



جامعة : بورسعيد

كلية: التمريض

قسم: تمريض صحة الاسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر:

الفرقة/ المستوى: الرابعة	اسم المقرر: تمريض صحة المجتمع نظري	الرمز الكودي: NUR 400
عملي: -----	عدد الساعات المعتمدة: ٣ ساعة معتمدة نظري + ١ ساعة معتمدة جلسة تعليمية أسبوعيا	التخصص: تمريض صحة الاسرة والمجتمع

2 - Aim of the course:

This course prepares the students to provide primary, secondary and tertiary care for persons, families, groups and communities. Moreover, help the students to gain broad perspective of community of community health nursing. The complete health appraisal learned previously is used to guide the concepts of the individuals within the family and the family within the community in either illness or wellness.

3-Course specification based on competency:



Domain 1: Professional and Ethical Practice

Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.4 Demonstrate responsibility and accountability for care within the scope of Professional and practical level of competence.	-Community Health Nursing Overview & Role of community health nurse.	1.1.4.1. Determine community health nursing approaches and concepts 1.1.4.2. Prescribe the role and responsibilities of community health nursing personnel	-EBK Interactive learning. - Blended learning. -Self- learning. Problem - based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions

Domain 2: Holistic Patient-Centered Care

Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1 Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	Community health assessment	2.1.1.1 Assess the impact of community norms, values, beliefs, and resources on the health of individuals and the community 2.1.1.2 Use multiple data collection sources- primary or secondary from local sources to enhance and complete a community assessment.	-EBK Interactive learning. - Blended learning. - Self- learning. -Problem- based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz



Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	used Media	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1 Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	Environmental health	2.1.1.3 Assess the impact of the environmental health in promoting individuals, family and community health in the different settings	-EBK Interactive learning. - Blended learning. - Self-learning. - Problem-based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families, and communities across the life span.	- Family as client	2.1.2.1. Provide holistic nursing care according to assessed needs of individuals, families and communities to promote and maintain their health.	--EBK Interactive learning. - Blended learning. - Self-learning. - Problem-based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz



Competency	Key Elements	Subjects Course	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families, and communities across the life span.	Primary health care	2.1.2.2. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings	-EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning	-PowerPoint presentation - Video and recording using Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz
	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	Level of prevention, referral system	2.1.5.1. Work through the continuum of prevention (primary, secondary, and tertiary). 2.1.5.2 Explain nurses' role in identifying, primary management and referral of clients with common disorders/ conditions and emergencies including first aid.	-EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning	-PowerPoint presentation - Video and recording using Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz



Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	Communicable diseases and non-communicable disease control.	2.1.5.3. Assess clients for various communicable and non-communicable diseases appropriately at the primary health care level.	-EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate Feedback process. Short quiz
	2.1.6 Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	Evidence based practice	2.1.6.1. Synthesize knowledge derived best evidence on applicable forms	-EBK Interactive learning. - Blended learning. - Self-learning. Problem - based learning	-PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz



Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1 Determine health related learning needs of patient/client within the context of culture, values, and norms.	Rural & urban health.	2.2.1.1. Participate in peer education related to professional issues within different context of culture, values	--EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz
	2.2.2 Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.	School health.	2.2.2.1 Enumerate the school health activities and the role functions of a school health nurse	-EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz



Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework	2.2.4. Use educational principles and counseling techniques appropriately and effectively with diverse populations.	Disabilities and rehabilitation.	2.2.4.1. Evaluate protective, preventive, and rehabilitative health interventions designed to address identified individuals with disability.	-EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning	PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate Feedback process. Short quiz
	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	Occupational health.	2.2.5.1. Provide holistic nursing care for clients with occupational health problem	-EBK Interactive learning. - Blended learning. - Self-learning. -Problem-based learning.	-PowerPoint presentation - Video and recording using, ,Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz



Domain 3: Managing People, Quality and Work environment

Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
3.1 Demonstrate effective managerial and leadership skills in the provision of quality nursing care.	3.1.3 Organize own workload and apply time-management principles for meeting responsibilities.	Occupational health	3.1.3.1 Manage time and take responsibility for learning required for continuous professional development.	EBK- -Interactive learning. - Blended learning. - Self- learning. Problem based - learning	PowerPoint presentation - Video and recording using Microsoft Teams, Moodle and Google Classroom	Short answer open ended questions Immediate feedback process. Short quiz

Domain 4: Informatics and Technology

Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge, and support decision making for patient care.	4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	Primary health care	4.1.2.1. Use information technology that support nursing practice	EBK-Interactive learning. - Blended learning. - Self- learning. -Problem based learning	PowerPoint presentation - Video and recording using ,Microsoft Teams, Moodle and Google Classroom	- Short answer open ended questions Immediate feedback process. Short quiz



Port Said University
Faculty of Nursing





1- Community Health Nursing Overview & Role of community health nurse. 2- Community health assessment 3- Family as client 4-Primary health care 5. Level of prevention , referral system 6-Communicable diseases and non- communicable disease control. 7-Rural & urban health. 8-School health. 9-Environmental health. 10-Diabilities and rehabilitation. 11. Occupational health. Evidence base .١٢	4- محتوى المقرر Course Content
-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	5-اساليب التعليم و التعلم: Teaching and Learning Methods
Interpretation for any difficulties in professor office. Individual or group discussion	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة Teaching and Learning Methods of Disables
Students Assessment	
1 Semester work 2-Midterm written exam 3-Final written exam	7- تقويم الطالب أ- الأساليب المستخدمة Used Methods
1- Semester work: During the course 2- Mid-Term exam (7th week). 3- Final written exam At 15 th Week	ب- التوقيت Time:



Semester work	40 marks	20 %	ج-توزيع الدرجات: Marks distribution
Mid-term Exam	60 marks	30 %	
Final-term Examination	100 marks	50 %	
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Total 200 marks		100%	
List of references			8- قائمة الكتب الدراسية والمراجع
<hr/>			أ- مذكرات
			Course note
<ul style="list-style-type: none">- Ziebarth, Deborah & Solari-Twadell, P. (2020). Advancing Nursing Theory Within Faith Community Nursing.- Dahiya, Heaven. (2017). A Textbook of Community Health Nursing for Post Basic B. Sc Nursing Students.- Hung Y. Fan, Ross F. Conner, Sharyn Janes, Luis P. Villarreal. (2014): Community Health Nursing. Jones & Bartlett Publishers.- DeMarco & Healey-Walsh. (2019).Community and Public Health Nursing. Lippincott Williams & Wilkins			ب- كتب ملزمة (Required Books (Text Books
<hr/>			
<ul style="list-style-type: none">- Stanely,M. & Rector . (2021). Community Health Nursing 10e (us Ed), Lippincott Williams & Wilkins company- Savage , Ch (2020).Public/community health and nursing caring for population, Davis Company.			ج-كتب مقترحة RecommendedBooks
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رئيس القسم :- ا.م.د/ مها موسى

منسق المقرر: ا.د / جهاد أبو المعاطي- ا.د/ نجلاء غيدة – د/ مي الغريب

٢٠٢١/٢٠٢٠ Year:



جامعة : بورسعيد

كلية: التمريض

قسم: تمريض صحة الأسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

1- بيانات المقرر:

الفرقة/ المستوى: الرابعة	اسم المقرر: تمريض صحة المجتمع عملي	الرمز الكودي: Nur 401
عملي: ٣ ساعات معتمدة عمل ميداني/ أسبوعيا	عدد الساعات المعتمدة: نظري: ----	التخصص: تمريض صحة الاسرة والمجتمع

1. Aim of the course:

This course provides the students with opportunities to apply the nursing process & levels of prevention for individuals, families, groups, and communities of varying cultural and socioeconomic dimensions. Utilize of the interdependent and collaborative relationships among health care providers and develop critical thinking and communications skills in a variety of practice settings including homes, schools, clinics, work places and community centers.

2. Course specification based on competency:



Domain 1: Professional and Ethical Practice

Competency	Key Elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility, and accountability of the legal obligations for ethical nursing practice.	1.1.3 Practice nursing in accordance with institutional/national legislations, policies, and procedural guidelines considering patient/client rights.	Assessment of needs & problems of individuals, families and community	1.1.3.1. Protect patients \ clients rights in different community settings	Supervised Clinical practice Case study Group discussion with a small group.	PowerPoint presentation - Video and recording using Teams, Moodle	Evaluation of case report and record Short comparative assessments Mid-Term exam OSCE

Domain 2: Holistic Patient-Centered Care

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1. Conduct holistic and focused biopsychosocial and environmental assessment of health and illness in diverse settings.	Environmental health assessment of different community health care setting	2.1.1.1. Assess health needs and problems of individuals, families and communities	- Supervised Clinical practice Case study Group discussion with a small group.	PowerPoint presentation- Video and recording using Teams, Moodle	Evaluation of case report and record Short comparative assessments



Domain 2: Holistic Patient-Centered Care

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families, and communities across the life span.	levels of prevention and nursing process in working with individuals, families, groups and communities	2.1.2.1. Apply nursing process in assessing and resolving family and community health problems.	- Supervised Clinical practice -EBK Case study	Audio-visual material	Assessment of clinical performance in the field practice area
	2.1.3 Provide holistic care patient-centered care respecting people diversity	Assessment of needs & problems of individuals, families and community	2.1.3.1. Utilize the available community resources effectively in order to provide holistic nursing care to individuals, families, or groups. 2.1.3.2. Apply role of the community health nurse in providing holistic care to individuals, families, or groups at different health settings	- Supervised Clinical practice Group discussion with a small group. - Case study	- PowerPoint presentation - Video and recording using Teams, Moodle	- Evaluation of case report and record - Short comparative assessments



Domain 2: Holistic Patient-Centered Care

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.5 Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	Referral system process	2.1.5.1. Apply referral approach to appropriate community resources.	Assessment of clients with common conditions and provide referral - Supervised Clinical practice -Seminar EBK-	Simulated based teaching Audio-visual material	-Field visit reports -Periodical practical exam
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.1 Determine health related learning needs of patient/client within the context of culture, values, and norms.	educational Health classes according to client s needs and problems	2.2.1.1. Conduct health education sessions according to people needs in different community settings as school, occupational, health centers	- Supervised Clinical practice - Health talk EBK-	-Data show -Posters -Pamphlets	-Evaluation of group health education -Periodical practical exam



Domain 2: Holistic Patient-Centered Care

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	Communication skills and counseling	2.2.5.1. Communicate with patient/ clients with the respect for different values, cultures, intellectual levels and emotional state	- Supervised Clinical practice -Role-play	-Video Simulated based teaching	-Direct Observation of procedural skills
	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	Assessment of needs & problems of individuals, families and community	2.2.6.1. Utilize the nursing process in developing health promotion programs for aggregates, groups, families, and communities.	- Supervised Clinical practice EBK Case study	PowerPoint presentation - Video and recording using Teams, Moodle	Evaluation of case report and record Short comparative assessments.



Domain 5: Inter-professional Communication

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
5.1 Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families, and communities.	5.1.1 Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families, and communities.	Communication skills and counseling	5.1.1.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families, and communities.	Role-play	Video Simulated based teaching	Direct Observation of procedural skills



<ul style="list-style-type: none">- Family and community health assessment- Environmental health assessment of different community health care setting- Application on levels of prevention and nursing process in working with individuals, families, groups and communities- Education health classes according to clients' needs and problems- Referral system process- Communication skills and counseling	4- محتوى المقرر: Course Content
<ul style="list-style-type: none">- Supervised Clinical practice- Role-play- Conference- Seminars- Simulated based teaching- Health talk- EBK	5- اساليب التعليم والتعلم Teaching and learning methods
<ul style="list-style-type: none">- Extra time for training during the teaching staff office time- Group discussion- Small group activities	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة Teaching and Learning Methods of Disables
Student Assessment	
	7- تقويم الطالب
1- Mid-Term exam 2- Semester work 3- Final oral & practical osce exam	أ- الأساليب المستخدمة Methods used
1- Mid-Term exam (7 th week). 2- Semester work During the course 3- Final oral & practical osce exam At the end of the course (14 th Week)	ب- التوقيت: Time:
Mid-Term exam 15 marks (10%) Oral & Practical Examination (OSCE) 75 marks (50%) Semester Work 60 marks (40%)	ج- توزيع الدرجات: Mark Distribution
Total	150 marks (100%)



List of References	8- قائمة الكتب الدراسية والمراجع
-----	أ- مذكرات Course note
- Bijayalaskhmi, D. (2017). A Comprehensive Textbook of Community Health Nursing .Jaypee Brothers Medical Publishers - Stamler, L. (2015). Community Health Nursing: A Canadian Perspective.4 th ed., Pearson Education Canada. - DeMarco & Healey-Walsh. (2019). Community and Public Health Nursing. Lippincott Williams & Wilkins	ب-كتب ملزمة Required Text Books
- Stanely,M. & Rector .(٢٠٢١). Community Health Nursing 10e (us Ed), Lippincott Williams & Wilkins company - Savage , Ch (2020). Public/community health and nursing caring for population, Davis Company.	ج-كتب مقترحة Recommended Books

رئيس القسم :- ا.م.د/ مها موسى

منسق المقرر: ا.م.د. / رضا الموافي- ا.م.د/ ماجدة علي – د/ مي الغريب

٢٠٢١/٢٠٢٠Year:



جامعة : بورسعيد

كلية: التمريض

قسم: تمريض صحة الاسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

١. بيانات المقرر:

الفرقة/ المستوى: الرابعة	اسم المقرر: تمريض المسنين نظري	الرمز الكودي: Nur402
عملي: -----	عدد الساعات المعتمدة: ١ ساعة معتمدة نظري / أسبوعيا	التخصص: تمريض صحة الاسرة والمجتمع

2. Aim of the course:

This course is designed to provide the students with the necessary knowledge related to the care of the elderly, the theories and concepts of aging, the physiologic changes, and problems associated with the process.

3. Course specification based on competency:



Domain 1: Professional and Ethical Practice

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.3 Practice nursing in accordance with institutional/national legislations, policies, and procedural guidelines considering patient/client rights.	- Introduction to gerontology -Common theories of aging	1.1.3.1. Identify the basic concepts of geriatric nursing. 1.1.3.2. Prescribe the different theories underlying care of older adult.	-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	-Data show -Online interaction	Short answer open ended questions

Domain 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings.	2.1.1 Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	Environmental safety measures	2.1.1.1. Assess older adults' living environment with special awareness of the functional, physical, cognitive, psychological, and social changes common in old age.	-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	-Data show -Online interaction	-Short answer - open ended questions
	2.1.2 Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	-Age related changes and common health problems associated with all body systems	2.1.2.1. Review the age related physical, psychological, and social changes. Determine changes and common health problems affecting the aging population.	-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	-Data show -Online interaction	-Short answer - open ended questions



Domain 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	Health promotion for elderly	2.2.5.1. Apply evidence-based standards to screen, immunize, and promote healthy activities in older adults.	-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	-Data show -Online interaction	Short answer open ended questions

Domain3: Managing People, Quality and Work environment

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
3.2. Provide a safe working environment that prevent harm for patients &workers	3.2.2 Act to protect patients and their families from unsafe &illegal or unethical care practices in different work setting	Environmental safety measures	3.2.2.1. Asses the environmental safety precautions for the elderly	-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	-Data show -Online interaction	Short answer open ended questions



Domain 5: inter-professional communication

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
5.1. Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families, and communities.	5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.	Communication with older adult	5.1.3.1. Demonstrate effective communication skills and positive relation with older adults and their families.	-EBK -Interactive learning. - Blended learning. - Self- learning. -Problem based learning	-Data show -Online interaction	Short answer open ended questions



Introduction to gerontology Common theories of aging Age related changes with common health problems associated with all body systems Health promotion for elderly Environmental safety measures Communication with older adult	4-محتوى المقرر Course Content
-Modified lecture -EBK -Student assignment -Data show -Brain storming	5-أساليب التعليم والتعلم: Teaching and Learning Methods
<ol style="list-style-type: none">1. Interpretation for any difficulties in professor office.2. Use academic monitoring3. Senior students help junior students.4. Apply study groups system5. Apply extra hours for teaching.6. Group discussion	6 - أساليب تعليم والتعلم للطالب ذوي القدرات المحدودة Teaching and Learning Methods of Disables
7 - تقويم الطالب Students Assessment	
1 Semester work 2-Midterm written exam 3-Final written exam	أ-الأساليب المستخدمة Used Methods
Semester work: During the course Midterm written exam 7 th week Final written exam 15 th Week	ب-التوقيت: Time
Semester work 10 marks 20 % Mid-term Exam 15 marks 30 % Final-term Examination 25 marks 50 % ----- Total 100%	ج- توزيع الدرجات: Marks distribution



List of References	8- قائمة الكتب الدراسية والمراجع
Gerontological Nursing Journals	أ- مذكرات
<p>Nagaratnam, N., Nagaratnam, K., & Cheuk, G. (2019). Advanced age geriatric care. Springer.</p> <p>Fulmer, T. T. (Ed.). (2019). NICHE: Nurses Improving Care for Healthsystem Elders. Springer Publishing Company.</p> <p>Eliopoulos C. (2018). Gerontological Nursing, (9th edition), Philadelphia, New York, Lippincott Williams & Wilkins.</p> <p>Tabloski P. A., (2016). Gerontological Nursing, (5th edition), Prentice Hall, New Jersey.</p> <p>Wold G. H. (2016). Basic Geriatric Nursing (World, Basic Geriatric Nursing), 5th edition, U.S.A, Mosby.</p> <p>Miller C. A. (2016). Nursing for Wellness in Older Adults,(7th edition), Philadelphia, New York, Lippincott</p> <p>Lange J. W. (2015). The Nurse's Role in Promoting Optimal Health of Older Adults, F.A. Davis Philadelphia, Williams & Wilkins.</p> <p>- Boltz, M., Capezuti, E., Zwicker, D., & Fulmer, T. T. (Eds.). (2020). Evidence-based geriatric nursing protocols for best practice. Springer Publishing Company.</p>	ب- كتب ملزمة Course note (Required Books (Text Books
<p>Powers, D. N. P. (2020). Handbook of Gero-psychiatry for the Advanced Practice Nurse: Mental Health Care for the Older Adult. Springer Publishing Company.</p>	ج- كتب مقترحة Recommended Books

رئيس القسم:- ا.م.د/ مها موسى

منسق المقرر: ا.م.د / ناهد عبد العظيم

٢٠٢١/٢٠٢٠ Year:



جامعة : بورسعيد

كلية: التمريض

قسم: تمريض صحة الاسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

١. بيانات المقرر:

الفرقة/ المستوى: الرابعة	اسم المقرر: تمريض المسنين عملي	الرمز الكودي: Nur403
عملي: ١ ساعة معتمدة / اسبوعيا	عدد الساعات المعتمدة: نظري: _____	التخصص: تمريض صحة الاسرة والمجتمع

2. Aim of the course:

This course is designed to provide the learners clinical experience to develop their skills in providing comprehensive care for the healthy and sick elderly in a variety of settings.

3-Course specification based on competency:



Domain 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings	2.1.1 Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.	Assessment of older adult	2.1.1.1. Apply different assessment methods for nursing diagnoses health problem among aging people	-Seminar , -clinical filed - real situation	Sphygmomanometer Stethoscope- Thermometer- Note	Observation while meeting the health care and nursing need of older adult.
	2.1.2. Provide holistic nursing care that addresses the needs of individuals, families, and communities across the life span.	Caring with elderly according to priority of health problems	2.1.2.1. Apply different assessment methods for nursing diagnoses health problem among aging people 2.1.2.2. Integrates the results of health history, physical and laboratory test findings into a meaningful nursing diagnosis for elderly patients with common health problems.	- Case study - Brain storming -Problem solving - Clinical field	Sphygmomanometer Stethoscope- Thermometer- Note	- Observation while meeting the health care and nursing need of older adult.



Domain 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings	2.1.3. Provide holistic patient-centered care respecting people diversity	-Nursing management of elzahimer &dementia in elderly -Nursing management of urinary incontinence -Nursing management of immobility in elderly -management of falls in elderly	2.1.3.1. Implement nursing care and competent skills. 2.1.3.2. Demonstrate safe principles when providing care for older adults 2.1.3.3. Document accurately the implemented nursing actions which should be complete, precise, accurate, and relevant 2.1.3.4. Evaluate accurately the effect of nursing actions to older adults	- Case study - Brain storming - Problem solving - Clinical field	Sphygmomanometer Stethoscope- Thermometer- Note-	- carry out observation while meeting the health care and nursing need of elderly
	2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.	-Environmental safety measures -Palliative care of elderly	2.1.5.1. Involve all team members in a assigned resources, activities, meeting and discussion, infections, Parasites ‘ .	- Seminar - Clinical field	Sphygmomanometer -Stethoscope -Thermometer -Note	



Domain 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.1 Provide holistic and evidence-based nursing care in different practice settings	2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	Palliative care - of elderly	2.1.6.1. Update nursing care procedures based on best evidence based practice 2.1.6.2. Use the nursing process as a tool in giving skilled nursing 2.1.6.3. Integrate a complete home palliative care including the physical, psychological, social, spiritual, functional and safety needs of patient	Seminars clinical filed	Sphygmomanometer Stethoscope- Thermometer- Note	carry out observation while meeting the health care and nursing need of elderly
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework	2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.	-Health education to older adults according to three level of disease prevention	2.2.1.1. Apply the appropriate health education model to older adults according to three level of prevent	-Health class(case finding) - Case study Brain storming Problem solving	-Data show in clinical field - Media of teaching (Posters, Pamphlet, Booklet.....)	Clinical observation



Domain 2: Holistic Patient-Centered Care

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
2.2 Provide health education based on the needs/problems of the patient/client within a nursing framework	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	Communication skills with older adult	2.2.5.1. Use appropriate communication skills 2.2.5.2. Interpret therapeutic communication techniques when working with older adults	- Discussion - Role play - Clinical field - Seminars - Case study	Sphygmomanometer ethoscopetS Thermometer Note	Clinical observation
	2.2.6 Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.	-Plan of care for common physiologic, psychosocial, and spiritual problems of the older adult	2.2.6.1. Utilize information from variety of reliable sources for nursing process and critical thinking skills to develop a plan of care for common physiologic, psychosocial, and spiritual problems of the older adult.	nDiscussion Role play Clinical field	omanometSphygm er Stethoscope- Thermometer- Note-	



Domain 4: Informatics and Technology

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
4.1. Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	Assessment of older adults	4.1.2.1. Use information technology that support nursing practice	- Health class - Case study	-Data show in clinical field -Media of teaching (Posters, Pamphlet, and Booklet.....)	-Clinical observation - Evaluation of report and record



<ol style="list-style-type: none">1. Assessment of older adult2. plan of care for common physiologic, psychosocial, and spiritual problems of the older adult3. Communication skills with older adult4. Environmental safety measures5. Health education to older adults according to three level of disease prevention.6. Caring with elderly according to priority of health problems7. Nursing management of elzahimer&dementia in elderly8. Nursing management of urinary incontinence9. Nursing management of immobility in elderly10. Palliative care of elderly11. Nursing management of falls in elderly	<p><u>4-محتوى المقرر</u> Course Content</p>
<ol style="list-style-type: none">1. Brain storming2. Problem solving3. Discussion4. Role play5. Clinical field6. Seminars7. Models8. Case study	<p><u>5-اساليب التعليم و التعلم:</u> Teaching and Learning Methods</p>
<ol style="list-style-type: none">1. Interpretation for any difficulties in professor office.2. .Use academic monitoring3. Senior students help junior students.4. .Apply study groups system5. Apply extra hours for teaching.6. Group discussion	<p><u>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</u> Teaching and Learning Methods of Disables</p>



Students Assessment		7-تقويم الطالب
1- Mid-Term exam 2- Semester work 3- Final oral & practical (OSCE exam)		أ-الأساليب المستخدمة Used Methods
1. Semester work : 2. Periodic and Midterm exam: 3. Final Practical & oral exam(OSCE exam)	During the course During 7 th – 9 th week During 13 th to 14 th week	time: -التوقيت
1- Mid-Term exam 2- Semester work 3- Final oral & practical (OSCE exam)	5 marks (10%) 20 marks (40%) 25 marks (50%)	ج-توزيع الدرجات: Marks distribution
	Total 50 marks 100 %	
List of References		8- قائمة الكتب الدراسية والمراجع
		أ- مذكرات: Course notes



<p>•Gillis, A. (2019). Issues in healthcare for an aging population. In Realities of Canadian Nursing: Professional, Practice, and Power Issues (5th ed., C. McDonald & M. McIntyre Editors). Philadelphia: Wolters Kluwer</p> <p>Mary and Bolt.,(2012): Based Geriatric nursing promoting for geriatric practice .</p> <p>Marcia Stanhope, Jeanette Lancaster. (2014): Public Health Nursing - Revised Reprint: Population-Centered Health Care in the Community. 8th., Elsevier Health Sciences.</p> <p>Beuthin, R., & Bruce, A. (2019). Inviting compassionate conversations about end of life: Medical assistance in dying (MAiD) in Canada. Professional, Practice, and Power Issues (5th ed., C. McDonald & M. McIntyre Editors). Philadelphia: Wolters Kluwer.</p> <p>Boltz, M., Capezuti, E., Fulmer, T., &Zwicker, D. (Eds.). (2016).Evidence-based geriatric nursing protocols for best practice (5th ed.). New York: Springer Publishing Company.</p> <p>Eliopoulos, C. (2018).Gerontological nursing (9th ed.). Philadelphia: Wolters Kluwer</p>	<p>ب-كتب ملزمة:</p> <p>Required Books ((Text Books</p>
<p>care.com www.Geriatric -</p> <ul style="list-style-type: none">- International Journal of Older People Nursing- Journal of Gerontological Nursing <p>All Ireland Gerontological Nurses Association (AIGNA). networking-https://www.aigna.ie/aigna</p>	<p>ج-كتب مقترحة</p> <p>RecommendedBooks</p>

رئيس القسم:- ا.م.د/ مها موسى

منسق المقرر: ا.م.د/ مها موسى

٢٠٢١/٢٠٢٠ Year:



جامعة بورسعيد

كلية التمريض

قسم: تمريض صحة الاسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

1. بيانات المقرر:

الفرقة/ المستوى: الرابعة	اسم المقرر: احصاء حيوي	الرمز الكودي: Sup400
عملي: ١ ساعة معتمدة / أسبوعيا	نظري ١ ساعة معتمدة / أسبوعيا	التخصص: تمريض صحة الاسرة والمجتمع

2. Aim of the course:

The aim of the course is to provide the undergraduate nursing students with knowledge and skills of basics of vital statistics.

3. Course specification based on competency:



Domain 4: Informatics and Technology

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.2 Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	Data Presentation	<p>4.1.2 .1. Use of computer to interpret numerical information and results of statistical analysis.</p> <p>4.1.2 .2.Utilize a table containing relative data in frequencies & cumulative percent in appropriate manner.</p>	Modified lecture EBK- Small group :work Training in skill computer lab	Power point presentation computersC	<p>-Short answer open ended questions</p> <p>-Immediate feedback process.</p> <p>-Short quiz</p>
	4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.	-Diagnostics tests performance : -Population and samples	4.1.4.1 Apply diagnostic tests performance. 4.1.4.2. Compare between specificity, Sensitivity, predictive value and accuracy. 4.1.4.3. Differentiate between methods of data presentation 4.1.4.4. Calculate measures of population & sampling 4.1.4.5. Use and evaluate measures of population & sampling	Modified lecture EBK- Small group :work Training in skill computer lab	Power point presentation computersC	<p>Short answer open ended questions</p> <p>Immediate feedback process.</p> <p>Short quiz</p>



Domain 4: Informatics and Technology

Competency	Key elements	Course Subjects	Subjects Objectives	Teaching Methods	Media used	Assessment Methods
4.2.Utilize information and communication technologies in the delivery of patient/client care	4.2.1. Retrieve, and manage data to make decisions using information management system for providing holistic patient care.	-statistics measurements - Data Presentation -Diagnostics tests performance	4.2.1. 1. Define Measurements in statistics 4.2.1. 2. Identify Types of variables 4.2.1. 3. List methods of data presentation. 4.2.1. 4. Identify the nature of data. 4.2.1. 5. Describe the table formation. 4.2.1. 6. Identify the structure of the data in variety of standard situations. 4.2.1. 7. Identify the measures of population & sampling. 4.2.1. 8. Compare between specificity, Sensitivity, predictive value and accuracy 4.2.1. 9. Evaluate the diagnostic tests performance 4.2.1. 10. evaluate methods of data presentation.	Modified lecture EKB Small group :work Training in skill computer lab	Power point - presentation - computers	Short answer open ended questions Immediate feedback process. Short quiz



<p>Definition & Measurements in statistics variables Classification of Scales of Measurement of data- Presentation of data- Tabular Presentation- Pictorial Presentation - Numerical Presentation (Measures of central tendency and Measures of dispersion) Diagnostics tests performance- 1- Sensitivity - 2- Specificity 3- Predictive values 4- Accuracy Population and samples Measures of morbidity Measures of mortality -Measures of fertility-</p>	<p style="text-align: right;"><u>٤- محتوى المقرر</u></p> <p style="text-align: center;"><u>Course Content</u></p>
<p>1. Modified lecture 2. Small group work: 3. Training in skill lab 4. EKB</p>	<p style="text-align: right;"><u>٥- اساليب التعليم و التعلم:</u></p> <p style="text-align: center;">Teaching and Learning Methods</p>
<p>- Give them another time for revision of difficult topic -Group discussion</p>	<p style="text-align: right;">٦- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p> <p style="text-align: center;">Teaching and Learning Methods of Disables</p>



Students' Assessment		7-تقويم الطالب	
1- Mid-Term exam 2- Semester work 3- Final practical exam Final written exam 4- Final written exam		أ-الأساليب المستخدمة Used Methods	
1. Semester work : 2. Periodic and Midterm exam: 3. Final Practical & oral exam(OSCE exam) 4. Final written exam		-التوقيت time: During the course During 7 th – 9 th week During 13 th to 14 th week During 15 th	
1- Mid-Term exam 2- Semester work 3- Final oral & practical (OSCE exam) 4- Final written exam		ج-توزيع الدرجات: Marks distribution	
		10 marks	(10%)
		10 marks	(10%)
		20 marks	(20%)
		60 marks	(60 %)
		Total	100 marks 100 %
List of References		8- قائمة الكتب الدراسية والمراجع	
-----		أ- مذكرات: Course notes	



<ol style="list-style-type: none">1. ELgendy (2018) Text Book of Biostatistics2. Dancey , CH . Reidy,J and Rowe,R(2012)Statistics for the Health Sciences. A Non-Mathematical Introduction, 1stedition,Sage publications3. Rosner. 2011. Fundamentals of Biostatistics, 7th ed. Brooks/Cole, Boston, MA4. Henly, S. J. (2012). Strength in numbers: Mathematics and nursing research.5. Havel,J. Hampton,R, Meiners ,S (2019). Introductory Biological Statistics, 4th Edition	<p>ب-كتب ملزمة</p> <p>Required Books ((Text Books</p>
<ul style="list-style-type: none">- Journal of nursing statistics.- Journal of nursing research- www.nursing statistics. Com.- www. New age publishers. Com-http// nursing: j bupub. .Com	<p>ج-كتب مقترحة</p> <p>Recommended Books</p>

رئيس القسم:- ا.م.د/ مها موسى

منسق المقرر: ا.د / خالد محفوظ

٢٠٢١/٢٠٢٠ Year:



Port Said University
Faculty of Nursing



جامعة: بورسعيد

كلية: التمريض

قسم: تمريض صحة الاسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

١- بيانات المقرر:

الفرقة/ المستوى: الرابعة	اسم المقرر: مقدمة فى البحث العلمى	الرمز الكودي : Sup ٤٠١
عملي: -----	عدد الساعات المعتمدة: 2 ساعة معتمدة نظري/ أسبوعيا ١ ساعة معتمدة جلسة تعليمية/ أسبوعيا	التخصص: تمريض صحة الاسرة والمجتمع

2. Aim of the course:

The aim of the course is to provide the undergraduate nursing students with knowledge and skills which is needed to identify the ethical dilemma of nursing research, the importance of nursing research in developing the body of knowledge for nursing science, as well as developing their skills in conducting nursing research.

3-Course specification based on competency:



Domain1: Professional and Ethical Practice :

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice	1.1.1. Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions	Ethical consideration in research	1.1.1.1. Enumerate legal and ethical principles in designing and conducting research studies. 1.1.1.2. Recognize procedures to protect human rights. 1.1.1.3. Describe the rights and responsibilities of both participants and subjects in research. data Collect research-ethically	Lecture	Power point	Short answer open ended questions.



Domain 3: Manage People, Work Environment and Quality.

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
3.2. Provide a safe working environment that prevents harm for patients and workers.			<p>data collection.</p> <p>3.2.3.10. Select suitable research design.</p> <p>3.2.3.11. Select suitable sample and sampling techniques research.</p> <p>3.2.3.12. Conduct a review of the research literature on a given topic.</p>			Short quiz
	٣,٢,٤ .Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.	Tools of data collection Data Management Writing a research proposal and references	<p>٣,٢,٤.1. Plan a research project.</p> <p>٣,٢,٤.2. Identify different tools and methods for data collection.</p> <p>٣,٢,٤.3. Collect research data ethically.</p> <p>٣,٢,٤.4. Write up the findings of a research investigation.</p> <p>٣,٢,٤.5. Conduct research project.</p> <p>٣,٢,٤.6 List common statistical test for data analysis.</p>	Lecture Brain storming Problem solving Discussion Seminars Student assignment	PowerPoint presentation Student assignment	<p>Immediate feedback process.</p> <p>Short quiz</p>



Domain 4: Informatics and Technology

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
4.2. Utilize information and communication technologies in the delivery of patient/client care.	4.2.1. Retrieve, and manage data to make decisions using information management system for providing holistic patient care.	- Tools of data collection Data - Management	4.2.1.1. Conduct a review of the research literature on a given topic using different source.	Lecture Group discussion	PowerPoint presentation Student assignment	Immediate feedback process.
	4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	- Writing a research proposal and references	4.2.1.1. Write up the findings of a research investigation.	Lecture Group discussion	PowerPoint presentation Student assignment	Short quiz



Port Said University
Faculty of Nursing



Domain 5: Inter-Professional Communication

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
5.1. Collaborate with colleagues and members of the health care team to facilitate and Coordinate care provided for individuals, families and communities	5.1.3. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings	reparing& P implementing research projects	5.1.3.1. Prepare& implement research projects (no more than 20 pages) and present to the class , 5.1.3.2. Participate in class discussions	Group discussion Student assignment	Data show	Short quiz



<ol style="list-style-type: none">1. Overview of the course & Introduction to research methodology concepts.2. Quantitative & qualitative research3. Research problem and aim4. Research sub problems5. Research design6. Sampling & sampling methods7. Review of literature & references8. Ethics in research9. Tools of data collection10. Data Management11. Forms of research & Revision <p>.Project dissemination & Proposal presentation</p>	<p>٤- <u>محتوى المقرر</u></p> <p>Course Content</p>
<ul style="list-style-type: none">• Lecture - Brain storming - Problem solving - Discussion- Seminars - Reading assignments• Individual/group work & assignments• Initial training on preparing & implementing research projects,	<p>٥- <u>اساليب التعليم و التعلم:</u></p> <p>Teaching and Learning Methods</p>
<ul style="list-style-type: none">- Give them another time for revision of difficult topic- Group discussion- Small group activities	<p>٦- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p> <p>Teaching and Learning Methods of Disables</p>
<p>Students' Assessment</p>	<p>7- <u>تقويم الطالب</u></p>



			أ- الأساليب المستخدمة Methods Used
Semester work			
Midterm exam			
Practical exam			
Final written exam			
Semester work	During the course		ب- التوقيت: time:
Midterm exam	7 th week		
Final Practical exam	15 th week		
Final written exam	15 th week		
Mid-Term exam	15	10%	ج- توزيع الدرجات: Marks distribution
Semester work	15	10%	
Practical exam (project Proposal presentation)	30	20%	
Final written exam	90	60%	
Total	150	100%	



List of References	
Student written assignment from self-learning and tutorial session.	8- قائمة الكتب الدراسية والمراجع أ- مذكرات Course note
DePoy, E & Gitlin , L (2018). Introduction to Research: Understanding and Applying Multiple Strategies 6 th Edition. Nieswiadomy , R; Bailey ,C 2018). Foundations of Nursing Research, 7 th ed., Publisher: Julie Alexander Pearson Education, Inc USA.	ب- كتب ملزمة Required Books ((Books Text
Polit, D.F; Beck C.T. (2019). Nursing research: generating & assessing evidence for nursing practice, 11 th ed., Lippincott Williams& Wilkins Burns, N.; Grove, S. (2017). The Practice of Nursing Research, 8th Edition provides a solid Saunders company. Munhall, P. L. (2012). <i>Nursing research: a qualitative perspective.</i> Sudbury, MA: Jones & Bartlett Learning. Bincy, R. (2013). <i>Nursing research.</i> Viva books. Book & E-Book. ISBN 9780323612470, 9780323612487. Elsevier https://www.elsevier.com ›. Yin, R.K. (2015). Qualitative Research from Start to Finish. NY: The Guilford Press	ج- كتب مقترحة Recommended Books

رئيس القسم: - ا.م.د/ مها موسى

منسق المقرر: ا.م.د / نجاة سلامة- د/ عزة فتحي

٢٠٢١/٢٠٢٠ Year:



جامعة: بورسعيد

كلية: التمريض

قسم: تمريض صحة الاسرة والمجتمع

تاريخ اعتماد التوصيف: ٢٠٢١/١

١- بيانات المقرر :

الفرقة /المستوى:الرابعة	اسم المقرر: حقوق انسان	الرمز الكودي : ٥٠٠ Uni
عملي:-----	٢ ساعة معتمدة نظري (اسبوعيا)	التخصص:تمريض صحة الاسرة والمجتمع

2 - Aim of the course:

The undergraduate nursing students will demonstrate knowledge of basic principles of human rights and recognize the importance of human rights for individuals and community on national and international level.

3-Course specification based on competency:



Domain \ : Professional and ethical practice

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	تعريف مفهوم حقوق الإنسان وخصائصه ومصادره	<p>1.1.1.1 Identify different concepts for individual and community rights.</p> <p>1.1.1.2 Explain the concepts of rights and duties.</p> <p>1.1.1.3 Identify the historical background about human rights.</p>	Modified lecture EBK Seminars	Data show Online interaction	Short quiz Immediate feedback
	1.1.2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	مكافحة الفساد: مفهوم، أسباب، صور، آثار الفساد وآليات مكافحة الفساد	1.1.2.1. Explain concepts ,causes types , side effect and mechanism control corruption for human rights	Modified lecture EBK Seminars	Data show- - Online interaction	Short quiz



Domain ١: Professional and ethical practice

Competency	Key Elements	Course Subjects	Course Objectives	Teaching Methods	Media Used	Assessment Used
1.1. Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	1.1.3 Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.	-أنواع حقوق الإنسان: الحقوق المدنية والسياسية الاقتصادية والاجتماعية والبيئية	1.1.3.1. Discuss regional for political .economic ,social and environmental human rights protection	Modified lecture EBK- Seminars	Data show- Online - interaction	Open ended question.



<p>الباب الأول: ماهية حقوق الإنسان الفصل الأول: تعريف حقوق الإنسان وخصائصها المبحث الأول: مفهوم مصطلح حقوق الإنسان المبحث الثاني: خصائص حقوق الإنسان المبحث الثالث: مصادر حقوق الإنسان الفصل الثاني: أنواع حقوق الإنسان المبحث الأول: الحقوق المدنية والسياسية المبحث الثاني: الحقوق الاقتصادية والاجتماعية والثقافية المبحث الثالث: الحقوق البيئية الباب الثاني: مكافحة الفساد الفصل الأول: مفهوم الفساد الفصل الثاني: أسباب الفساد الفصل الثالث: صور الفساد الفصل الرابع: آثار الفساد الفصل الخامس: آليات مكافحة الفساد</p>	<p>٤ - محتوى المقرر Course content</p>
<p>Modified lecture EBK- Student assignment- Data show- Online interaction- -Brain storming</p>	<p>5-اساليب التعليم و التعلم: Learning Teaching and Methods</p>
<p>-Give them another time for revision of difficult topic - Group discussion</p>	<p>٦ - أساليب تعليم و التعلم للطالب ذوي القدرات المحدودة Teaching and Learning Methods of Disables</p>



٧- تقويم الطالب - Students Assessment			
1 Semester work 2-Midterm written exam 3-Final written exam		أ- الأساليب المستخدمة Used Methods	
1- Semester work:	During the course	ب- التوقيت Time :	
2- Mid-Term exam	7th week		
3- Final written exam	15 th week		
Semester work	20 marks	20 %	ج-توزيع الدرجات : Marks distribution:
Mid-term Exam	30 marks	30 %	
Final-term Examination	50 marks	50 %	
Total	100	100%	
List of references		٨- قائمة الكتب الدراسية والمراجع	
		أ- مذكرات Course note	
Suez canal university Human Rights book 2010		ب-كتب ملزمة Required Books Text Books	
		ج-كتب مقترحة Books Recommended	

رئيس القسم:- ا.م.د/ مها موسى

منسق المقرر: ا.م.د / ناهد عبد العظيم – د/ جيهان عوض

٢٠٢١/٢٠٢٠ Year: