</p> <p>11. Lipson JG. Pesantis LA.(2007). Current approaches to integrating elements of cultural competence in nursing education. J transculture nurse 18:105-205</p> <p>12. Sumpr DF. Carthon JM. (2011).Lost in transition student perceptions of cultural competence in undergraduate and graduate nursing curricula .J Prof Nur 27:43-49.</p> <p>13. Kardong –Edgrn S, Campinha –Bacote JM(2008) . Cultural competence of graduating us Bachelor of science nursing students .Contemp Nurse 28:37-44</p>
Journals & websites	<ul style="list-style-type: none"> <li>- <a href="http://www.eulc.edu.eg">www.eulc.edu.eg</a></li> <li>- All available periodicals in the library.</li> <li>- <a href="http://www.nursingworld.org/mods/mod551/ceout03.htm">http://www.nursingworld.org/mods/mod551/ceout03.htm</a></li> <li>- Journal of nursing administration.</li> <li>- Journal of nursing management.</li> <li>- <a href="http://www.nursingcenter.com">www.nursingcenter.com</a></li> <li>- <a href="http://www.rcn.org">www.rcn.org</a></li> </ul>

**Program Coordinator:** Prof.Noura Elbaseouny Prof. Gehan Elbially  
**Head of the department** Assistant Prof .Marwa Abdelaalem  
**Vice president for postgraduate and research:** Prof. Amal Sob  
**Dean of faculty:** Prof. Amal Khalil

**Date:** 2021-2022



<b>University:</b> Port Said <b>Faculty:</b> Nursing <b>Department:</b> Nursing administration	<b>Course title:</b> <i>Issues and trends in nursing management</i> <b>Course code:</b> NAD822
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### COURSE SPECIFICATIONS

Course Content	Teaching Methods	Evaluation Methods	Knowledge and Skills	Intellectual Skills	General and Transferable
Cost containment	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.1. a.2. a.3. a.4.	b.1. b.2	d.1 , d.2
Sustainable competitive advantage	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.5. a.6. a.7.	b.5. b.6. b.7	d.1 , d.2
Globalization in nursing	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam	a.8. a.9.	b.13. b.14. b.15.	d.1 , d.2
Vitality in healthcare organization	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.10. a.11. a.12.	b.16. b.17	d.1 , d.2
Talent management	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.13.. a.14. a.15.	b.8. b.9 b.10. b.11 b.12.	d.1 , d.2
Strategic leadership	Project- Based Learning Interactive Lectures	Semester work (Seminars &oral presentation) in addition to thesis mid-	a.16. a.17. a.18.	b.18 b.19. b.20. b.21	d.1 , d.2



		term exam final Written exam- <b>oral exam</b>			
Toxic leadership	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.19.a.20	b.3. b.4	d.1 , d.2
Unit cohesiveness	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	.a.21. a.22	b.22	d.1 , d.2
Compassion fatigue	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	-----	b.23. b.24	d.1 , d.2
Compassion leadership	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.23. a.24	-----	d.1 , d.2
Entrepreneurship	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.25	b.25	d.1 , d.2
Job grafting	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.26	b.26	d.1 , d.2
Job embedenes	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.27.a.28	-----	d.1 , d.2

**Program Coordinator:** Prof.Noura Elbaseouny Prof. Gehan Elbially

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**Date:** 2021-2022



**University:** Port-said  
**Faculty:** Nursing  
**Department:** Nursing Administration

### *COURSE SPECIFICATIONS*

<b>1- Course data</b>		
<b>Code:</b> NAD823	<b>Course title:</b> دراسة مستقلة في ادارة التمريض An independent study in nursing administration	<b>Academic year / Level:</b> Post graduate – Doctoral Degree; 2 <sup>nd</sup> semester
<b>Specialty:</b> Nursing Administration	<b>No. of hours :</b> 42 hours <b>Theory:</b> 3 Credit hours/week <b>Practice:</b> -----	

<b>2– Overall Aim of Course:</b>	This course aimed to equip the doctorate students to have the advanced knowledge, skills and attitudes to able to design independent management of advance research in nursing administration. This course focuses on individualized courses and research report related to the areas of specialty according to student has needs and interested.
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<b>3 – Intended Learning Outcomes of Course (ILOs)</b>	
By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1. Differentiate between problem and polarity</li> <li>a.2. Explain the principles of management process</li> <li>a.3. Distinguish between types of critical thinking.</li> <li>a.4. Identify the fourteen forces of magnetism</li> <li>a.5. Illustrate accreditation programs in health care setting</li> <li>a.6. Explain steps are followed for configuring a polarity map</li> <li>a.7. Explain origins and Evolution of quality Management</li> <li>a.8. Differentiate between concepts of quality</li> <li>a.9. Discuss strategies of marketing to improve health care out come</li> <li>a.10. Distinguish between external marketing and internal marketing</li> <li>a.11. Differentiate between types of quality control</li> <li>a.12. Identify steps of quality improvement</li> <li>a.13. Discuss elements of TQM</li> <li>a.14. Discuss features of quality education</li> </ul>



<b>b-Intellectual Skills:</b>	<ul style="list-style-type: none"> <li>b.1. Analysis accreditation impact on health care setting</li> <li>b.2. Plan a model for magnetic hospital</li> <li>b.3. Utilize marketing strategies for increasing turnout to health institutions</li> <li>b.4. Design a strategic plan for nursing services department.</li> <li>b.5. Apply example for polarity management</li> <li>b.6. Apply steps of quality control to maintain quality assurance in health care setting</li> <li>b.7. Write a report about the actual role of his\here organization in magnetic process</li> <li>b.8. Differentiate between quality control and quality inspection</li> <li>b.9. Apply quality assurance tools</li> <li>b.10. Implement FOCUS PDSA steps of quality improvement to improve productivity</li> <li>b.11. Compare between three perspectives on TQM to maintain organization outcomes</li> <li>b.12. Apply six sigma to improve productivity in health care setting</li> <li>b.13. Demonstrate building quality mechanisms into the foundations of health care systems</li> <li>b.14. Classified the dimensions of critical thinking</li> </ul>
<b>c-Professional Skills:</b>	-----
<b>d-General Skills:</b>	<ul style="list-style-type: none"> <li>d.1 Demonstrate the ability to work in team effectively.</li> <li>d.2 Use appropriate technique for decision making according to the current situation.</li> <li>d.3 Manage team effectively.</li> <li>d.4. Demonstrate leadership skills</li> <li>d.5. Utilize technology and information systems to develop their learning skills.</li> <li>d.6. manage meeting effectively</li> <li>d.7. maintain self-evaluation &amp; continuous learning</li> <li>d.8. Demonstrate effective communication with colleagues and health team</li> </ul>





<b>4- Course content:</b>	<p>4-1- Strategic plan          4-2- Accreditation          4-3- Marketing          4-4- Polarity management          4-5- Magnet hospital          5-6- Evolution of quality &amp; quality author          4-7- Quality control          4-8- Quality assurance          4-10- Quality management          4-9- Quality improvement          4-11- Total quality management          4-12- TQM(lean management )          4-13- TQM(six sigma)          4-14- Quality of health care (national – international )          4-15- Quality of education          4-16- Critical thinking and decision making(national – international )</p>		
<b>5– Teaching and Learning Methods:</b>	<p>5-1- Interactive presentation          5.2- Discussion and brainstorming          5.3- Reading assignment          5.4- Lecture          5-5- Individual and group presentations          5-6- Assignment – problem solving</p>		
<b>-Facilities required for teaching and learning:</b>	<p>1-Lecture hall          2- Audiovisual aids (Data show)          3- White board/ Smart board          5- Computer and internet access          6- Textbooks</p>		
<b>6- Teaching and Learning Methods for learning low achievable students:</b>	Not applicable		
<b>7- Student Assessment:</b>			
<b>a- Methods of assessment:</b>	Exam: to assess the ability to comprehend, interpret and apply the scientific background.		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Participation in class</td> <td>To asses knowledge and understanding.</td> </tr> </table>	Participation in class	To asses knowledge and understanding.
	Participation in class	To asses knowledge and understanding.	
Individual and group presentation	To asses knowledge and understanding		



	midterm exam(written)	To asses knowledge and understanding
	Semester activities	To asses application of knowledge.
	Ability for analysis	To asses intellectual skills.
	Practice exercise	To asses professional and practical skills.
<b>b-Time</b>	- Assessment 1st weekly presentation weekly - Assessment 2nd Final written exam Week 16 <sup>th</sup>	
<b>c-Weight</b>	Semester work (written): 20 marks 20% midterm exam(written): 20 marks 20% Final-Examination (written): 60 marks 60	
	<b>Total</b>	<b>100 100%</b>
<b>8- List of References</b>		
<b>a- Course Notes :</b>	Student assignment	
<b>b- Essential Books (Text Books) :</b>	Not applicable	
<b>c- Recommended Books :</b>	<ul style="list-style-type: none"> <li>- Araujo, C. A., Siqueira, M. M., &amp; Malik, A. M. (2020). Hospital accreditation impact on healthcare quality dimensions: a systematic review. <i>International Journal for Quality in Health Care</i>, 32(8), 531-544.</li> <li>- Bodade, A. G., &amp; Bodade, R. G. (2021). National Accreditation Board for Hospitals and Healthcare Accreditation System for healthcare sector in India: An overview. <i>MGM Journal of Medical Sciences</i>, 8(1), 66.</li> <li>- Epitropaki, O., Kark, R., Mainemelis, C., &amp; Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. <i>The Leadership Quarterly</i>, 28(1), 104-129.</li> <li>- Monrad, S. U., Mangrulkar, R. S., Woolliscroft, J. O., Daniel, M. M., Hartley, S. E., Gay, T. L., &amp; Santen, S. A. (2019). Competency committees in undergraduate medical education: Approaching tensions using a polarity management framework.</li> </ul>	



	<p>Academic Medicine, 94(12), 1865-1872.</p> <ul style="list-style-type: none"> <li>- Hamid, S. R., Isa, S., &amp; ALTUN, A. (2019). Quality management evolution from the past to present: Challenges for tomorrow. Organizacija, 52(3).</li> <li>- Yousif, A. S. H., Najm, N. A., &amp; Al-Ensour, J. A. (2017). Total quality management (TQM), organizational characteristics and competitive advantage. Journal of Economic &amp; Financial Studies, 5(04), 12-23.</li> <li>- World Health Organization. (2018). Delivering Quality Health Services: A Global Imperative. OECD Publishing.</li> <li>- Marquis, B.L.; Huston, C.J., (2019): Leadership roles and management functions in nursing, 6th ed, Philadelphia, NewYork, Wolters Kluwer \ Lippincott Williams &amp; wilkins.</li> <li>- Tomey, A., (2019): Guide to nursing management and leadership, 8th ed, Canada, Mosby, Elsevier.</li> </ul>
<p><b>d- Periodicals, Web Sites, ... etc :</b></p>	<p><a href="http://www.who.int">www.who.int</a>  <a href="http://www.sciencedirect.com">www.sciencedirect.com</a>  <a href="http://www.free-edu.net">www.free-edu.net</a>  <a href="http://www.eulc.edu.eg">www.eulc.edu.eg</a>  <a href="http://www.Altavista.com">www. Altavista.com.</a>  <a href="http://www.PubMed.com">www. PubMed. com.</a>  <a href="http://www.cochrane.org">www.cochrane.org</a>            Journal of Nursing administration            Journal of Nursing management</p>

**Program Coordinator:** Prof. Sanna Ghandour

Assistant .Prof. Hind Abdullah Mohamed

**Head of the department** Assistant Prof .Marwa Abdelaalem

**Vice president for postgraduate and research:** Prof. Amal Sobhy

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**Date:** 2021-2022



<b>University:</b> Port Said <b>Faculty:</b> Nursing <b>Department:</b> Nursing administration	<b>Course title:</b> <i>An independent study in nursing administration</i> <b>Course code:</b> : NAD823
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**COURSE SPECIFICATIONS**

Course Content	Teaching Methods	Evaluation Methods	Knowledge and Skills	Intellectual Skills	General and Transferable Skills
4-1-Strategic plan	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	-	b.4.	d5,d7
4-2- Accreditation	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.3. a.5.	b.1.	-
4-3-Marketing	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam	a.9. a.10	b.3.	-
4-4- Polarity management	Interactive Lectures Project- Based Learning	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.1. a.4. a.6	b.5.	d3,d6
4 -5- Magnet hospital	Interactive Lectures Small group work	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.2.	b.2. b.6.	-
5-6- Evolution of quality & quality author	Project- Based Learning Interactive Lectures	Semester work (Seminars &oral presentation) in addition to thesis mid-term exam final Written exam- <b>oral exam</b>	a.7. a.8.	-	-
4-7- Quality control	Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam	a.11.	b.6. b.8.	d1,d2



		final Written exam			
4-8- Quality assurance	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- <b>oral exam</b>		b.9.	d2,d5,d7,d8
4-8- Quality management	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- <b>oral exam</b>	.	-	d2,d5,d7,d8
4-8- Quality improvement	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- <b>oral exam</b>	a.12.	b.10.	d2,d5,d7,d8
4-8- Total quality management	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam- <b>oral exam</b>	a.13.	b.11.	d2,d5,d7,d8
4-9- TQM (lean management )	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam		-	d1,d5,d7,d8
4-10- TQM (six sigma)	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam		b.12	d1,d2,d3,d4,d5 ,d6,d7,d8
4-11- Quality of health care (national – international )	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	-	b.13	-
4-12- Quality of education	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	a.14.	-	d1,d2
4-13-Critical thinking and decision making	Small group work Interactive Lectures	Semester work (Seminars &oral presentation) mid-term exam final Written exam	-	b.14.	d1,d2

**Program Coordinator:** Pof Sanna Ghandour Assistant.Prof . Assistant .Prof. Hind Abdullah Mohamed  
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