



# ملف المقررات



# أولاً: مقررات دبلوم تعليم التمريض

## List of diploma courses

- (1) إستراتيجيات تعليم التمريض 1
- (2) تثقيف صحى
- (3) تصميم المناهج فى التمريض
- (4) التقويم فى تعليم التمريض
- (5) إداره المناهج
- (6) إستراتيجيات تعليم التمريض 2
- (7) علم النفس التعليمى
- (8) تكنولوجيا المعلومات
- (9) أخلاقيات تدريس مهنة التمريض
- (10) نظم المعلومات
- (11) الكتابه العلميه
- (12) لغه إنجليزيه
- (13) الإتجاهات الحديثه فى تعليم التمريض
- (14) الجوده فى تعليم التمريض



نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
كلية /معهد :.....التمريض.....  
قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر

الرمز الكودي : <b>01 609Ns</b>	اسم المقرر Educational strategies 1	الفرقة / المستوى : Diploma
التخصص : Nursing Education	عدد الوحدات الدراسية نم <input type="text" value="2"/>	عملي <input type="text"/>

To acquaint the students with different educational strategies to be applied in teaching and learning process.	1- هدف المقرر
2- المستهدف من تدريس المقرر :	
a.1-Discuss the main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral. etc a.2- Recognize how to assess students, teacher, environment and content. a.3.- Illustrate different educational strategies.	أ- المعلومات والمفاهيم
b.1. Write an educational objective. b.2-Apply Presentation skills. b.3- Differentiate between different educational strategies.	ب- المهارات الذهنية
c.1- Follow Principles of learning. c.2-Critique different educational strategies.	ج- المهارات المهنية الخاصة بالمقرر
d.1 Use effective communication skills in the teaching-learning process. d.2 Demonstrate information technology for enhancing professional practice. d.3 Manage time and resources effectively.	د- المهارات العامة



d.4 Work cooperatively with a team.	
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1-Introduction Course outlines, orientation	-	theory	3- محتوى المقرر
2- Definitions ✓ Education ✓ Teaching ✓ Learning ✓ Learning process ✓ Educational spiral	2	theory	
<b>3- Plan for instruction</b> <b>Unit 1: Assessment</b> • <b>Students' assessment:</b> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles • <b>Teachers' assessment:</b> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles • <b>Environment assessment:</b> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout • <b>Content (Discipline)</b> ✓ Content analysis ✓ Task analysis	8	theory	
• <b>4- Unit 2: Design/ Development:</b> • Educational objectives • Cognitive, psychomotor, affective domain. • Exercise	2	theory	
• <b>5-Unit 3: Implementation</b> Principles of learning <b>Traditional teaching strategies</b> ✓ Lecture	2	theory	
✓ Discussion ✓ Role play ✓ Field trips	2	theory	
<b>Non-traditional teaching</b>	2	theory	



<p><b>strategies</b></p> <ul style="list-style-type: none"> <li>✓ <u>Modified lecture</u></li> <li>✓ <u>Case studies</u></li> <li>✓ Cooperative learning</li> <li>✓ Mind map</li> </ul>	2	theory	
<p><b>Clinical teaching</b></p> <p>Preparation of clinical areas</p> <ul style="list-style-type: none"> <li>✓ <b>Methods of clinical teaching</b></li> <li>✓ Demonstration</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ Clinical conference</li> <li>✓ Nursing round</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ <b>Presentation skills</b></li> </ul>	2	Theory	
<ul style="list-style-type: none"> <li>• <b>6- Unit 4 : Evaluation</b> <ul style="list-style-type: none"> <li>✓ Methods of evaluation</li> <li>✓ Types of exams and guidelines for construction of exams</li> <li>✓ Characteristics of an evaluation tool.</li> <li>✓ Pitfalls of evaluation tool.</li> </ul> </li> </ul>	4	Theory	
<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Assignments</li> <li>• Group discussion</li> <li>• Problem solving</li> </ul>			4- أساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Problem solving</li> <li>• Seminars</li> <li>• Assignment</li> </ul>			6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
			7- تقويم الطلاب
Written Examination semester work			أ- الأساليب المستخدمة



Written Examination : 15 week semester work : 15 week	ب- التوقيت
Written Examination 60% semester work ( presentation, participation , assignments and activities) 40% Total 100%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
1- Course Notes	أ- مذكرات
6.2- Essential Educational Strategies Books (Text Books) Gagne, R., Briggs, L. & Wager, W. (1992). Principles of Instructional Design (4th Ed.). Fort Worth, TX: HBJ College Publishers.	ب - كتب ملزمة
Recommended Books 1. Clinical Teaching Strategies in NURSING”, Kathleen B. Gaberson, Marilyn H. Oermann, 3 rd edition, Springer Publishing Company. 2. Donald C. Orlich, Robert J. Teaching strategies, A guide to effective instruction. Washington 2010 3. Sankaranarayanan B, Sindhu B. Learning and teaching nursing. 4th ed. London 2012 4. Grey Light, Roy C and Susanna C. Learning and teaching in higher education. 2nd ed. Washington 2009. 5. -Michael W. Adult learning methods: A guide for effective instruction. 2nd ed United States of America 2008.	ج - كتب مقترحة
- Wiley periodicals, Inc. (2015) journal of research in science teaching vol.52, No, 5 pp659, 685.	د - دوريات علمية أو نشرات.... إلخ

Assistant Prof .Dr. Abeer Abd El Fattah أستاذة المادة

رئيس مجلس القسم العلمى

التاريخ: Assistant Prof .Dr. Abeer Abd El Fattah Mahmoud





نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Educational strategies	مسمى المقرر
609Ns01	كود المقرر

مصنوفة المعارف والمهارات المستهدفة من المقرر الدراسي (أ)

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
1- The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral. etc.	1	a.1	B1		
<u>Students' assessment:</u> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles	2	a.1,a.2	b.3		d.1.
2- <u>Teachers' assessment:</u> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles	3	a.1,a.2,	b.3.	c.2.	d.1.

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<ul style="list-style-type: none"> <li>• <b><u>Environment assessment:</u></b> <ul style="list-style-type: none"> <li>✓ Characteristics of physical environment</li> <li>✓ Characteristics of psychological environment</li> <li>✓ Classroom layout</li> </ul> </li> </ul>	4	a.2	b.3.	c.1.,c.2	d.1.
<ul style="list-style-type: none"> <li>• <b><u>Content (Discipline)</u></b> <ul style="list-style-type: none"> <li>✓ Content analysis</li> <li>✓ Task analysis</li> </ul> </li> </ul>	5	a.2	b.3.	c.1.	d.1.
<ul style="list-style-type: none"> <li>• Educational objectives</li> <li>• Cognitive, psychomotor, affective domain. Exercise</li> </ul>	6	a.1	b.1.	c.1.	d.1.
Principles of learning	7	a.1	b.3	c.1.	d.1.
<b><u>Traditional teaching strategies</u></b> Lecture, Discussion, Role play Field trips	8	a.3	b.3	c.1.,c.2	d.1.



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<b><u>Non-traditional teaching strategies</u></b> Modified lecture Case studies Cooperative learning -Mind map	9-10	a.3	b.3	c.1.,c.2	d.1.
<b><u>Clinical teaching</u></b> Preparation of clinical areas <b>Methods of clinical teaching</b> Demonstration Clinical conference Nursing round	11-12	a.3-	b.3	c.1.,c.2	d.1.
<b>Presentation skills</b>	13-14	a.3	b.2	c.1.,c.2	d.1.
<b>Evaluation</b>	15	a.3	b.3	c.1.	d.2.

أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود

رئيس مجلس القسم العلمى : ا.م.د/ عبير عبد الفتاح محمود



## Curriculum Map

**Course title: Educational strategies**

**Code No: 609Ns01**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
3- The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral..etc	a.1	b.1.	c.1	d.1.	a.1	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, and portfolio (20%)	-Final-term Exam ( 60%)
<u>Students' assessment:</u> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles	a.1,a.2	b.3	c.2.	d.1.	a.1,a.2	Presentations Reciprocal and Deliberative discussions	Health education project (20%) Final written exam (60%)	-Presentation and Project (40%)
4- <u>Teachers' assessment:</u> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles	a.1,a.2,a.3	b.3.	c.2.	d.1.	a.1,a.2,a.3.	Presentations Reciprocal and Deliberative discussions		
• <u>Environment assessment:</u> ✓ Characteristics of physical environment ✓ Characteristics of	a.2	b.3.	c.1.,c.2	d.1.	a.2	Presentations Reciprocal and Deliberative		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
psychological environment ✓ Classroom layout						discussions		
<ul style="list-style-type: none"> <li><b>Content (Discipline)</b> ✓ Content analysis Task analysis</li> </ul>	a.2	b.3.	c.1.	d.1.	a.2	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments,  Final written exam	
<ul style="list-style-type: none"> <li>Educational objectives</li> <li>Cognitive, psychomotor, affective domain. Exercise</li> </ul>	a.1	b.1.	c.1.	d.1.	a.1	Presentations Reciprocal and Deliberative discussions		
Principles of learning	a.1	b.3	c.1.	d.1.	a.1	Presentations Reciprocal and Deliberative discussions		
<b>Traditional teaching strategies</b> Lecture ,Discussion, Role play Field trips	a.3	b.3	c.1.,c.2	d.1.	a.3	Presentations Reciprocal and Deliberative discussions		
<b>Non-traditional teaching strategies</b>	a.3	b.3	c.1.,c.2	d.1.	a.3	Presentations Reciprocal		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Modified lecture Case studies Cooperative learning Mind map Problem based learning Discovery learning						and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	
<b>Clinical teaching</b> Preparation of clinical areas <b>Methods of clinical teaching</b> Demonstration Clinical conference Nursing round	a.3-	b.3	c.1.,c.2	d.1.	a.3-	Presentations Reciprocal and Deliberative discussions		
<b>Evaluation</b>	a.3	b.3	c.1.	d.2.	a.3	Presentations Reciprocal and Deliberative discussions		

أستاذ المادة : أ.م.د عبير شوشة

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

د/دعاء الدمرداش

## نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

## توصيف مقرر دراسي 2018-2019

## 1- بيانات المقرر

الفرقة / المستوي : Diploma	اسم المقرر: Health education	الرمز الكودي: <u>609Ns02</u>
عملي : 2 نظري :	عدد الوحدات الدراسية:	Nursing التخصص: education

<p>The course is geared towards assisting graduate nurses to become proficient in conduction of health education programs based on a conceptual educational framework. The focus is on acquiring the skills necessary to plan and deliver effective health education programs in various settings based on health needs of the target population.</p>	2- هدف المقرر
	3- المستهدف من تدريس المقرر :
<p>a.1.Discuss health education principles and concepts                  a.2.Predict the roles and competencies of the health educator.                  a.3.Discuss the phases of health education program.                  a.4. Discuss the scope of health education                  a.5. Discuss the concept of health and illness                  a.6. Explain 2 learning theories for conducting health education                  a.7.Identify 4 health education models                  a.8. Discuss techniques for enhancing patient motivation.</p>	أ- المعلومات والمفاهيم
b.1. Illustrate the steps of health	ب- المهارات الذهنية



<p>education process</p> <p>b.2.Corelate between the educational process and principles of learning</p> <p>b.3.Integrate between the two learning theories.</p> <p>b.4 Relate between the learning theories and health education models.</p> <p>b. 5. Criticize health education models.</p> <p>b.6. Deduce similarities and differences between the four health education models.</p> <p>b.7. Categorize the evaluation methods according to the domains of learning.</p>	
<p>c.1. Apply the phases of a selected health education to solve a specific health problem.</p> <p>c.2. Construct a plan for enhancing patient motivation.</p> <p>c.3. Design an appropriate audiovisual aid for a specific health education program.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>d.1. Apply the principles of learning in conducting a health education program</p> <p>d.2. Use computer skills to develop teaching materials for presentation of a health education program.</p> <p>d.3 Take the responsibility in the group to develop a lesson plan.</p> <p>d.4. Construct an educational objective for a health education program.</p> <p>d.5 Appreciate self-reflection in the educational experience.</p>	<p>د- المهارات العامة</p>

<p><b>Unit I:</b></p> <p>-Introduction: health education principles and concepts.</p> <p>-Scope of health education.</p> <p>-Health education process; Assessment-Planning-</p>	<p>4- محتوى المقرر</p>
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<p>Implementation-Evaluation          -The educational process and principles of learning.          - Health and illness  <b>Unit II: Learning theories:</b>          Humanism          Cognitivism  <b>Unit III: Health education models</b>          Health belief model          Precede proceed model          Ecological model          Relapse prevention model  <b>Unit IV:</b>          -Enhancing patient motivation by health care practitioners.</p>	
<p>Library Assignments and presentations          Brainstorming          Discussion          Seminars          Cooperative learning          Portfolio          Project based learning</p>	<p>5- أساليب التعليم والتعلم</p>
<p>-</p>	<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
	<p>7- تقويم الطلاب</p>
<p><b>Semester work:</b>          Written assignments (seminars)          Presentation          Group discussion          Health education unit including all the steps of health education.          Final written exam</p>	<p>أ- الاساليب المستخدمة</p>
<p>Assignments, presentation, and group discussion (weekly)          Health education unit (14<sup>th</sup> week)          Final written exam (16<sup>th</sup> week)</p>	<p>ب – التوقيت</p>
<p>Assignments, presentation, portfolio, and group discussion (20%)          Health education project (20%)          Final written exam (60%)          Total (100%)</p>	<p>ج- توزيع الدرجات</p>

8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
<p>ب- كتب ملزمة</p> <ol style="list-style-type: none"> <li>1. Guilbert J.J. Educational Handbook for Health personnel. W.H.O. Geneva, No.5 1987.</li> <li>2. Rankin S., Stallings D., Patient education: principles and practice. New York: Lippincott publisher, 2001: 290-400.</li> <li>3. Jackie A., Smith Ph. Patient teaching: reference manual. Pennsylvania: spring house Co., 2002: 2-44.</li> <li>4. World Health Organization. Education for health: a manual on health education in primary health care. WHO Publication., Geneva, 1988:58-71.</li> <li>5. Taylor CR, Lillis C, Lynn P. Fundamentals of nursing: the art and science of nursing care. 6<sup>th</sup> ed. New York: Lippincott Williams &amp; Wilkins 2008.</li> </ol>	
<p>ج- كتب مقترحة</p> <p>Health education: theoretical concepts, effective strategies and core competencies; A foundation document to guide capacity development of health educators; World Health Organization 2012. Available at</p> <p><a href="http://www.google.com.eg/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;ved=2ahUKEwijoYq9yI7gAhVa5eAKHTa5Ch0QFjAlegQIAhAC&amp;url=http%3A%2F%2Fapplications.emro.who.int%2Fdsaf%2FERPUB_2012_EN_1362.pdf&amp;usg=AOvVaw1AbVcoq00u2Doxg_IW4Q7C">http://www.google.com.eg/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;ved=2ahUKEwijoYq9yI7gAhVa5eAKHTa5Ch0QFjAlegQIAhAC&amp;url=http%3A%2F%2Fapplications.emro.who.int%2Fdsaf%2FERPUB_2012_EN_1362.pdf&amp;usg=AOvVaw1AbVcoq00u2Doxg_IW4Q7C</a></p>	
<p>د- دوريات علمية أو نشرات.. الخ</p> <ul style="list-style-type: none"> <li>• Journal of Nursing Education</li> </ul> <p>www.teachervision.com</p>	



نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Health Education	مسمي المقرر
609Ns02	كود المقرر

(ب) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
health education principles and concepts.	(1)	a1	b1	c1	d1, d2,d3,d4
Scope of health education.	(2)	a4	b1	c1	d1, d2,d3,d4
Roles and competencies of health educator	(3)	a2	b1	c1	d1, d2,d3,d4
Health education process - Assessment - Planning - Implementation - Evaluation	(4)	a3	b2, b7	c1,c2, c3	d1, d2,d3,d4
the educational process and principles of learning.	(5)	a3	b2	c1, c2	d1, d2,d3,d4
health and illness	(6)	a5	b1	c1	d1, d2,d3,d4
Learning theories:	(7)	a6	b3	c1	d1, d2,d3,d4



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Humanism					
Learning theories: Cognitivism	(8)	a6	b3	c1	d1, d2,d3,d4
Health belief model	(9)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Precede proceed model	(10)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Ecological model	(11)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Relapse prevention model	(12)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Enhancing patient motivation by health care practitioners.	(13)	a8	b1	c1, c2	d1, d2,d3,d4
Discussion of portfolio Discussion of the project	(14)	-	-	c3	d5
Revision	(15)	-	-		d1, d2,d3,d4,d5

أستاذ المادة : أ.م.د عبير شوشة  
د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة



## Curriculum Map

**Course title:** Health Education

**Code No:** 609Ns02

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
health education principles and concepts.	(1)	a1	b1	c1	d1, d2,d3,d4	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
Scope of health education.	(2)	a4	b1	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Roles and competencies of health educator	(3)	a2	b1	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Health education process - Assessment - Planning - Implementation - Evaluation	(4)	a3	b2, b7	c1,c2, c3	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
the educational process and principles	(5)	a3	b2	c1, c2	d1, d2,d3,d4	Presentations Reciprocal		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
of learning.						and Deliberative discussions		<ul style="list-style-type: none"> <li>Portfolios</li> </ul>
health and illness	(6)	a5	b1	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>Self evaluation rubric for presentations.</li> <li>Formative assignments and activities in portfolios</li> <li>Summarization of research papers on health models application</li> <li>Paper of final exams</li> </ul>
Learning theories: Humanism	(7)	a6	b3	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Learning theories: Cognitivism	(8)	a6	b3	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Health belief model	(9)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Precede proceed model	(10)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						and Deliberative discussions		
Ecological model	(11)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
Relapse prevention model	(12)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Enhancing patient motivation by health care practitioners.	(13)	a8	b1	c1, c2	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Discussion of portfolio Discussion of the project	(14)	-	-	c3	d5	General discussions		
Revision	(15)	-	-		d1, d2,d3,d4,d5	General discussions		



الهيئة القومية لضمان جودة التعليم والاعتماد

أستاذ المادة : أ.م.د عبير شوشة

د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة



نموذج رقم ( 12 )

جامعة : دمنهور  
كلية : التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

5- بيانات المقرر

الفرقة / المستوى : Diploma Program	اسم المقرر: Curriculum Design in Nursing Education	الرمز الكودي: 609NS03
عملية :--	عدد الوحدات الدراسية: ---- نظري : 2 عملية :--	التخصص: Nursing Education

The course is designed for diploma students enrolled in specialty of nursing education. This course discusses the implementation phase of curriculum development, curriculum management. Curriculum revision, curriculum evaluation and accreditation. The focus will be on utilizing standards to maintain quality curriculum and efficient use of resources derived from a selection process of informed decision making.	2- هدف المقرر
	3- المستهدف من تدريس المقرر :
<p>a.1. Describe the 3 characteristics of faculty by using diagram</p> <p>a.2. Explain the principles of faculty administration</p> <p>a.3. Explain the role of the faculty committees</p> <p>a.4. Illustrate models for curriculum development and its content</p> <p>a.5. Identify the causes of gaps between the planned and actual curriculum from sources of curriculum.</p>	أ- المعلومات والمفاهيم

<p><b>a.6.</b> List 7 purposes of curriculum management</p> <p><b>a.7.</b> Explain the 4 components of curriculum management plan</p> <p><b>a.8.</b> Illustrate the process of curriculum change by using diagram.</p> <p><b>a.9.</b> Describe the importance of accreditation in relation to the faculty, students and staff</p> <p><b>a.10.</b> Explain all steps of accreditation according to NLN.</p>	
<p><b>b.1.</b> Assess the functions of committees to curriculum development at the Faculty of nursing.</p> <p><b>b.2.</b> Compare between the 2 approach of curriculum evaluation in relation to its characteristics.</p> <p><b>b.3.</b> Critique the curriculum evaluation models based on established criteria of NLN</p> <p><b>b.4.</b> Critique the process of accreditation at the Faculty of Nursing according NLN.</p>	<p>ب- المهارات الذهنية</p>
<p><b>c.1.</b> Design a plan to overcome the gaps facing teachers during curriculum implementation.</p> <p><b>c.2.</b> Create a plan of action to maintain the curriculum alignment</p> <p><b>c.3.</b> Revise the curriculum of each specialty following the process of curriculum revision.</p> <p><b>c.4.</b> Apply a plan of developing a teaching unit.</p>	<p>ج- المهارات المهنية</p>
<p><b>d.1.</b> Apply the principles of curriculum management during the process of curriculum development.</p> <p><b>d.2.</b> Use the standards of curriculum audit during the internal auditing of your nursing department</p> <p><b>d.3.</b> Follow the criteria of accreditation during teaching.</p>	<p>د- المهارات العامة</p>

<p>- Revision on planning phase.</p> <p>- Faculty administration and committees</p> <p><b>- Curriculum implementation</b></p> <ul style="list-style-type: none"> <li>• Gaps between planned and actual/ implemented curriculum</li> <li>• Curriculum management</li> </ul> <p><b>- Curriculum evaluation</b></p> <ul style="list-style-type: none"> <li>• Curriculum revision</li> <li>• Curriculum audit</li> <li>• Models of curriculum evaluation</li> <li>• Curriculum change</li> <li>• Accreditation</li> </ul>	<p>4- محتوى المقرر</p>
<p>Library Assignments and presentations Group discussion Seminars</p>	<p>5 - أساليب التعليم والتعلم</p>
<p>Providing list of references Periodic meetings with their staff members Periodic meetings with the students</p>	<p>6 - اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب</p>	
<p><b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Written plan of teaching unit Final written exam</p>	<p>أ- الاساليب المستخدمة</p>
<p>Assignments, presentation, and group discussion (weekly) Article review (14<sup>th</sup> week) Final written exam (16<sup>th</sup> week)</p>	<p>ب- التوقيت</p>
<p>Assignments (10%) Presentation &amp; group discussion, (10%) Article review (20%) Final exam (60%) Total (100%)</p>	<p>ج - توزيع الدرجات</p>
<p>8 - قائمة الكتب الدراسية والمراجع</p>	
<p>أ- مذكرات</p>	
<p>1. Keating SB. Curriculum development and evaluation in nursing. London: Lippincott Williams &amp; Wilkins 2006. 2. Kelly AV. The curriculum: theory and practice. 5<sup>th</sup></p>	<p>ب- كتب ملزمة</p>

<p>ed. London: Sage publications, 2004.</p> <p>3. Caffarella RS. Planning programs for adult learners: a practical guide for education, trainers and staff developer. 2<sup>nd</sup> ed. USA: Jossey-Bars, 2002.</p> <p>4. Erickson HL. Stirring the head, heart, and soul: redefining curriculum and instruction. 2<sup>nd</sup> ed. Corwin press Inc., 2001.</p> <p>5. Ornstein; AC, Hunkins FP. Curriculum foundations, principles and issues. 2<sup>nd</sup> ed. London: Allyn and Bacon, 1993.</p> <p>6. Oliva P, Gordon W. Developing the curriculum. Boston: Pearson, 2013</p> <p>7. Ornstein AC, Hunkins FP. Curriculum foundations, principles and issues. 6<sup>th</sup>ed. Boston: Pearson, 2013.</p>	
<p>1. Decker. WF. Fundamentals of curriculum. London: Lawrence Erlbaum Associates, Pub. 2003.</p> <p>2. Robbins SP, Decenzo DA, Coulter M. Fundamentals of management. New York: Pearson, 2013.</p> <p>3. Wiles JW, Bondi JC. Curriculum development: a guide to practice. 8<sup>th</sup>ed. Boston: Pearson, 2011</p>	<p>ج- كتب مقترحة</p>
<ul style="list-style-type: none"> <li>• Journal of Nursing Education</li> <li>• International Journal of Educational Research</li> <li>• Journal of Continuing Education</li> </ul>	<p>د- دوريات علمية أو نشرات.. الخ</p>

رئيس مجلس القسم العلمي : أ.م.د عبير

أستاذ المادة : أ.م.د عبير شوشة

شوشة



نموذج رقم (11أ)

جامعة : دمنهور

كلية : التمريض

قسم : تعليم التمريض

Curriculum Design in nursing education	مسمي المقرر
609NS03	كود المقرر

(ت) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Revision on planning phase	1 <sup>st</sup> week	a.1			
Faculty administration and committees	2 <sup>nd</sup> week	a.1,a.2, a.3	b.1		
<b>Curriculum implementation</b>					
- Gaps between planned and actual/ implemented curriculum	3 <sup>rd</sup> - 4 <sup>th</sup> week	a.1,a.2,a.4.,a.5.		c.1, c.2	d.1
- Curriculum management	5 <sup>th</sup> -6 <sup>th</sup> week	a.6,a.7		c.4	



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<b><u>Curriculum evaluation</u></b>					
- Curriculum revision	7 <sup>th</sup> -8 <sup>th</sup> week		b.2	c.3	d.1
- Curriculum audit	9 <sup>th</sup> -10 <sup>th</sup> week				d.2
- Models of curriculum evaluation	11 <sup>th</sup> - 12 <sup>th</sup> week	a.5	b.3	c.2	
- Curriculum change	13 <sup>th</sup> - 14 <sup>th</sup> week	a.8			
- Accreditation	15 <sup>th</sup> week	a.9,a.10	b.4		d.3

أستاذ المادة : أ.م.د عبير شوشة  
رئيس مجلس القسم العلمى : أ.م.د عبير شوشة



## Curriculum Map

**Course title: Curriculum Design in Nursing Education**

**Code No: 609NS03**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Revision on planning phase	1	a.1				- Group discussion	Assignments (10%)  Presentation & group discussion, (10%)  Article review (20%)  Final exam (60%)  Total (100%)	Assignments  Paper of final exams
Faculty administration and committees	2	a.1,a.2, a.3	b.1			- Group discussion - Seminars		
<b><u>Curriculum implementation</u></b>  - Gaps between planned and actual/ implemented curriculum	3 - 4	a.1,a.2,a.4., a.5.	b.3, b.4	c.1, c.2	d.1	- Assignments - Group discussion - Seminars		
	5-6	a.6,a.7		c.4				
<b><u>Curriculum evaluation</u></b>  - Curriculum revision	7-8		b.2	c.3	d.1	- Assignments - Group discussion - Seminars		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
- Curriculum audit	9-10				d.2	- Group discussion - Seminars	Assignments (10%) Presentation & group discussion, (10%) Article review (20%) Final exam (60%) Total (100%)	Assignments  Paper of final exams
- Models of curriculum evaluation	11-12	a.5.	b.3.		c.2.	- Assignments - Group discussion - Seminars		
- Curriculum change	13-14	a.8				- Assignments - Group discussion - Seminars		
- Accreditation	15	a.9,a.10	b.4		d.3	- Group discussion - Seminars		

أستاذ المادة : أ.م.د عيبر شوشة  
رئيس مجلس القسم العلمي : أ.م.د عيبر شوشة





نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
كلية /معهد :.....التمريض.....  
قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

6- بيانات المقرر

الفرقة / المستوى : Diploma	اسم المقرر : evaluation in nursing	الكود: 609Ns04
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظر* <input type="checkbox"/>	التخصص : Education

The course is designed for postgraduate students enrolled in the specialty of nursing education. It focuses on knowledge and skills of developing exams.	7- هدف المقرر
<b>Knowledge and Understanding</b> a.1. Discuss the elements of the educational spiral. (emphasis on planning for evaluation and implementation of evaluation) a.2. Discuss the three types of evaluation. a.3. Explain the methods of evaluation a. 4. Explain different types of exams and tests. a.5. Discuss types of objective type tests.  a.6. Discuss guidelines of constructing matching, T&F, MCQs and completion. a.8. Illustrate the characteristics of checklists and rating scale. a.9. Discuss the principles of conducting an OSCE in nursing.	8- المستهدف من تدريس المقرر : ب- المعلومات والمفاهيم



<p><b>Intellectual capabilities</b></p> <p>b.1. Differentiate between formative and summative evaluation</p> <p>b.2. Categorize the evaluation methods according to the domains of learning.</p> <p>b.3. Classify the types of exams according to its purposes.</p> <p>.</p>	<p>ب - المهارات الذهنية</p>
<p><b>C- Professional and practical skills</b></p> <p>c.1. Choose the evaluation methods according to ILOs</p> <p>c.2. Construct objective type questions following the guidelines.</p> <p>c.3. Design an evaluation tool to test the achievement of ILOs</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b></p> <p>D.1. Practice team work and positive d.1 Use computer skills.</p> <p>d.2. Apply communication skills in the teaching-learning interaction.</p> <p>d.3. Follow ethical principles in evaluation</p> <p>d.4 Manage time effectively</p>	<p>د- المهارات العامة</p>
<p>Unit I Definitions: Evaluation, formative, summative, assessment</p> <p>Unit II: The educational spiral.</p> <p>Unit III: Relation between ILOs and evaluation methods</p>	<p>4- محتوى المقرر</p>



Unit IV: Types of evaluation  Unit V: Methods of evaluation  Unit VI: Types of exams and test  Unit VII: Objective type test  Unit VIII: Practical exams  Unit IX: Oral exams  Unit X: Pitfalls in evaluation in nursing	
Library Assignments and presentations Brainstorming Discussion Seminars Media	5- أساليب التعليم والتعلم
Providing list of references Periodic meetings Constructive feedback	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	7- تقويم الطلاب
<b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Developing teaching materials Final written exam	أ- الاساليب المستخدمة
Assignments and presentation (weekly) Midterm exam (7 <sup>th</sup> week) Final written exam (16 <sup>th</sup> week)	ب - التوقيت
Semester work: Assignments (10%) Presentation (10%)	ج - توزيع الدرجات



Mid Term exam (20%) Final written exam (60%) Total (100%)	
	8- قائمة الكتب الدراسية والمراجع
	أ- مذكرات
	ب- كتب ملزمة
1. Bull J, Mckmenna C. Blueprint for computer assisted assessment. London: Routledge Falmer, 2014. 2. Rani TS, Priyadasaini JR. Educational Measurement and evaluation. New Delhi: Discovery Publishing House, 2014. 3. Anderson J. The answers: to questions that teachers most frequently ask. California: Corwin Press, 2011. 4. Elliott JL, Thurlow MI. Improving test performance of students with disabilities: on district and state assessment. California: Corwin Press, 2015. 5. Amen J, Glock MD. Evaluating student progress: principles of tests and measurements. 6th ed. London: Allyn and Bacon, 2008. 6. Aspinwall K, Simkins T. Managing evaluation in education: a developmental approach. London: Routledge, 2009 7. Nugent PM, Vitale BA. Test success: test taking techniques for beginning nursing students. Philadelphia: F.A. Davis Company, 2012. 8. Pidgeon D, Yates A. an introduction to educational measurement. London: Routledge and Kegan Paul, 2016.	



<ol style="list-style-type: none"><li>1. Aggarwall JS. Principles, methods and techniques of teaching. 2nd Ed. New Delhi: Vikas Publishing House, 2011.</li><li>2. Billings DM, Halstead JA. Teaching in nursing: a guide for faculty. London: WB Saunders Company, 2012.</li><li>3. Aggarwall JS. Principles, methods and techniques of teaching. New Delhi: Vikas Publishing House, 2016.</li><li>4. Arends RI. Learning to teach. 3rd ed. New York: McGraw-Hill, Inc, 2014.</li><li>5. Ashman AF, Conway R. Using Cognitive methods in the classroom. London: Routledge Company, 2016.</li><li>6. Ashman AF, Conway R. Cognitive strategies for special education. London: Routledge Company, 2014.</li></ol>	ج- كتب مقترحة
Journal of Nursing Education Nursing Education Today	د- دوريات علمية أو نشرات.. الخ



نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

evaluation in : nursing	مسمى المقرر
609Ns04	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
مهارات عامة	مهارات مهنية	مهارات ذهنية	المعارف	أسبوع الدراسة	المحتويات الرئيسية للمقرر
d.1.	c.1	a.1.	a.1	1	Definitions: Evaluation , formative, summative assessment,
d.1.	c.1.	a.1	a.2	2-3	The educational spiral
d.1.	c.2.	a.1.	a.5	3-4-5	Unit III: Relation between ILOs and evaluation methods



d.1.	c.1.	b.2	a.6	6-7	Unit IV: Types of evaluation
d.1.	c.1.	b.2,b.3	a.7	8-9	Types of exams and test
d.1.	c.2.	b.3	-a.8	10-11	Practical exams Objective type test
d.2	c.2	b.2	a.9	12-13	Oral exams
D4	C3	B3	A 3	14-15	Pitfalls in evaluation in nursing

أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود  
رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود



## Curriculum Map

**Course title : evaluation in nursing**

**Code No: 609Ns04**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Definitions: Evaluation, formative, summative assessment,	1	a.1	a.1.	c.1	d.1.	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
The educational spiral	2-3	a.2	a.1	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions	Final written exam	
Unit III: Relation between ILOs and evaluation methods	3-4-5	a.5	a.1.	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
Unit IV: Types of evaluation	6-7	a.6	b.2	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		
Types of exams and test	8-9	a.7	b.2,b.3	c.1.	d.1.	Presentations Reciprocal		





Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						and Deliberative discussions		
Practical exams Objective type test	10-11	-a.8	b.3	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
Oral exams	12-13	a.9	b.2	c.2	d.2	Presentations Reciprocal and Deliberative discussions		
Pitfalls in evaluation in nursing	14-15	A 3	B3	C3	D4	Presentations Reciprocal and Deliberative discussions		

أستاذ المادة : أ.م.د عبير شوشة

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

د/دعاء الدمرداش

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

### توصيف مقرر دراسي 2018-2019

#### 9- بيانات المقرر

الفرقة / المستوي : Master Program	اسم المقرر: Curriculum Development in Nursing	الرمز الكودي:  709Ns05
عملي :-----	عدد الوحدات الدراسية: نظري : 2	التخصص Nursing Education

<p>The course is designed for master students enrolled in specialty of Nursing Education. This course discusses the implementation phase of curriculum development, curriculum management. Curriculum revision, curriculum evaluation and accreditation. The focus will be on utilizing standards to maintain quality curriculum and efficient use of resources derived from a selection process of informed decision making.</p>	2- هدف المقرر
<p>a.1. Define curriculum.  a.2. Explain the principles of faculty administration.  a.3. Explain steps of planning for curriculum development.  a.4. Illustrate models for curriculum development and its content.  a.5. Identify the causes of gaps between the planned and actual curriculum from sources of curriculum.  a.6. List 7 purposes of curriculum management.</p>	<p>3- المستهدف من تدريس المقرر :  أ- المعلومات والمفاهيم</p>

<p>a.7. Explain the 4 components of curriculum management plan</p> <p>a.8. Illustrate the process of curriculum change by using diagram.</p> <p>a.9. Describe the importance of accreditation in relation to the faculty, students and staff.</p> <p>a.10. Explain all steps of accreditation according to NLN.</p> <p>a.11. Identify benefits of learning psychology education for students, teachers and prospective teachers.</p> <p>a.12. Recognize bills of rights and responsibilities for nursing students.</p>	
<p>b.1 Assess the functions of committees to curriculum development at the Faculty of nursing.</p> <p>b.2. Compare between the 2 approach of curriculum evaluation in relation to its characteristics.</p> <p>b.3. Critique the curriculum evaluation models based on established criteria of NLN.</p> <p>b.4. Critique the process of accreditation at the Faculty of Nursing according NLN.</p> <p>b.5. Summarize the strategies to keep students engaged in learning activities.</p>	<p>ب- المهارات الذهنية</p>
<p>c.1. Design a plan to overcome the gaps facing teachers during curriculum implementation.</p> <p>c.2. Create a plan of action to maintain the curriculum alignment.</p> <p>c.3. Revise the curriculum of each specialty following the process of curriculum revision.</p> <p>c.4. Apply a plan of developing a teaching unit.</p> <p>c.5. Use the principles of the theories as guidelines to help select techniques and strategies that promote learning.</p> <p>c.6. Demonstrate the skills and abilities to</p>	<p>ج- المهارات المهنية</p>

<p>design, implement, monitor and manage curricula based on sound, contemporary educational models, principles, and best evidence.</p> <p>c.7.Design effective learning environment appropriate for learning and teaching process.</p>	
<p>d.1. Apply the principles of curriculum management during the process of curriculum development.</p> <p>d.2. Use the standards of curriculum audit during the internal auditing of your nursing department</p> <p>d.3. Follow the criteria of accreditation during teaching.</p> <p>d.4.Integrate the skills acquired from teaching/learning activities to improve specialty curriculum designs.</p>	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> <li>• Curriculum definition.</li> <li>• Planning for assessment.</li> <li>• Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling</li> <li>• Planning for curriculum evaluation.</li> <li>• Educational psychology.</li> <li>• Governing foundations for curriculum development.</li> <li>• Educational philosophy.</li> <li>• Gaps between planning and implementation: revision, change, and accreditation.</li> <li>• Ethics in education.</li> <li>• Planning for implementation teaching strategies.</li> <li>• Curriculum evaluation &amp; revision.</li> </ul>	<p>4- محتوى المقرر</p>
<ul style="list-style-type: none"> <li>• Library Assignments and Presentations.</li> <li>• Group discussions.</li> <li>• Brainstorming.</li> <li>• Seminars.</li> </ul>	<p>5- أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> <li>• Learning contract</li> <li>• Action plan to improve the weak points of the</li> </ul>	<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات</p>

<p>candidate in collaboration with the academic advisor (mentor).</p> <ul style="list-style-type: none"> <li>• Peer learning.</li> <li>• Providing list of references.</li> <li>• Periodic meetings with the students.</li> </ul>	المحدودة
<b>7- تقويم الطلاب</b>	
<p><b>1-Semester work:</b></p> <ul style="list-style-type: none"> <li>✓ Written assignments (seminars)</li> <li>✓ Presentation</li> <li>✓ Group discussion</li> <li>✓ Written plan of teaching unit</li> </ul> <p><b>2-Final written exam</b></p>	أ- الاساليب المستخدمة
<p>Assignments, presentation, and group discussion (weekly)</p> <p>Article review (14<sup>th</sup> week)</p> <p>Final written exam (16<sup>th</sup> week)</p>	ب- التوقيت
<p>Semester work: <b>40%</b></p> <ul style="list-style-type: none"> <li>✓ Assignments 10%</li> <li>✓ Presentation &amp; group discussion 10%</li> <li>✓ Article review 20%</li> </ul> <p>Final Exam: ( written) ----- <b>60%</b></p> <p>Total----- <b>100%</b></p>	ج - توزيع الدرجات
<b>8- قائمة الكتب الدراسية والمراجع</b>	
	أ- مذكرات
<p>8. Keating SB. Curriculum development and evaluation in nursing. London: Lippincott Williams &amp; Wilkins 2016.</p> <p>9. Kelly AV. The curriculum: theory and practice. 5<sup>th</sup> ed. London: Sage publications, 2014.</p> <p>10. Caffarella RS. Planning programs for adult learners: a practical guide for education, trainers and staff developer. 2<sup>nd</sup> ed. USA: Jossey-Bars, 2012.</p> <p>11. Erickson HL. Stirring the head, heart, and soul: redefining curriculum and instruction. 2<sup>nd</sup> ed. Corwin press Inc., 2011.</p> <p>12. Ornstein; AC, Hunkins FP. Curriculum foundations, principles and issues. 2<sup>nd</sup> ed. London:</p>	ب- كتب ملزمة



Allyn and Bacon,2013 13.Oliva P, Gordon W. Developing the curriculum. Boston: Pearson, 2013 14.Ornstein AC, Hunkins FP. Curriculum foundations, principles and issues. 6 <sup>th</sup> ed. Boston: Pearson, 2013.	
1. Decker. WF. Fundamentals of curriculum. London: Lawrence Erlbaum Associates, Pub. 2003. 2. Robbins SP, Decenzo DA, Coulter M. Fundamentals of management. New York: Pearson, 2013. 3. Wiles JW, Bondi JC. Curriculum development: a guide to practice. 8 <sup>th</sup> ed. Boston: Pearson,2011	ج- كتب مقترحة
<ul style="list-style-type: none"><li>• Journal of Nursing Education</li><li>• International Journal of Educational Research</li><li>• Journal of Continuing Education</li></ul>	د- دوريات علمية أو نشرات.. الخ

رئيس مجلس القسم العلمى

أستاذ المادة :أ.م.د /عبير عبد الفتاح محمود

أ.م.د عبير عبد الفتاح محمود



نموذج رقم (أ)

جامعة / أكاديمية: Damanshour  
كلية / معهد: Nursing  
قسم: Nursing Education

Curriculum Development in Nursing	مسمي المقرر
709Ns05	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Curriculum definition.	1 <sup>st</sup> week	a.1			
Planning for assessment.	2 <sup>nd</sup> week	a.2, a.3	b.2	c.2	
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3 <sup>rd</sup> - 4 <sup>th</sup> - 5 <sup>th</sup> week	a.3, a.4, a.6, a.7	b.1	c.4	d.1
Planning for curriculum evaluation.	6 <sup>th</sup> week		b.2, b.3		
Educational psychology.	7 <sup>th</sup> week	a.11		c.5	
Governing foundations for curriculum development.	8 <sup>th</sup> week	a.3, a.4	b.1		
Educational philosophy.	9 <sup>th</sup> week	a.2	b.1		
Gaps between planning and implementation: revision, change, and	10 <sup>th</sup> - 11 <sup>th</sup> week	a.4, a.5, a.8, a.9, a.10	b.4	c.1, c.3	d.2, d.3



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
accreditation.					
Ethics in education.	12 <sup>th</sup> week	a.12		c.6	
Planning for implementation teaching strategies.	13 <sup>th</sup> week		b.5	c.6, c.7	d.4
Curriculum evaluation & revision.	14 <sup>th</sup> -15 <sup>th</sup> week		b.2, b.3	c.3	
Curriculum definition.	1 <sup>st</sup> week	a.1			
Planning for assessment.	2 <sup>nd</sup> week	a.2, a.3	b.2	c.2	
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3 <sup>rd</sup> - 4 <sup>th</sup> -5 <sup>th</sup> week	a.3, a.4, a.6, a.7	b.1	c.4	d.1
Planning for curriculum evaluation.	6 <sup>th</sup> week		b.2, b.3		

رئيس مجلس القسم: أ.م.د. عبير عبد الفتاح محمود

أستاذ المادة: أ.م.د. /عبير عبد الفتاح محمود





## Curriculum Map

**Course title:** Curriculum Development in Nursing

**Code No:** 609Ns05

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Curriculum definition.	1st week	a.1				Presentations and group discussions.	-Written assignments (seminars)	Rubric of presentations
Planning for assessment.	2nd week	a.2, a.3	b.2	c.2		Presentations Brainstorming		
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3rd - 4th -5th week	a.3, a.4, a.6, a.7	b.1	c.4	d.1	Presentations Brainstorming	Written plan of teaching unit	Written assignment
Planning for curriculum evaluation.	6th week		b.2, b.3			Presentations and group discussions.		
Educational psychology.	7th week	a.11		c.5		Presentations and discussions.	Final written exam	Written exam paper
Governing foundations for curriculum	8th week	a.3, a.4	b.1			Presentations.		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
development.								
Educational philosophy.	9th week	a.2	b.1			Presentations.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	
Gaps between planning and implementation: revision, change, and accreditation.	10th-11th week	a.4, a.5, a.8, a.9, a.10	b.4	c.1, c.3	d.2, d.3	Brainstorming and group discussions.		
Ethics in education.	12th week	a.12		c.6		Presentations.		
Planning for implementation teaching strategies.	13th week		b.5	c.6, c.7	d.4	Presentations and group discussions.		
Curriculum evaluation & revision.	14th - 15th week		b.2, b.3	c.3		Presentations and group discussions.		

رئيس مجلس القسم العلمى

أستاذ المادة: أ.م.د / عبير عبد الفتاح محمود

أ.م.د عبير عبد الفتاح محمود



نموذج رقم ( 12 )

جامعة: دمنهور  
كلية: كلية التمريض  
قسم: تعليم التمريض

توصيف مقرر دراسي

10- بيانات المقرر

الفرقة / المستوى : Diploma Program	اسم المقرر: Educational strategies 2	الرمز الكودي : 609NS06
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/> 2	التخصص : Nursing Education

To acquaint the students with different educational strategies to be applied in teaching and learning process.	11- هدف المقرر
	12- المستهدف من تدريس المقرر :
<b>a.1.</b> Discuss the main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral..etc <b>a.2.</b> Recognize how to assess students, teacher, environment and content. <b>a.3.</b> Illustrate different educational strategies.	ت- المعلومات والمفاهيم
<b>b.1.</b> Write an educational objective. <b>b.2.</b> Apply Presentation skills. <b>b.3.</b> Differentiate between different educational strategies.	ب - المهارات الذهنية
<b>c.1.</b> Follow Principles of learning. <b>c.2.</b> Critique different educational strategies.	ج - المهارات المهنية الخاصة بالمقرر
<b>d.1.</b> Use effective communication skills in the teaching-learning process. <b>d.2.</b> Demonstrate information technology for enhancing professional practice. <b>d.3.</b> Manage time and resources effectively. <b>d.4.</b> Work cooperatively with a team.	د- المهارات العامة



1- Introduction Course outlines, orientation	-	theory	4- محتوى المقرر
2- Definitions ✓ Education ✓ Teaching ✓ Learning ✓ Learning process ✓ Educational spiral	2	theory	
3- <b><u>Plan for instruction</u></b> <b><u>Unit 1: Assessment</u></b> • <b><u>Students' assessment:</u></b> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles • <b><u>Teachers' assessment:</u></b> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles • <b><u>Environment assessment:</u></b> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout • <b><u>Content (Discipline)</u></b> ✓ Content analysis ✓ Task analysis	8	theory	
• <b><u>4- Unit 2: Design/ Development:</u></b> • Educational objectives • Cognitive, psychomotor, affective domain. • Exercise	2	theory	
• <b><u>5-Unit 3: Implementation</u></b> Principles of learning <b><u>Traditional teaching strategies</u></b> ✓ Lecture	2	theory	
✓ Discussion ✓ Role play ✓ Field trips	2	theory	



<p><b><u>Non-traditional teaching strategies</u></b></p> <ul style="list-style-type: none"> <li>✓ <u>Modified lecture</u></li> <li>✓ <u>Case studies</u></li> <li>✓ Cooperative learning</li> <li>✓ Mind map</li> </ul>	2	theory	
<p><b><u>Clinical teaching</u></b> Preparation of clinical areas</p> <ul style="list-style-type: none"> <li>✓ <b>Methods of clinical teaching</b></li> <li>✓ Demonstration</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ Clinical conference</li> <li>✓ Nursing round</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ <b><u>Presentation skills</u></b></li> </ul>	2	Theory	
<ul style="list-style-type: none"> <li>• <b><u>6- Unit 4 : Evaluation</u></b> <ul style="list-style-type: none"> <li>✓ Methods of evaluation</li> <li>✓ Types of exams and guidelines for construction of exams</li> <li>✓ Characteristics of an evaluation tool.</li> <li>✓ Pitfalls of evaluation tool.</li> </ul> </li> </ul>	4	Theory	
<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Assignments</li> <li>• Group discussion</li> <li>• Problem solving</li> </ul>			5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Problem solving</li> <li>• Seminars</li> <li>• assignment</li> </ul>			6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
			7- تقويم الطلاب
Written Examination semester work			أ- الأساليب المستخدمة



Written Examination : 15 week semester work : 15 week	ب- التوقيت
Written Examination 60% semester work ( presentation, participation , assignments and activities) 40% Total 100%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
1- Course Notes	أ - مذكرات
6.2- Essential Educational Strategies Books (Text Books) Gagne, R., Briggs, L. & Wager, W. (1992). Principles of Instructional Design (4th Ed.). Fort Worth, TX: HBJ College Publishers.	ب - كتب ملزمة
Recommended Books 6. Clinical Teaching Strategies in NURSING”, Kathleen B. Gaberson, Marilyn H.Oermann, 3 rd edition, Springer Publishing Company. 7. Donald C.orlich,Robert J.Teaching strategies,Aguide to effective instruction. washington 2010 8. Sankaranarayanan B,Sindhu B.Learning and teaching nursing.4th ed. london 2012 9. Grey light,roy C and susanna C.Learning and teaching in higher education.2nd ed. washington 2009. 10.-Micheal w.Adult learning methods:Aguide for effective instruction. 2nd ed United state of america 1998.	ج - كتب مقترحة
- Wiley periodicals, Inc.(2015) journal of research in science teaching vol.52,No,5pp659,685.	د - دوريات علمية أو نشرات... إلخ



## نموذج رقم (11أ)

Educational strategies 2	مسمي المقرر
609NS06	كود المقرر

جامعة : دمنهور  
كلية : التمريض  
قسم : تعليم التمريض

### (ث) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral etc...	1 <sup>st</sup> week	a.1	b.1	c.1	d.1
<b><u>Unit 1: Assessment</u></b>  <u>Students' assessment:</u>  ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles	2 <sup>nd</sup> week	a.1, a.2	b.3	c.2	d.1
<u>Teachers' assessment:</u>  ✓ Roles of teachers	3 <sup>rd</sup> week	a.1,a.2,a.3	b.3	c.1	d.1



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<ul style="list-style-type: none"><li>✓ Teacher characteristics</li><li>✓ Teaching styles</li></ul>					
<u>Environment assessment:</u> <ul style="list-style-type: none"><li>✓ Characteristics of physical environment</li><li>✓ Characteristics of psychological environment</li><li>✓ Classroom layout</li></ul>	4 <sup>th</sup> -week	a.2	b.3	c.1.,c.2	d.1
<u>Content (Discipline)</u> <ul style="list-style-type: none"><li>✓ Content analysis</li><li>✓ Task analysis</li></ul>	5 <sup>th</sup> week	a.2	b.3	c.1	d.1
<b><u>Unit 2: Design/ Development:</u></b> <ul style="list-style-type: none"><li>✓ Educational objectives</li><li>✓ Cognitive, psychomotor, affective domain.</li><li>✓ Exercise</li></ul>	6 <sup>th</sup> week	a.1	b.1	c.1	d.1
<b><u>Unit 3: Implementation</u></b> <ul style="list-style-type: none"><li>✓ Principles of learning</li></ul>	7 <sup>th</sup> week	a.1	b.3	c.1	d.1
<b><u>Traditional teaching strategies</u></b>		a.3	b.3	c.1.,c.2	d.1





المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<ul style="list-style-type: none"><li>✓ Lecture</li><li>✓ Discussion</li><li>✓ Role play</li><li>✓ Field trips</li></ul>	8 <sup>th</sup> week				
<b><u>Non-traditional teaching strategies</u></b> <ul style="list-style-type: none"><li>✓ Modified lecture</li><li>✓ Case studies</li><li>✓ Cooperative learning</li><li>✓ Mind map</li><li>✓ Problem based learning</li><li>✓ Discovery learning</li></ul>	9-10 <sup>th</sup> week	a.3	b.3	c.1.,c.2	d.1
<b><u>Clinical teaching</u></b> Preparation of clinical areas <ul style="list-style-type: none"><li>✓ <b>Methods of clinical teaching</b><ul style="list-style-type: none"><li>✓ Demonstration</li><li>✓ Clinical conference</li><li>✓ Nursing round</li><li>✓ Presentation skills</li></ul></li></ul>	11-12-13 <sup>th</sup> week	a.3	b.3	c.1.,c.2	d.1
<b><u>Unit 4 : Evaluation</u></b> <ul style="list-style-type: none"><li>✓ Methods of evaluation</li><li>✓ Types of exams and guidelines for construction of exams</li><li>✓ Characteristics of an evaluation</li></ul>	14-15 <sup>th</sup> week	a.3	b.3	c.1	d.2



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
tool. ✓ Pitfalls of evaluation tool					

أستاذة المادة : أ.م.د عبير شوشة  
د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة



## Curriculum Map

**Course title: Educational strategies 2**

**Code No: 609NS06**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral etc...	<b>1</b>	a.1	b.1	c.1	d.1	Brainstorming & group discussions	-Written Examination (60%)	Assignments
<p><b><u>Unit 1: Assessment</u></b></p> <p><u>Students' assessment:</u></p> <ul style="list-style-type: none"> <li>✓ Students characteristics</li> <li>✓ Students needs and preferences</li> <li>✓ Learning styles</li> </ul>	<b>2</b>	a.1, a.2	b.3	c.2	d.1	Seminars & group discussions	-semester work	Paper of final exams
<p><u>Teachers' assessment:</u></p> <ul style="list-style-type: none"> <li>✓ Roles of teachers</li> <li>✓ Teacher characteristics</li> <li>✓ Teaching styles</li> </ul>	<b>3</b>	a.1,a.2,a.3	b.3	c.1	d.1	Seminars & group discussions	(40%) Total 100%	



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<u>Environment assessment:</u> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout	4	a.2	b.3	c.1.,c.2	d.1	Seminars & group discussions	-Written Examination (60%) -semester work	Assignments
<u>Content (Discipline)</u> ✓ Content analysis ✓ Task analysis	5	a.2	b.3	c.1	d.1	Seminars & group discussions	✓ Presentation ✓ Participation ✓ Assignments ✓ activities	
<u>Unit 2: Design/ Development:</u> ✓ Educational objectives ✓ Cognitive, psychomotor, affective domain. ✓ Exercise	6	a.1	b.1	c.1	d.1	Seminars & group discussions	(40%) Total 100%	Paper of final exams
<u>Unit 3: Implementation</u> Principles of learning	7	a.1	b.3	c.1	d.1	Seminars & group discussions		
<u>Traditional teaching</u>								



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<u>strategies</u> <ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Discussion</li> <li>✓ Role play</li> <li>✓ Field trips</li> </ul>	8	a.3	b.3	c.1.,c.2	d.1	Seminars & group discussions	-Written Examination (60%)  -semester work  ✓ Presentation ✓ Participation ✓ Assignments ✓ activities  (40%) Total 100%	Assignments
<u>Non-traditional teaching strategies</u> <ul style="list-style-type: none"> <li>✓ Modified lecture</li> <li>✓ Case studies</li> <li>✓ Cooperative learning</li> <li>✓ Mind map</li> <li>✓ Problem based learning</li> <li>✓ Discovery learning</li> </ul>	9-10	a.3	b.3	c.1.,c.2	d.1	Seminars & group discussions		
<u>Clinical teaching</u> Preparation of clinical areas  ✓ <b>Methods of clinical teaching</b>  <ul style="list-style-type: none"> <li>✓ Demonstration</li> <li>✓ Clinical conference</li> <li>✓ Nursing round</li> <li>✓ Presentation skills</li> </ul>	11-12-13	a.3	b.3	c.1.,c.2	d.1	Seminars & group discussions		-Written Examination (60%)  Assignments



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<b>Unit 4 : Evaluation</b> <ul style="list-style-type: none"><li>✓ Methods of evaluation</li><li>✓ Types of exams and guidelines for construction of exams</li><li>✓ Characteristics of an evaluation tool.</li><li>✓ Pitfalls of evaluation tool</li></ul>	14-15	a.3	b.3	c.1	d.2	Seminars & group discussions	-semester work ✓ Presentation ✓ Participation ✓ Assignments ✓ activities  (40%) Total 100%	Paper of final exams

أستاذ المادة : أ.م.د عيبر شوشة

د/دعاء الدمرداش

رئيس مجلس القسم

العلمي : أ.م.د عيبر شوشة

نموذج رقم (أ)

. جامعة / أكاديمية:.....دمنهور.....  
كلية /معهد :.....التمريض.....  
قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -13

علم نفس التعليمي دبلومة	0609Su7	الرمز الكودي :
<input type="checkbox"/> عملي	<input type="checkbox"/> 3 عدد الوحدات الدراسية نظري	التخصص : Education

The course is designed for postgraduate students enrolled in the specialty of nursing education. It describes the cognitive, behavioristic, humanistic, and social views of learning to provide instructors with the information needed to focus on the core principles of learning, use these principles to understand the learning and behavior of students, and consistently apply these principles to various educational settings.	14- هدف المقرر
<b>Knowledge and Understanding</b> a.1 Discuss the major behavioristic theories a.2 Summarize the basic assumptions of social cognitive theory a.3 Discuss the application of modeling in facilitation of learning. a.4 Explain the role of motivation in learning. a.5 Discuss all learning styles. a.6 Discuss different approaches of humanistic psychology. a.7 Describe the information processing approaches.	15- المستهدف من تدريس المقرر : ث- المعلومات والمفاهيم
<b>Intellectual capabilities</b>	ب - المهارات الذهنية

<p>b.1 Deduce the strengths and potential weaknesses of behaviorist teaching techniques</p> <p>b.2 Distinguish between intrinsic and extrinsic motivation.</p> <p>b.3 Differentiate between working, short and long term memory.</p>	
<p><b>C- Professional and practical skills</b></p> <p>c.1 Select teaching strategies based on students' learning styles.</p> <p>c.2 Apply motivation principles in the teaching-learning process.</p> <p>c.3 Apply principles of adult learning in classroom.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b></p> <p>d.1 Apply the basic principles of behaviorism in different educational settings</p> <p>d.2 Use principles of humanism in classroom.</p> <p>d.3 Appreciate the benefit of self-directed learning</p> <p>d.4 Use computer skills.</p> <p>d.5 Follow ethical principles in dealing with misbehaving student</p> <p>d.6 Manage time effectively</p>	<p>د- المهارات العامة</p>

<p>Unit I Introduction to educational psychology</p> <p>Unit II: <b>Approaches to learning:</b></p> <ul style="list-style-type: none"> <li>- Behaviorist learning theory</li> <li>- Cognitive approaches: <ul style="list-style-type: none"> <li>• Social cognitive</li> <li>• Cognitive constructivist</li> <li>• Social constructivist</li> </ul> </li> </ul>	<p>4- محتوى المقرر</p>
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<p>- Humanistic approaches:</p> <ul style="list-style-type: none"> <li>• Gestalt theory (Perceptual organization)</li> <li>• Maslow (Self-actualization)</li> <li>• Rogers (Helping relationship)</li> </ul> <p>Unit III: Motivation in learning</p> <p>Unit IV Learning styles</p> <p>Unit V: Adult learning</p> <p>Unit VI: Information processing approaches</p>	
<p>Library Assignments and presentations Discussion Seminars Media</p>	<p>5- أساليب التعليم والتعلم</p>
<p>Providing list of references Constructive feedback</p>	<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب</p>	
<p><b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Final written exam</p>	<p>أ- الاساليب المستخدمة</p>
<p>Assignments, presentation, and group discussion (weekly) Final written exam (16<sup>th</sup> week)</p>	<p>ب- التوقيت</p>
<p>Assignments, presentation, and group discussion (40%) Final written exam (60%) Total (100%)</p>	<p>ج- توزيع الدرجات</p>

8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
<ol style="list-style-type: none"> <li>1. Mangal SK. Advanced educational psychology. 2<sup>nd</sup> ed. New Delhi: Prentice Hall of India, 2012.</li> <li>2. Schunk DH. Learning theories: an educational Perspective. 2<sup>nd</sup> ed. New Jersey: Prentice Hall, Inc., 2016.</li> <li>3. Ruggiero VR. Becoming a critical thinker. New York: Houghton Mifflin Company 2016.</li> <li>4. Santrock JW. Educational psychology. 2<sup>nd</sup> ed. Boston: McGraw-Hill, Inc., 2016.</li> <li>5. Garnett S. using brainpower in the classroom: five steps to accelerate learning. London: Routledge Taylor &amp; Francis Group 2015.</li> </ol>	
<ol style="list-style-type: none"> <li>1. Long M. The psychology of education. London: Routledge Falmer, 2011.</li> </ol>	ج- كتب مقترحة
<p>Journal of Nursing Education Nursing Education Today Journal of Educational Psychology</p>	د- دوريات علمية أو نشرات.. الخ

نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

علم النفس التعليمي	مسمي المقرر
0609Su7	كود المقرر

(ج) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Unit I Introduction to educational psychology	1,2	a.1- a.2	b.1	c.1- c.2	d.1-d.2-d.4 –d.5-d.6
Approaches Behaviorist learning theory to learning:	3,4	a.3	b.2	C3	d.2- d.5
- Cognitive approaches	5,6	a.4	b.3	-	-
Humanistic approaches:	7,8	a.5- a. 6	b.4- b.5	c.4- c.5	d.3
• Gestalt theory (Perceptual organization)	9,10	a.7- a.8	b.6	c.6	-
• Maslow (Self-actualization)	11,12	a.9- a.10	b.7- b.8	c.7	-

-د/سالي فايد

أستاذ المقرر : أ.م.د/ لوسي ابو العلا

رئيس مجلس القسم العلمي : أ.م.د/ عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** علم نفس التعليمي

**Code No:** 609Su07

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Unit I Introduction to educational psychology	<b>1,2</b>	a.1- a.2	b.1	c.1- c.2	d.1-d.2-d.4 – d.5- d.6	Seminar.	Individual and group assignments & Teamwork tasks	<ul style="list-style-type: none"> <li>Self evaluation rubric for presentations.</li> <li>Paper of final exams</li> </ul>
Approaches Behaviorist learning theory to learning:	<b>3,4</b>	a.3	b.2	C3	d.2- d.5	Seminar.		
- Cognitive approache	<b>5,6</b>	a.4	b.3	-	-	Seminar. Problem-based learning scenarios		
Humanistic approaches:	<b>7,8</b>	a.5- a. 6	b.4- b.5	c.4- c.5	d.3	Seminar. Problem-based learning scenarios		
<ul style="list-style-type: none"> <li>Gestalt theory (Perceptual organization)</li> </ul>	<b>9,10</b>	a.7- a.8	b.6	c.6	-	Seminar. Problem-based learning scenarios		
<ul style="list-style-type: none"> <li>Maslow (Self-actualization)</li> </ul>	<b>11,12</b>	a.9- a.10	b.7- b.8	c.7	-	Seminar.		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Problem-based learning scenarios		
• Revision	13,14				d.1, d.2, d.3			

رئيس مجلس القسم العلمي : أ.م.د. عبير شوشة

نموذج رقم ( أ )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -16

الفرقة / المستوى :	اسم المقرر :	الرمز الكودي
Diploma degree of Nursing Education	Informatics system in nursing	609Su08
عدد الوحدات الدراسية نظري	عملی	Nursing Education department التخصص :
-	2	

This course aims to provide students with knowledge, skills and attitudes necessary for the application of informatics system in terms of data processing and files electronically management in provision of health care in different health centers.	هدف المقرر -17
المستهدف من تدريس المقرر : -18	
A1- Identifies the concepts of health informatics system A.2- Mentions Qualities of health informatics system A3- Discusses the Current status of health informatics system A4- Describe Efforts to encourage faster diffusion	ج- المعلومات والمفاهيم

<p>B.1- Differentiates between interpretation and analysis of health data          B.2- Describe database          B.3- Analyzes data and transform into information          B.4-Compares between types of information technology          B.5- compose a decision about filling design          B.6- Compose a decision about ethical consideration of information technology in health sector.          B.7-Conclude the values and preferences using electronic documentation</p>	<p>ب - المهارات الذهنية</p>
<p>C.1- Design table database.          C.2- Assess the important data          C.3- Draw the frame of transformation of Data to Knowledge          C.4- Application types of database e.g reports          C.5- Design electronic health record          C.6- Search the relevant electronic database          C.7- Assess electronic health information management          C.8- Construct written arguments in a variety of formats on the evolving nature of ethical norms relating to new technologies</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D.1- Define I health information technology privacy, security and confidentiality          D.2-patient access to health information          D.3-Develop a shared vision and common goal for impotent of documentation and filling system.          D.4- Conducting effectively electronic communication          D.5-Carries out the steps of collaboration          D.6-Works towards achievement of the group's learning goals          D.7- Presents information accurately and clearly in written, electronically forms</p>	<p>د- المهارات العامة</p>

<p>D.8 - Negotiates objectively the raised issues and share information  D.9- Show evidence of thorough reading of documented sources  D.10- Shows breadth and depth of knowledge in session discussion  D.11- show accurate filling system</p>	
<p>E.1- Shares value of advanced information technology in health and experiences with colleagues</p>	
<p><b>Unit I: Introductory Session</b>  <input type="checkbox"/> <input type="checkbox"/> Basic concepts of information of health information technology  <input type="checkbox"/> <input type="checkbox"/> What information technology?  <input type="checkbox"/> <input type="checkbox"/> What qualities of information technology?  <input type="checkbox"/> <input type="checkbox"/> <b>Unit II:</b> Overview of nursing and computer  <input type="checkbox"/> <input type="checkbox"/> <b>Unit III: Database</b>  What are databases?  What are they used for?  Mention the anatomy of a database  Application of types of data base.  <input type="checkbox"/> <input type="checkbox"/> <b>Unit IV: Local area networks</b>  <input type="checkbox"/> <input type="checkbox"/> <b>Unit V : Data input and output</b>  <input type="checkbox"/> <input type="checkbox"/> <b>Unit V1 : Managing ICT</b>  <input type="checkbox"/> <input type="checkbox"/> <b>UnitV11: Security</b>  <input type="checkbox"/> <input type="checkbox"/> <b>Unit X :- Electronic health record</b>  <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> <b>UnitX1 : Telemedicine and tele –nursing</b></li> </ul> </p>	<p style="text-align: right;">-19 محتوى المقرر</p>
<p><b>1- Interactive Lectures</b>  <b>2- Computer lab training</b>  <b>3-Dmonstration and re-demonstration</b></p>	<p style="text-align: right;">أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	<p style="text-align: right;">أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p style="text-align: right;">7- تقويم الطلاب :</p>	



<ul style="list-style-type: none"> <li>• Written assignments (seminars)</li> <li>• Presentation</li> <li>• Final written exam</li> </ul>	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> <li>• Assignments, presentation, and group discussion (weekly) Final written exam (16th week)</li> </ul>	ح- التوقيت
<p>Semester work (40%)</p> <p>Final written exam (60%)</p> <p>Total (100%)</p>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
<b>1- Course notes</b>	ب- مذكرات
<p>1-Stuart Tyrrell (2012). Using Information and Communication Technology in Health care . No. 5 in the Harnessing Health Information series. Series Editor Michael Rigby</p> <p>2-Sajeesh Kumar &amp;Helen Snooks (2011) Tele-nursing,© Springer-Verlag London</p>	ب - كتب ملزمة
<p><a href="http://www.information technology">1- www.information technology</a></p> <p><a href="http://www.nursing information">2- www.nursing information</a></p> <p>20- <a href="http://www.healthinformation">www.healthinformation</a></p> <p>21- Information technology in health care. Report to the Congress: New Approaches in Medicare   June 2014(chapter7)</p>	ج - كتب مقترحة
<p><input type="checkbox"/> <input type="checkbox"/> Periodicals, Web Sites</p> <p>LWW Medical Book Collection @OVID</p>	د – دوريات علمية أو نشرات .... إلخ



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أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود  
رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمو



الهيئة القومية لضمان جودة التعليم والاعتماد

نموذج رقم (أ)

جامعة / أكاديمية: Damanshour  
كلية / معهد: Nursing  
قسم: Nursing Education

Informatics system in nursing	مسمى المقرر
0609Su8	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introductory Session	1	a1, a.3			d1, d4
Overview of nursing and computer.	2	a1, a.2, a.3			d2
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2
Local area networks	5				d1, d2,d3,d4
Data input and output	6,7		b3	c3, c4	
Managing ICT	8,9		b4		d4
Security	10				d2,d5
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Telemedicine and tele - nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6
Revision	15	a.1, a.2			d.1, d.2, d.6

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

## Curriculum Map

**Course title:** Informatics system in nursing

**Code No:** 609Su08

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introductory Session	1	a1, a.3			d1, d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration.	<ul style="list-style-type: none"> <li>•Written assignments (seminars)</li> <li>•Presentation</li> <li>•Final written exam</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Overview of nursing and computer.	2	a1, a.2, a.3			d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						and re-demonstration		
Local area networks	5				d1, d2,d3,d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Data input and output	6,7		b3	c3, c4		1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Managing ICT	8,9		b4		d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Security	10				d2,d5	1-Interactive Lectures		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						2- Computer lab training 3- Dmonstration and re-demonstration		
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Telemedicine and tele-nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Revision	15	a.1, a.2			d.1, d.2, d.6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration		





Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						and re-demonstration		

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

نموذج رقم ( 12 )

جامعة : دمنهور  
كلية : التمريض  
قسم : تعليم التمريض

توصيف المقرر دراسي

22- بيانات المقرر

الفرقة / المستوى : <b>Diploma Program</b>	اسم المقرر : <b>Ethics In Nursing Profession</b>	الرمز الكودي : <b>609NS09</b>
عدد الوحدات الدراسية نظري/ أسبوع : 3		التخصص : Nursing Education

After completion of this course the candidate will be able to identify moral issues as well as utilize ethical concepts, principles, professional nursing code of ethics and ethical decision making models during solving different specialty practice ethical, unethical, illegal issues and dilemmas.	23- هدف المقرر
24- المستهدف من تدريس المقرر :	
a.1. Describe the principles and rules of ethics in nursing. a.2. Explain the common legal issues related to ethics. a.3. Discuss factors that affect ethical decision making.	خ- المعلومات والمفاهيم
b.1. Discuss the differences and commonalities between ethical theories. b.2. Analyze the factors that influence ethical decision making. b.3. Detect the commonalities between professional codes of ethics in nursing. b.4. Interpret the process of socialization to nursing practice. b.5. Address the limitations of nursing theories. b.6. Infer the factors contributing to mal practice. b.7. Illustrate ethical models in decision making.	ب- المهارات الذهنية
c.1. Master the use of moral aspects in nursing practice and education. c.2. Apply ethical principles in nursing education. c.3. Solve ethical problems and dilemmas in nursing.	ج- المهارات المهنية الخاصة بالمقرر

<p><b>d.1.</b> Adhere to the codes of ethics and requirement of the profession .</p> <p><b>d.2.</b> Facilitate a work environment that promotes mutual respect, team collaboration, support and shared decision .</p> <p><b>d.3.</b> Apply decision making techniques in different clinical setting specialties.</p>	<p>د- المهارات العامة</p>
<ol style="list-style-type: none"> <li>1. General ethical foundations.</li> <li>2. Professionalism, professional dimension and regulation in nursing.</li> <li>3. Moral, legal and ethical aspects of nursing.</li> <li>4. Nursing theories and ethics</li> <li>5. Ethics in education perspectives.</li> <li>6. Ethical and legal issues of nursing.</li> <li>7. Ethical education perspectives.</li> <li>8. Ethical decision making</li> <li>9. Application on ethical dilemma in nursing practice and education.</li> <li>10. Discussion of manual of ethics in nursing practice and education.</li> </ol>	<p>25- محتوى المقرر</p>
<ul style="list-style-type: none"> <li>• Presentations.</li> <li>• Reciprocal and Deliberative discussions.</li> <li>• Brainstorming</li> <li>• Case analysis.</li> <li>• Project based learning.</li> <li>• Role play</li> </ul>	<p>26- أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> <li>• Learning contract</li> <li>• Action plan to improve the weak points of the candidate in collaboration with the academic advisor (mentor).</li> <li>• Peer learning</li> </ul>	<p>6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب :</p>	
<ol style="list-style-type: none"> <li>1. Semester work:             <ul style="list-style-type: none"> <li>✓ Presentation</li> <li>✓ Code of Ethics Paper</li> <li>✓ Ethical Case Analysis Paper</li> <li>✓ Ethical manual of nursing practice and education</li> </ul> </li> <li>2. Final-Term Written Exam :</li> </ol>	<p>أ - الأساليب المستخدمة</p>
<p>Assessment      Final exam                      Week 16<sup>th</sup></p>	<p>ب - التوقيت</p>

<p>Semester work: <b>40%</b></p> <ul style="list-style-type: none"> <li>✓ Class Presentation 10%</li> <li>✓ Code of Ethics Paper 10%</li> <li>✓ Ethical Case Analysis Paper 10%</li> <li>✓ Ethical manual of nursing practice and education 10%</li> </ul> <p>Final Exam: ( written) -----<b>60%</b> Total----- <b>100%</b></p>	<p>ج- توزيع الدرجات</p>
<p>8- قائمة الكتب الدراسية والمراجع</p>	
<p>Seminars Notes.</p>	<p>ت- مذكرات</p>
<p>1- Benjamin M, Curtis J. Ethics in Nursing: Cases, Principles, and Reasoning. 4<sup>th</sup> ed. New York, Oxford University Press; 2010. 1- Guido, G. Legal and ethical issues in nursing. (6th ed.). USA: Pearson.2012 2- Chang E, Daly J. Transitions in nursing: Preparing for professional practice .3<sup>rd</sup> ed. Elsevier, Sydney, N.S.W.2012. 3-Beauchamp T L, Childress J. F. Principles of Biomedical Ethics. 6<sup>th</sup> ed. Oxford: Oxford University Press. 2008. 4-Dimond, B. Legal Aspects of Nursing. 5<sup>th</sup> ed. Harlow: Pearson Longman.2008. 5-Edwards S. E. Nursing Ethics- A principle based approach. 2<sup>nd</sup> ed. Hampshire: Palgrave Macmillan.2009</p>	<p>ب- كتب ملزمة</p>
<p>1. <a href="#">Faden R, Kass N, Goodman S, Pronovost P, Tunis S, Beauchamp T. An ethics framework for a learning health care system: A departure from traditional research ethics and clinical ethics. Hastings Center Report. 2013; 43: S16-S27.</a> 2. <a href="#">Grady C, Wendler D. Making the transition to a learning health care system. Hastings Center Report. 2013; 43: S32-S33.</a> 3. <a href="#">Kass N, Faden R, Goodman SN, Pronovost P, Tunis S, Beauchamp TL. The research-treatment distinction: A problematic approach for determining which activities should have ethical oversight. Hastings Center Report. 2013; 43: S1-S15.</a></p>	<p>ج - كتب مقترحة</p>
<p>Journal of Ethics and Social Philosophy The Journal of Ethics - Springer</p>	<p>د - دوريات علمية أو نشرات إلخ....</p>



نموذج رقم (11أ)

جامعة : دمنهور

كلية : التمريض

قسم : تعليم التمريض

Ethics in nursing profession	مسمي المقرر
609NS09	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
An overview of ethics	1 <sup>st</sup> week	a.1	b.1		d.1
General ethical foundations	2 <sup>nd</sup> week	a.1	b.1, b.2		d.1
Professionalism, professional dimension and regulation in nursing.	3 <sup>rd</sup> week		b.3, b.4		d.1
Moral, legal and ethical aspects of nursing.	4 <sup>th</sup> -week			c.1	d.1
Nursing theories and ethics	5 <sup>th</sup> -6 <sup>th</sup> week		b.5		d.1



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Ethics in education perspectives	7 <sup>th</sup> week			c.2	d.1
Ethical and legal issues of nursing	8 <sup>th</sup> week	a.2	b.6		d.1
Ethical education perspectives	9 <sup>th</sup> week		b.3		d.1
Ethical decision making	10 <sup>th</sup> week	a.3	b.7		d.3
Application on ethical dilemma in nursing practice	11 <sup>th</sup> week		b.7	c.3	d.1
Application on ethical dilemma in nursing education	12 <sup>th</sup> week		b.7	c.3	d.1
Discussion of manual of ethics in nursing practice and education	13,14 <sup>th</sup> week				d.2
Revision	15 <sup>th</sup> week				

أستاذة المادة : أ.م.د عبير شوشة  
د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة



## Curriculum Map

**Course title: Ethics In Nursing Profession**

**Code No: 609NS09**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
An overview of ethics	1	a.1	b.1		d.1	Brainstorming & Presentations Reciprocal and Deliberative discussions	Class Presentation 10%	Assignments  Paper of final exams
General ethical foundations	2	a.1	b.1, b.2		d.1	Presentations Reciprocal and Deliberative discussions	Code of Ethics Paper 10%	
Professionalism, professional dimension and regulation in nursing.	3		b.3, b.4		d.1	Presentations Reciprocal and Deliberative discussions	Ethical Case Analysis Paper 10%	
Moral, legal and ethical aspects of nursing.	4			c.1	d.1	Presentations Reciprocal and Deliberative discussions	Ethical manual of nursing practice and education 10%	
Nursing theories and ethics	5-6		b.5		d.1	Presentations Reciprocal and Deliberative discussions	Final written exam (60%)	
Ethics in education perspectives	7			c.2	d.1	Presentations Reciprocal and Deliberative discussions		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Ethical and legal issues of nursing	8	a.2	b.6		d.1	Presentations Reciprocal and Deliberative discussions	Class Presentation 10%	Assignments  Paper of final exams
Ethical education perspectives	9		b.3		d.1	Presentations Reciprocal and Deliberative discussions	Code of Ethics Paper 10%	
Ethical decision making	10	a.3	b.7		d.3	Presentations Reciprocal and Deliberative discussions	Ethical Case Analysis Paper 10%	
Application on ethical dilemma in nursing practice	11		b.7	c.3	d.1	Presentations Reciprocal and Deliberative discussions	Ethical manual of nursing practice and education 10%	
Application on ethical dilemma in nursing education	12		b.7	c.3	d.1	Presentations Reciprocal and Deliberative discussions		
Discussion of manual of ethics in nursing practice and education	13-14				d.2	Presentations Reciprocal and Deliberative discussions	Final written exam (60%)	
Revision	15							

أستاذ المادة : أ.م.د عبير شوشة

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

د/دعاء الدمرداش





نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
كلية /معهد :.....التمريض.....  
قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -27

الفرقة / المستوى :	اسم المقرر :	الرمز الكودي
Diploma degree of Nursing Education	Informatics system in nursing	609E110
-	2	Nursing التخصص : Education department
عدد الوحدات الدراسية نظري	عملي	

This course aims to provide students with knowledge, skills and attitudes necessary for the application of informatics system in terms of data processing and files electronically management in provision of health care in different health centers.	-28 هدف المقرر
	-29 المستهدف من تدريس المقرر :
A1- Identifies the concepts of health informatics system A.2- Mentions Qualities of health informatics system A3- Discusses the Current status of health informatics system A4- Describe Efforts to encourage faster diffusion	د- المعلومات والمفاهيم

<p>B.1- Differentiates between interpretation and analysis of health data</p> <p>B.2- Describe database</p> <p>B.3- Analyzes data and transform into information</p> <p>B.4-Compares between types of information technology</p> <p>B.5- compose a decision about filling design</p> <p>B.6- Compose a decision about ethical consideration of information technology in health sector.</p> <p>B.7-Conclude the values and preferences using electronic documentation</p>	<p>ب - المهارات الذهنية</p>
<p>C.1- Design table database.</p> <p>C.2- Assess the important data</p> <p>C.3- Draw the frame of transformation of Data to Knowledge</p> <p>C.4- Application types of database e.g reports</p> <p>C.5- Design electronic health record</p> <p>C.6- Search the relevant electronic database</p> <p>C.7- Assess electronic health information management</p> <p>C.8- Construct written arguments in a variety of formats on the evolving nature of ethical norms relating to new technologies</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D.1- Define I health information technology privacy, security and confidentiality</p> <p>D.2-patient access to health information</p> <p>D.3-Develop a shared vision and common goal for impotent of documentation and filling system.</p> <p>D.4- Conducting effectively electronic communication</p> <p>D.5-Carries out the steps of collaboration</p> <p>D.6-Works towards achievement of the group's learning goals</p> <p>D.7- Presents information accurately and clearly in written, electronically forms</p> <p>D.8 - Negotiates objectively the raised issues and share information</p> <p>D.9- Show evidence of thorough reading of documented sources</p> <p>D.10- Shows breadth and depth of knowledge in session discussion</p>	<p>د- المهارات العامة</p>



D.11- show accurate filling system	
E.1- Shares value of advanced information technology in health and experiences with colleagues	
<b>Unit I: Introductory Session</b> <input type="checkbox"/> <input type="checkbox"/> Basic concepts of information of health information technology <input type="checkbox"/> <input type="checkbox"/> What information technology? <input type="checkbox"/> <input type="checkbox"/> What qualities of information technology? <input type="checkbox"/> <input type="checkbox"/> <b>Unit II:</b> Overview of nursing and computer <input type="checkbox"/> <input type="checkbox"/> <b>Unit III: Database</b> What are databases? What are they used for? Mention the anatomy of a database Application of types of data base. <input type="checkbox"/> <input type="checkbox"/> <b>Unit IV: Local area networks</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit V : Data input and output</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit V1 : Managing ICT</b> <input type="checkbox"/> <input type="checkbox"/> <b>UnitV11: Security</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit X :- Electronic health record</b> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> <b>UnitX1 : Telemedicine and tele –nursing</b></li> </ul>	-30 محتوى المقرر
<b>1- Interactive Lectures</b> <b>2- Computer lab training</b> <b>3-Dmonstration and re-demonstration</b>	أساليب التعليم والتعلم

<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
7- تقويم الطلاب :	
<ul style="list-style-type: none"> <li>• Written assignments (seminars)</li> <li>• Presentation</li> <li>• Final written exam</li> </ul>	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> <li>• Assignments, presentation, and group</li> </ul>	ذ- التوقيت



discussion (weekly) Final written exam (16th week)	
Semester work (40%) Final written exam (60%) Total (100%)	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
1- Course notes	ث- مذكرات
1-Stuart Tyrrell (2012). Using Information and Communication Technology in Health care . No. 5 in the Harnessing Health Information series. Series Editor Michael Rigby 2-Sajeesh Kumar &Helen Snooks (2011) Tele-nursing,© Springer-Verlag London	ب - كتب ملزمة
1- <a href="http://www.information technology">www.information technology</a> 2- <a href="http://www.nursing information">www.nursing information</a> 31- <a href="http://www.healthinformation">www.healthinformation</a> 32- Information technology in health care. Report to the Congress: New Approaches in Medicare   June 2014(chapter7)	ج - كتب مقترحة
<input type="checkbox"/> <input type="checkbox"/> Periodicals, Web Sites LWW Medical Book Collection @OVID EBSCO Academic Search Complete	د – دوريات علمية أو نشرات .... إلخ

أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود  
رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود



الهيئة القومية لضمان جودة التعليم والاعتماد

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Informatics system in nursing	مسمى المقرر
609E110	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introductory Session	1	a1, a.3			d1, d4
Overview of nursing and computer.	2	a1, a.2, a.3			d2
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2
Local area networks	5				d1, d2,d3,d4
Data input and output	6,7		b3	c3, c4	
Managing ICT	8,9		b4		d4
Security	10				d2,d5



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2
Telemedicine and tele - nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6
Revision	15	a.1, a.2			d.1, d.2, d.6

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

## Curriculum Map

**Course title: Informatics system in nursing**

**Code No: 609E110**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introductory Session	1	a1, a.3			d1, d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration.	<ul style="list-style-type: none"> <li>•Written assignments (seminars)</li> <li>•Presentation</li> <li>•Final written exam</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Overview of nursing and computer.	2	a1, a.2, a.3			d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Local area networks	5				d1, d2,d3,d4	1-Interactive		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Data input and output	6,7		b3	c3, c4		1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Managing ICT	8,9		b4		d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Security	10				d2,d5	1-Interactive Lectures 2- Computer lab training 3-		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Dmonstration and re-demonstration		
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Telemedicine and tele-nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Revision	15	a.1, a.2			d.1, d.2, d.6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		

نموذج رقم ( 12 )

جامعة : دمنهور  
كلية: التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

33- بيانات المقرر

الفرقة / المستوى: <b>Diploma Program</b>	اسم المقرر: <b>Scientific Writing</b>	الرمز الكودي : <b>609EL11</b>
عدد الوحدات الدراسية نظري/ أسبوع : 3		التخصص: <b>Nursing Education</b>

<p>The aim of the “Scientific Writing Course” (SWC) is to enhance the capability of participants to write good scientific papers. The SWC emphasizes quality of writing and dissemination with a view to improve readability, maximize the contribution of the research done and improve the opportunities for publishing. It also concerns the quantity of scientific production by initially addressing the issue of increasing productivity through peer-guidance, best-practice in organization of work, co-operation, choice of partners/co-authors and group-dynamics in scientific writing.</p> <p>The course is highly participatory and takes a practical and applied approach to learning.</p>	34- هدف المقرر
35- المستهدف من تدريس المقرر :	
<p>a.1. Describe the scientific writing process and its key stages.</p> <p>a.2. Reflect on what constitutes a research</p>	ر - المعلومات والمفاهيم

<p>problem to be addressed in a scientific paper</p> <p>a.3. Organize and compose a scientific paper in accordance with the IMRAD (Introduction, Methods, Results and Discussion) model.</p>	
<p>b.1. Analyze and review scientific papers in terms of key message, consistency and justification.</p> <p>b.2. Reflect on the benefits of working in teams in scientific writing and describe the rules of co-authorship.</p> <p>b.3. Reflect on the ethics in scientific writing.</p>	<p>ب - المهارات الذهنية</p>
<p>c.1. critique scientific papers in terms of key message, consistency and justification.</p> <p>c.2. Reflect on the benefits of working in teams in scientific writing and describe the rules of co-authorship.</p> <p>c.3. apply the ethics in scientific writing .</p>	<p>ج- المهارات المهنية</p>
<p>d.1. Apply communication and group dynamic skills.</p> <p>d.2. Manage time and resources effectively.</p>	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> <li>- Finding relevant journals and selecting the right one</li> <li>- Organizing your work for productivity and impact</li> <li>- Team-work in scientific writing</li> <li>- Producing the outline</li> <li>- Building the scientific paper block by block (Introduction, materials and methods, results, discussion, conclusions)</li> <li>- The refereeing and publishing process</li> </ul>	<p>36- محتوى المقرر</p>
<p>1- Seminars.</p> <p>2- Directed readings.</p> <p>3- Problem-based learning scenarios including course work.</p>	<p>37- أساليب التعليم والتعلم</p>

<p>1-Providing list of references 2- Periodic meetings 3- Constructive feedback</p>	<p>38- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة</p>						
<p>1- Individual and group assignments 2- Individual and group oral presentations 3- Final written exam</p>	<p>7- تقويم الطلاب: ا- الأساليب المستخدمة</p>						
<p>Assessment 1: Guided seminar presentation Weekly/15 wk Assessment 2: Group discussion Weekly / 15 wk Assessment 3: Final written exam. Week 16<sup>th</sup></p>	<p>ز- التوقيت</p>						
<table border="0"> <tr> <td>Semester Work</td> <td>40 %</td> </tr> <tr> <td>Final- Term Examination</td> <td>60 %</td> </tr> <tr> <td>Total</td> <td>100 %</td> </tr> </table>	Semester Work	40 %	Final- Term Examination	60 %	Total	100 %	<p>ج- توزيع الدرجات</p>
Semester Work	40 %						
Final- Term Examination	60 %						
Total	100 %						
<p>8- قائمة الكتب الدراسية والمراجع :</p>							
	<p>ا- مذكرات</p>						
<p>1- Potter PA , Perry AG. Fundamentals of nursing , Concepts Process and Practice. 2<sup>nd</sup> ed., Loius, CV Mosby Co., 1989. 2-Chitty K. Professional Nursing: Concepts and challenges. 2<sup>nd</sup> ed. Philadelphia. W.B. Saundedrs Company. 3-Potter PA, Perry AG. Fundamentals Of Nursing, Concepts Process and Practice. 2<sup>nd</sup> ed ., St. Louis, CV Mosby CO., 1989, 1987. 4-Leddy S.Conceptual basis of Professional</p>	<p>ب - كتب ملزمة</p>						

<p>Nursing. 4<sup>th</sup>ed. Philadelphia: Lippincott-RavenPublishers. 1998.</p> <p>5-Luck man j, Sorensen KC. Medical Surgical Nursing, A path physiological Approach. 2 nd ed., Philadelphia, WB Saunders CO., 1980.</p>	
<p>1-Bulechek GM ,McCloskey JC .Nursing interventions , Effective Nursing Treatments3<sup>rd</sup> .,USA. W.B Sanders Co.,1999 .</p> <p>2-John M, Alice A. critical care nursing. Saunders Company Philadelphia: London, 1993.</p>	<p>ج - كتب مقترحة</p>
<p>1-<a href="http://en.wikipedia.org/wiki/">http://en.wikipedia.org/wiki/</a>.</p> <p>2-<a href="http://www.emedicinehealth.com/">http://www.emedicinehealth.com/</a>.</p> <p>3-<a href="http://www.brighthub.com/">http://www.brighthub.com/</a>.</p>	<p>د – دوريات علمية أو نشرات .... إلخ</p>

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م. د/ عبير عبد الفتاح محمود



## نموذج رقم (11أ)

جامعة : دمنهور

كلية : التمريض

قسم : تعليم التمريض

Scientific writing	مسمي المقرر
609EL11	كود المقرر

### (أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Finding relevant journals and selecting the right one	1 <sup>st</sup> week 2 <sup>nd</sup> week	a.1	b.1		
Organizing your work for productivity and impact	3 <sup>rd</sup> week 4 <sup>th</sup> -week	a.2 ,a.3			d.2
Team-work in scientific writing	5 <sup>th</sup> -6 <sup>th</sup> week		b.2	c.2	d.1



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Producing the outline	7 <sup>th</sup> -8 <sup>th</sup> week	a.1	b.1		
Building the scientific paper block by block(Introduction, materials and methods, results, discussion, conclusions)	9 <sup>th</sup> -10 <sup>th</sup> 11 <sup>th</sup> -12 <sup>th</sup> week	a.3		c.1, c.3	
The refereeing and publishing process	13 <sup>th</sup> -14 <sup>th</sup> week	a.1	b.3	c.3	
Revision	15 <sup>th</sup> week				

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د/ عبير عبد الفتاح محمود





## Curriculum Map

**Course title: Scientific writing**

**Code No: 609EL11**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Finding relevant journals and selecting the right one	1-2	a.1	b.1			-Directed readings -Problem-based learning scenarios.	Guided seminar presentation (20 %)  Group discussion (20 %)  Final written exam (60 %)	-Individual and group assignments  - Paper of final exams
Organizing your work for productivity and impact	3-4	a.2 ,a.3			d.2	- Seminars		
Team-work in scientific writing	5-6		b.2	c.2	d.1	-Seminars		
Producing the outline	7-8	a.1	b.1			-Directed readings - Seminars		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Building the scientific paper block by block (Introduction, materials and methods, results, discussion, conclusions)	9-10	a.3		c.1, c.3		-Directed readings	Guided seminar presentation (20 %)	-Individual and group assignments
	11-12					-Seminars		
The refereeing and publishing process	13-14	a.1	b.3	c.3		-Seminars		
Revision	15						Group discussion (20 %)	- Paper of final exams
							Final written exam (60 %)	

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير شوشة

نموذج رقم ( )

جامعة: دمنهور  
كلية : التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

بيانات المقرر -39

الفرقة / المستوى: Diploma Program	اسم المقرر: English language for nurses	الرمز الكودي : 609EL12
Total credit hours/semester :2 hrs. theory :2		التخصص: Nursing Education

<p>This course helps graduates who lack both the communicative competence and the specific English language competence necessary to carry out nursing and other medical-related responsibilities. So, its goals are to help its students advance professionally</p> <p>The course is designed to progress from simple to complex and to enable the students to communicate better in English on their jobs and to develop their English skills.</p> <p>The student will read articles on nursing In addition, the student will read nurses/doctor's written prescriptions, read clinical histories, give oral presentations and describe medical procedures.</p>	<p>هدف المقرر -40</p>
	<p>المستهدف من تدريس المقرر : -41</p>
<p>a.1. develop critical reading skills at an advanced level. a.2. develop academic writing skills, Subject Specific Cognitive Skills.</p>	<p>س-المعلومات والمفاهيم</p>

b.1. write academic essays using appropriate vocabulary, adopting the conventions of academic writing and demonstrating academic honesty.	ب - المهارات الذهنية
c.1. develop oral and written skills at the advanced level.	ج- المهارات المهنية الخاصة بالمقرر
d.1. construct and defend coherent arguments with appropriate evidence orally and in writing.	د- المهارات العامة

<ul style="list-style-type: none"> <li>• Critical reading, identifying purpose, tone and bias, inferencing and evaluating arguments.</li> <li>• Argumentative writing, quoting and maintaining academic honesty,</li> <li>• Debating a position.</li> </ul>	42- محتوى المقرر
<ol style="list-style-type: none"> <li>1. Extensive interactive lectures</li> <li>2. Active group discussions</li> <li>3. Textbook exercises</li> <li>4. Assignments</li> </ol>	A- أساليب التعليم والتعلم
<ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. PowerPoint presentations</li> <li>3. Active group work</li> <li>4. Electronic resources and websites</li> </ol>	6-أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
<ol style="list-style-type: none"> <li>1- Individual and group assignments</li> <li>2- Individual and group oral presentations</li> <li>3- Final written exam</li> </ol>	7- تقويم الطلاب:  الأساليب المستخدمة
Assessment 1 Guided seminar presentation	

Weekly/15 wk Assessment 2 Group discussion Weekly / 15 wk Assessment 3 Final written exam. Week 16 <sup>th</sup>	التوقيت
Semester Work 40 % Final- Term Examination 60 % Total 100 %	توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع -	
	ج- مذكرات
* <b>Textbook</b>  - <b>Allum, V. &amp; McGarr, P. 2010, Cambridge English for Nursing Pre- intermediate, Cambridge University Press, Cambridge.</b>	ب - كتب ملزمة
* <b>Recommended books</b>  - <b>Chabner, D.E. 2001, The Language of Medicine, 10th edn, Saunders, Missouri.</b> - <b>Zemach, D. &amp; Rumisek, L. (2005). Academic writing: From paragraph to essay. New York: Macmillan</b>  - <b>American Psychological Association (2009). Publication Manual of the American Psychological</b>  - <b>Villemaire, D., &amp; Villemaire, L. (2007). Grammar and writing skills for the health professional. New York: Delmar Cengage Learning</b>	ج - كتب مقترحة
- <a href="http://www.freemedicalinformation.com/">http://www.freemedicalinformation.com/</a> - <a href="http://medicalbooksfree.com/">http://medicalbooksfree.com/</a> - <a href="http://medical-ebooks.blogspot.com/">http://medical-ebooks.blogspot.com/</a>	د - دوريات علمية أو نشرات .... إلخ



الهيئة القومية لضمان جودة التعليم والاعتماد

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أستاذ المادة :  
رئيس مجلس القسم العلمي : أ.م.د / عبير عبد الفتاح محمود

## نموذج رقم (11أ)

جامعة : دمنهور  
كلية : التمريض  
قسم : تعليم التمريض

English language for nurses	مسمي المقرر
609EL12	كود المقرر

### (أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introduction	1 <sup>st</sup> week				
Critical reading, identifying purpose, tone and bias, inferencing and evaluating arguments.	2 <sup>nd</sup> ,3 <sup>rd</sup> week	a.1, a.2,			
Argumentative writing, quoting and maintaining academic honesty.	4 <sup>th</sup> -5 <sup>th</sup> week		b.1	c.1	
Debating a position.	6 <sup>th</sup> -7 <sup>th</sup> week				d.1

أستاذ المادة

رئيس مجلس القسم العلمي : أ.م.د / عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** English language for Nurses

**Code No:** 609EL12

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introduction	<b>1</b>	a.1	b.1			- Active group discussions	-Individual and group oral presentations  -Individual and group assignments  -Final written exam	-assignments  -final written exam paper
Critical reading, identifying purpose, tone and bias, inferencing and evaluating arguments.	<b>2-3</b>				d.2	- Extensive interactive lectures.		
Argumentative writing, quoting and maintaining academic honesty.	<b>4-5</b>		b.2	c.2	d.1	- Extensive interactive lectures.		
Debating a position.	<b>6-7</b>	a.1	b.1			-Active group discussions		

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة



نموذج رقم ( )

جامعة / أكاديمية: .....دمهور.....  
كلية /معهد :.....التمريض.....  
قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

-43 بيانات المقرر

الفرقة / المستوى : Diploma program	اسم المقرر : New trend in nursing education	الكود : 609E113
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/> 2	التخصص : Nursing Education

The course is designed for doctoral students enrolled in the specialty of nursing education in order to explore the new trends in nursing education and issues hindering educators in teaching nursing. Also, innovative teaching strategies will be studied.

-44 هدف المقرر

-45 المستهدف من تدريس المقرر :

ش- المعلومات والمفاهيم

**Knowledge and Understanding**

- a.1. Discuss the contemporary trends in nursing education.
- a.2. Explain the different types of innovative teaching strategies.
- a.3. Explain the process of simulation based learning.
- a. 4. Clarify the characteristics of discovery learning.
- a.5. Explain the steps of discovery learning.
- a.6. Illustrate the importance of reflective learning .
- a.7. Identify several sources of questions that included in question bank.
- a.8. Discuss the benefits and limitations of e-learning in nursing education.

<p><b>Intellectual capabilities</b></p> <p>b.1. Compare between the traditional evaluation and innovations in nursing evaluation system.</p> <p>b.2. Appreciate e- learning utilization among nursing students.</p> <p>b.3 Interpret the effect of reflective learning on critical thinking skills development among nursing students.</p>	<p>ب - المهارات الذهنية</p>
<p><b>C- Professional and practical skills</b></p> <p>c.1. Apply the active learning strategies in teaching learning process.</p> <p>c.2. Criticize the traditional evaluation system.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b></p> <p>d.1. Use communication skills in the teaching-learning process.</p> <p>d.2. Manage time effectively.</p>	<p>د- المهارات العامة</p>

<p>Unit I: Introduction</p> <p>Innovations in nursing education Introduction</p> <p>Unit II:</p> <ul style="list-style-type: none"> <li>- Self -regulated teaching strategy</li> <li>- Problem –based learning</li> <li>- Clinical reasoning</li> <li>- Cooperative learning</li> <li>- Discovery learning</li> <li>- Reflective learning</li> <li>- Question bank</li> </ul> <p>Unit III:</p> <ul style="list-style-type: none"> <li>- Technology in nursing education</li> <li>- E- learning</li> </ul>	<p>4- محتوى المقرر</p>
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Unit IV: Evaluation - Innovative evaluation methods in nursing education	
Library Assignments and presentations Brainstorming Discussion Seminars Cooperative learning	5- أساليب التعليم والتعلم
Providing list of references Periodic meetings Constructive feedback	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Final written exam	أ- الاساليب المستخدمة
Assignments, presentation and group discussion (weekly) Final written exam (16 <sup>th</sup> week)	ب - التوقيت
Semester work: Assignments, presentation and group discussion (40%) Final written exam (60%) Total (100%)	ج - توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
9. Aggarwell JS. Principles, methods and techniques of teaching. 2 <sup>nd</sup> ed. New Delhi: Vikas Publishing House, 2001. 10. Chowdary SB, Rajo N. Mastery of teaching skills. New Delhi: Discovery Publishing House, 2004. 11. Ornstein AC. Strategies for effective teaching. 2 <sup>nd</sup> ed. London: Brown and Benchmark Publishers, 1995. 12. Rogers J. Adult learning. 4 <sup>th</sup> ed. Philadelphia: Open University Press, 2001.	ب- كتب ملزمة

<p>7. Bradshaw MJ, Lowenstein AJ. Innovative teaching strategies in nursing and related health professions.4<sup>th</sup> ed. Gones and Bartlett Publishers, 2007.</p> <p>8. Exley K, Dennic KR. Small group teaching: tutorials seminars and beyond. New York: Routledge Falmer, 2004.</p>	ج- كتب مقترحة
<p>Journal of Nursing Education Nursing Education Today Nurse Education in Practice</p>	د- دوريات علمية أو نشرات.. الخ

رئيس القسم: Ass. Pro.Dr: Abeer Abdel Fattah Mahamoud

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية /معهد: Nursing  
قسم: Nursing Education

New trend in nursing education	مسمي المقرر
609E113	كود المقرر

(ح) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
Introduction Innovations in nursing education	(1,2)	a1			d2
Self-regulated teaching strategy	(3)	a2,a3		c1	d1
Problem –based learning	(4)	a4, a5, a6	b3		d1, d2
Clinical reasoning	(5)	a7			d1
Cooperative learning	(6)	a3		c1	d1, d2



Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
Discovery learning	(7-8)			c1	d1, d2
Reflective learning	(9)		b3	c2	d1, d2
Question bank	(10-11)	a7			d1, d2
Technology in nursing education	(12-13)	a3 , a8	b1		d1, d2
E- learning	(14-15)		b2		d1, d2

رئيس مجلس القسم العلمي: أ.م.د : عيبر عبدالفتاح محمود

## Curriculum Map

**Course title:** New trend in nursing education

**Code No:** 609E113

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<b>Introduction Innovations in nursing education</b>	(1,2)	a1			d2	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, (40%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
<b>Self-regulated teaching strategy</b>	(3)	a2,a3		c1	d1	Presentations Reciprocal and Deliberative discussions		
<b>Problem –based learning</b>	(4)	a4, a5, a6	b3		d1, d2	Presentations Reciprocal and Deliberative discussions		
<b>Clinical reasoning</b>	(5)	a7			d1	Presentations Reciprocal and Deliberative discussions		
<b>Cooperative learning</b>	(6)	a3		c1	d1, d2	Presentations Reciprocal		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						and Deliberative discussions		
<b>Discovery learning</b>	<b>(7-8)</b>			c1	d1, d2	Presentations Reciprocal and Deliberative discussions		
<b>Reflective learning</b>	<b>(9)</b>		b3	c2	d1, d2	Presentations Reciprocal and Deliberative discussions		
<b>Question bank</b>	<b>(10-11)</b>	a7			d1, d2	Presentations Reciprocal and Deliberative discussions		
<b>Technology in nursing education</b>	<b>(12-13)</b>	a3 , a8	b1		d1, d2	Presentations Reciprocal and Deliberative discussions		
<b>E- learning</b>	<b>(14-15)</b>		b2		d1, d2	Presentations Reciprocal and Deliberative discussions		





الهيئة القومية لضمان جودة التعليم والاعتماد

رئيس مجلس القسم العلمي: أ.م.د : عيبر عبدالفتاح محمود

نموذج رقم ( )

 جامعة / أكاديمية: .....دمنهور.....  
 كلية /معهد: .....التمريض.....  
 قسم: .....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

46- بيانات المقرر

الفرقة / المستوى : Diploma degree of Nursing-	اسم المقرر : Quality in Educational process	الرمز الكودي : 609E114
عملی: -	عدد الوحدات الدراسية نظري: 2	التخصص : Nursing education department

The course provides an overview of related key concepts of quality in nursing education, principles, practices and techniques. Evaluation of the educational systems through self-assessment and peer review will be introduced. The role of the nurse educational manager to ensure educational quality will be discussed.	47- هدف المقرر
	48- المستهدف من تدريس المقرر :
<b>Knowledge and understanding:</b> a.1. Discuss quality management concepts in nursing education, related principles and techniques. a.2. Describe the role of the nurse educational manager in preparing graduate conforming to internationally recognized standards / enhance their competitive. Capacity in the national and regional labor market.	ص- المعلومات والمفاهيم

<p><b>Intellectual skills:</b></p> <p>b.1. Analyze the essential features of an educational program , different constraint and purpose possible solutions.</p> <p>b.2. Appreciate the need for quality management nursing education to ensure quality and gain community confidence in the faculty and its graduates</p>	<p>ب - المهارات الذهنية</p>
<p><b>Professional and practical skills:</b></p> <p>c.1. Evaluate the educational program through self-assessment, peer review and related the outcomes and future changes to ensure continuous improvement.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>General and transferrable skills:</b></p> <p>d.1 Apply the suggested solution where possible to overcome the different constraint facing the educational program.</p>	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> <li>-Introduction to course objectives, content and evaluation</li> <li>- Quality management concepts in nursing education</li> <li>- Principles and techniques of quality management concepts in nursing education</li> <li>-Dimensions of quality management in nursing education</li> <li>- The role of nurse educational manager in preparing graduate</li> <li>- Methods of evaluation quality in nursing education</li> <li>- Program evaluation</li> <li>- Monitoring and evaluator of the educational programs</li> </ul>	<p>49- محتوى المقرر</p>

<ul style="list-style-type: none"> <li>- Constraint facing the educational program and possible solution</li> <li>- Revision</li> </ul>											
<ul style="list-style-type: none"> <li>- Lecture / discussion</li> <li>- Individual and group presentations.</li> <li>- Assignment- problem solving.</li> </ul>	<p>أساليب التعليم والتعلم -50</p>										
	<p>6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>										
<p>7- تقويم الطلاب :</p>											
<p>Written exam : to assess the ability comprehend, interpret and apply the scientific background</p> <table border="1" data-bbox="167 1037 986 1731"> <tr> <td data-bbox="167 1037 475 1167">participation in class</td> <td data-bbox="475 1037 986 1167">To asses knowledge and understanding</td> </tr> <tr> <td data-bbox="167 1167 475 1361">individual and group presentation</td> <td data-bbox="475 1167 986 1361">To asses knowledge and understanding</td> </tr> <tr> <td data-bbox="167 1361 475 1491">semester activities</td> <td data-bbox="475 1361 986 1491">To asses application of knowledge</td> </tr> <tr> <td data-bbox="167 1491 475 1621">ability for analysis</td> <td data-bbox="475 1491 986 1621">To asses intellectual skills</td> </tr> <tr> <td data-bbox="167 1621 475 1731">practice exercise</td> <td data-bbox="475 1621 986 1731">To asses professional and practical skills</td> </tr> </table>	participation in class	To asses knowledge and understanding	individual and group presentation	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	<p>أ – الأساليب المستخدمة</p>
participation in class	To asses knowledge and understanding										
individual and group presentation	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										

Assessment 1st Week 4th	Assignment			ض- التوقيت
Assessment 2nd	Presentation / seminar	Week 5th		
Assessment 3rd	Presentation / seminar	Week 6th		
Assessment 4th	Presentation / seminar	Week 7th		
Assessment 5th	Quizzes	Week 8th		
Assessment 6th	teamwork tasks	Week 12th		
Assessment 8th 15th	Final written exam	Week		
Mid-term (written)	20 marks	40%		ج- توزيع الدرجات
Final-Examination (written)	60 marks	60 %		
Total %	100	100		
				8- قائمة الكتب الدراسية والمراجع
- Course notes				ح- مذكرات
1. Hoy W, Miskel C. Educational administration: theory, research, and practice. 6 <sup>th</sup> ed. New York: McGraw; 2001.				ب - كتب ملزمة
2. Evans J, Lindsay W. The management and control of quality. 6 <sup>th</sup> ed. New York: Thomson Corporation; 2005.				
3. Preedy M , Levacic R. Educational management : strategy , quality and resources. Philadelphia: Open University Press; 1997.				
- James P. Total quality management: in introductory				ج - كتب مقترحة

text. London: Prentice Hall; 1996. - Oakland J. Total quality management text with cases. 3 <sup>rd</sup> ed. London: Elsevier Butterworth-Heinemann; 2003	
- www.ecu.edu/pir/ARBS/ Academic units. -www.sacscoc.org - Journal of nursing administration. - Journal of nursing management. - www.nursingcenter.com - www.rcn.org	د – دوريات علمية أو نشرات إلخ....

أستاذ المقرر :

رئيس مجلس القسم العلمى : ا.م.د/ عبير عبد الفتاح محمو

نموذج رقم (أ)

Quality in Educational process	مسمى المقرر
609E114	كود المقرر

جامعة / أكاديمية : دمنهور  
كلية / معهد : التمريض  
قسم : تعليم تمريض

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
-Introduction to course objectives, content and evaluation	1	a.1	b.1.		
- Quality management concepts in nursing education	2	a.1,a.2	b.3	c.2.	d.1
- Principles and techniques of quality management concepts in nursing education	3	a.1,a.2,a.3	b.3.	c.2.	d.1
-Dimensions of quality management in nursing education	4	a.2	b.3.	c.1.,c.2	d.1
- The role of nurse educational manager in preparing	5	a.2	b.3.	c.1.	d.1

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
graduate					
- Methods of evaluation quality in nursing education	6	a.1	b.1.	c.1.	d.1
- Program evaluation	7-8	a.1	b.3	c.1.	d.1
- Monitoring and evaluator of the educational programs	9-10	a.3	b.3	c.1.,c.2	d.1
- Constraint facing the educational program and possible solution	-11-12	a.3	b.3	c.1.,c.2	d.1
- Revision	-13-14	a.3	b.3	c.1.,c.2	d.1

أستاذ المقرر :  
رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود

### Curriculum Map

Course title:  
Code No: 609E114

Quality in educational process

Content	week	Intended learning outcomes of course	Teaching
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		<b>Knowledge &amp; understanding</b>	<b>Intellectual</b>	<b>Practical &amp; professional</b>	<b>General &amp; transferable</b>	<b>and learning activities</b>
-Introduction to course objectives, content and evaluation	1	a.1	b.1.			Reciprocal and Deliberative discussions.
- Quality management concepts in nursing education	2	a.1,a.2	b.3	c.2.	d.1.	Presentation Reciprocal and Deliberative discussions
- Principles and techniques of quality management concepts in nursing education	3	a.1,a.2,a.3.	b.3.	c.2.	d.1.	Presentation Reciprocal and Deliberative discussions
-Dimensions of quality management in nursing education	4	a.2	b.3.	c.1.,c.2	d.1.	Presentation Reciprocal and Deliberative discussions
- The role of nurse educational manager in preparing graduate	5	a.2	b.3.	c.1.	d.1.	Presentation Reciprocal and Deliberative discussions
- Methods of evaluation quality in nursing education	6	a.1	b.1.	c.1.	d.1.	Presentation Reciprocal and Deliberative discussions
- Program evaluation	7-8	a.1	b.3	c.1.	d.1.	Presentation Reciprocal and Deliberative discussions
- Monitoring and evaluator of the educational programs	9-10	a.3	b.3	c.1.,c.2	d.1.	Presentation Reciprocal and Deliberative discussions
- Constraint facing the educational program and possible solution	-11-12	a.3	b.3	c.1.,c.2	d.1.	Presentation Reciprocal and Deliberative discussions
- Revision	-13-14	a.3-	b.3	c.1.,c.2	d.1.	Presentation Reciprocal and

Content	week	Intended learning outcomes of course				Teaching and learning activities
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable	
						Deliberative discussions

رئيس مجلس القسم العلمي : ا.م.د/

أستاذ المقرر :  
عبير عبد الفتاح محمود

# ثانياً: مقررات ماجستير تعليم التمريض



الهيئة القومية لضمان جودة التعليم والاعتماد

## List of master courses

- (1) احصاء حيوى
- (2) طرق بحث وكتابة علمية
- (3) استراتيجيات تعليم التمريض
- (4) نظم المعلومات فى التمريض
- (5) مناهج تعليم التمريض
- (6) استراتيجيات تعليم التمريض
- (7) مفاهيم فى التمريض الإلكنيكى
- (8) التقويم فى التمريض
- (9) علم نفس التعليمى
- (10) دراسة المجتمع ومشاكله الصحية
- (11) تثقيف صحى (1)
- (12) آداب وقوانين المهنة
- (13) العلاقات الإنسانية
- (14) تثقيف صحى (2)

نموذج رقم ( 12 )

جامعة: دمنهور  
كلية: التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

1- بيانات المقرر	
الرمز الكودي : <b>709Co01</b>	اسم المقرر: Biostatistics
التخصص تعليم التمريض	الفرقة / المستوى : ماجستير
	عدد الوحدات الدراسية: (2hr) نظري

The course intended to provide the master candidates with knowledge, principles, concepts and process that help them to assume the functions of statistics. Also provide view about general epidemiology: screening and surveillance.	2- هدف المقرر:
<b>By the end of this course the students will be able to:</b>	أ- المعرفة والفهم :
1-Define Statistics biostatistics 2- Identify statistical concepts 3-list statistical research steps. 4- State types of variables. 5 – Enumerate statistical samples	
1- Discuss statistical process. 2 –Classify types of variables 3 compare statistical sampling. 4 –Interpret central propensity measures 5-Discuss measures of position 6- Recognize measures of dispersion	ب- المهارات الذهنية :
1-Apply Elementary and grouped data 2-Apply central propensity measures 3-Graph measures of dispersion 4-Graph data and plot tendency. 5-Apply Simple linear correlation 6- interpret simple linear regression	ج- المهارات المهنية والعملية:

<p>1– integrate a statistical plan to practice statistical research steps.                  2 –judge suitable types of data and information                  3- Criticize Central propensity measures.                  4-communication skills.                  5-computer skills.                  6-Ability to self-development.                  7-ability to work in team.                  .</p>	د - المهارات العامة والمنقلة :
<p>1. Introduction to statistical science                  2. The difference between data and information                  3. Sources of data                  4. Data collection methods                  5. Types of variables                  6. Statistical Sampling                  7. Data Description: Univariate describing                  8. Data statistical measures for the univariate case                  9. Measures of position (quartiles-deciles-percentiles)                  10.Measures of dispersion                  11.Data statistical measures for two variables                  12.Analytical statistics</p>	4- محتوى المقرر:
<ul style="list-style-type: none"> <li>• Lectures / discussion</li> <li>• Seminars</li> </ul>	5- أساليب التعليم والتعلم
NA	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب :	
<ul style="list-style-type: none"> <li>▪ Final written exam</li> <li>▪ Presentation of the seminars</li> </ul>	أ- الأساليب المستخدمة
..... term	ب- التوقيت

Final-term Examination	60%	ج- توزيع الدرجات
Semester Work	40%	
<b>% Other types of assessment</b>		
Total	100%	
8- قائمة الكتب الدراسية والمراجع :		
Course notes: handouts of all content		أ- مذكرات
<ul style="list-style-type: none"> <li>- Arsham's., H., Statistical Data Analysis for Managerial Decisions, University of Baltimore, 4<sup>th</sup> ed. 2007.</li> <li>- 1 Kalbfleisch, J.D., and Street, J.O. (1990), "Survival Analysis". In Statistical Methodology, (D.A. Berry, ed.). New York: Marcel Dekker.</li> <li>- Ryan, G., Bernard H. Data Management and Analysis Methods, "in N. Denzin and Y". Lincoln, eds., Hand book of Qualitative Research, 2nd ed., Thousand Oaks, Calif, Sage, 2000.</li> </ul>		ب- كتب ملزمة
<ul style="list-style-type: none"> <li>- Michael C. Fleming and Joseph G. essence of statistics, 1st ed. 1996</li> <li>- Polit DF, Beck C Nursing Research: principles and methods. 7th ed. New York: Lippincott Williams &amp; Wilkins, 2003</li> </ul>		ج- كتب مقترحه
<ul style="list-style-type: none"> <li>- Journal of statistics education.</li> <li>- Journal of official statistics.</li> </ul> <p>Internet Research Journal</p>		ج- دوريات علمية أو نشرات.... إلخ



جامعة: دمنهور  
كلية: التمريض  
قسم: تعليم التمريض

مسمى المقرر: Biostatistics Master
كود المقرر 709Co01

**Course contents matrix**

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills
1) Introduction to statistical science	1-2	a.1	-	-	-
2) The difference between data and information	3	a.2	-	-	-
3) Sources of data	4	a.2	b.1 b.2	c.2	-
4) Data collection methods	5	a.2	b.1 b.2	c.2	d.1 d.2
5) Types of variables	6	a.2	b.1 b.2	C1 c.2	d.1 d.2
6) Statistical Sampling	7	a.2	b.1 b.2	c.2	d.1
7- Data Description: (7 Univariate describing	8	a.2	b.1 b.2	C.1 c.2	d.1





8- Data statistical measures for (8 the univariate case	9	a.2	b.1 b.2	c.2	d.1 d.2
9) Measures of position (quartiles-deciles-percentiles)	10	a.2	b.1, b.2	c.2	d.2
10) Measures of dispersion	11	a.2	b.1, b.2	c.2	d.1
11- Data statistical (11 measures for two variables	12	a.2	b.1,b.2	c.2	-
12) Analytical statistics (12	13-14	a.3 a.4	b.3	-	d.1 d.3
13) Revision	15	-	b.4	-	0



جامعة: دمنهور  
كلية: التمريض  
قسم : تعليم التمريض

<p>مسمى المقرر: Biostatistics</p> <p>Master</p>
<p>709Co01 كود المقرر</p>

## Curriculum Map

### خريطة مقرر

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills	Teaching and learning activities	Method of assessment	Evidence
13) Introduction to statistical science	1-2	a.1	-	-	-	lecture	-Activities( presentation ,case study) -Final written exam	-Final- term Exam (60%)
14) The difference between data and information	3	a.2	-	-	-	Lecture		
15) Sources of data	4	a.2	b.1 b.2	c.2	-	Seminars and discussion		Presentati on  And  Case
16) Data collection methods	5	a.2	b.1 b.2	c.2	d.1 d.2	Seminars and discussion		
17) Types of variables	6	a.2	b.1 b.2	C1 c.2	d.1 d.2	Seminars and discussion		
18) Statistical Sampling	7	a.2	b.1 b.2	c.2	d.1	Seminars and discussion		
7- Data Description: (19 Univariate describing	8	a.2	b.1 b.2	C.1 c.2	d.1	Seminars and discussion		



8- Data statistical (20 measures for the univariate case	9	a.2	b.1 b.2	c.2	d.1 d.2	Seminars and discussion	(40%)
21) Measures of position (quartiles-deciles-percentiles)	10	a.2	b.1, b.2	c.2	d.2	Seminars and discussion	
22) Measures of dispersion	11	a.2	b.1, b.2	c.2	d.1	Seminars and discussion	
11- Data statistical (23 measures for two variables	12	a.2	b.1,b.2	c.2	-	Seminars and discussion	
12) Analytical statistics (24	13-14	a.3 a.4	b.3	-	d.1 d.3	Lecture	
13) Revision	15	-	b.4	-	0	Brainstorming	

جامعة: دمنهور

كلية: التمريض

نموذج رقم ( 12 )

توصيف مقرر دراسي

2018-2019

بيانات المقرر -51

الفرقة / المستوى : Master degree in nursing science	اسم المقرر : طرق بحث وكتابة علمية	الرمز الكودي : 708Co02
عدد الوحدات الدراسية نظري <input type="text" value="2hrs/week"/> عملي <input type="text" value="-"/>		التخصص : Core

<ul style="list-style-type: none"> <li>To introduce essential concepts, principles and techniques of utilizing in scientific inquiry. Apply research process in nursing practice. Learn how to use scientific writing.</li> </ul>	52-هدف المقرر
53-المستهدف من تدريس المقرر :	
<ul style="list-style-type: none"> <li>Identify research process in nursing.</li> <li>Identify ethical issues involved in research including protecting rights of participants.</li> <li>Discuss the significance of research in the advancement of knowledge.</li> <li>Identify aspects of scientific writing.</li> <li>Aware of definition of plagiarism.</li> </ul>	ط- المعرفة والفهم
<ul style="list-style-type: none"> <li>Determine relationship between theory and</li> </ul>	ب - المهارات الذهنية

<p>research in nursing.</p> <ul style="list-style-type: none"> <li>▪ Identify research areas in nursing practice.</li> <li>▪ Analyze research process for advancing nursing knowledge and clinical practice.</li> <li>▪ Identify how to use scientific writing.</li> <li>▪ How to avoid plagiarism.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Observation skills.</li> <li>▪ Critical thinking and analysis skills.</li> </ul>	ج- المهارات المهنية و العملية
<ul style="list-style-type: none"> <li>▪ Emphasize importance of communicating research findings.</li> <li>▪ Identify relationship between research and nursing practice.</li> <li>▪ Using teamwork in formulating research proposal.</li> <li>▪ Communication skills.</li> <li>▪ Working in team work.</li> <li>▪ Ability to self development.</li> <li>▪ Computer skills.</li> </ul>	د- المهارات العامة والمنتقلة

<ol style="list-style-type: none"> <li>1. Introduction to research in nursing.</li> <li>2. The research process.</li> <li>3. Selecting, defining and refining a research problem, purpose and hypotheses.</li> <li>4. Ethics in nursing research.</li> <li>5. Review of literature.</li> <li>6. Different research designs.</li> <li>7. Populations and study sample.</li> <li>8. Methods of data collection.</li> <li>9. Interpretation of data.</li> <li>10. Responsible conduct of science.</li> <li>11. Writing a research proposal/ plan/ protocol</li> <li>12. How to write a research paper for publication using scientific witting technique.</li> </ol>	4-محتوى المقرر
<ul style="list-style-type: none"> <li>▪ Seminars discussion.</li> <li>▪ Witting assignments.</li> <li>▪ Small group discussion in the classroom.</li> <li>▪ Brain storming.</li> <li>▪ Role play.</li> <li>▪ Think pair and share.</li> </ul>	5-أساليب التعليم والتعلم

<ul style="list-style-type: none"> <li>▪ Not applicable.</li> </ul>	<p>6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>7- تقويم الطلاب :</p>	
<ul style="list-style-type: none"> <li>▪ Written exam.</li> <li>▪ Seminar presentation.</li> <li>▪ Written assignment.</li> </ul>	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> <li>▪ Seminar presentation, written assignment. Along the semester.</li> <li>▪ Written exam. 16<sup>th</sup> week.</li> </ul>	<p>ب- التوقيت</p>
<ul style="list-style-type: none"> <li>▪ Weighting of Assessments: <ul style="list-style-type: none"> <li>○ Final-term examination: 60 %</li> <li>○ Semester work: 40 %</li> <li>○ Total: 100%</li> </ul> </li> </ul>	<p>ج- توزيع الدرجات</p>
<p>8- قائمة الكتب الدراسية والمراجع</p>	
<p>-----</p>	<p>أ-مذكرات</p>
<p>-----</p>	<p>ب - كتب ملزمة</p>

<ul style="list-style-type: none"> <li>▪ Polit DF, Beck CT. Essentials of nursing research: Appraising evidence for nursing practice. 8<sup>th</sup> ed. Philadelphia: Lippincott Co; 2014.</li> </ul> <p>Download at:</p> <p><a href="http://library.abotcollege.edu.gh/Books/Health_sciences/Allied%20health%20sciences/nursing/Essentials%20of%20Nursing%20Research,%20Eighth%20Edition.pdf">http://library.abotcollege.edu.gh/Books/Health_sciences/Allied%20health%20sciences/nursing/Essentials%20of%20Nursing%20Research,%20Eighth%20Edition.pdf</a></p> <ul style="list-style-type: none"> <li>▪ National academy committee. On Being a Scientist. 3<sup>rd</sup> ed, pWashington DC: Pearson Prentice hall, 2009.</li> </ul> <p>Download at:</p> <p><a href="http://www.fer.unizg.hr/_download/repository/09_-_On_being_a_Scientist_-_Ethics.pdf">http://www.fer.unizg.hr/_download/repository/09_-_On_being_a_Scientist_-_Ethics.pdf</a></p> <ul style="list-style-type: none"> <li>▪ Pandey P.&amp; Pandey M M. Research Methodology: Tools and techniques. Bridge Center; 2015.</li> </ul> <p>Download at:</p> <p><a href="http://euacademic.org/BookUpload/9.pdf">http://euacademic.org/BookUpload/9.pdf</a></p>	<p>ج – كتب مقترحة</p>
<ul style="list-style-type: none"> <li>▪ <a href="http://www.google.com">www.google.com</a></li> <li>▪ Electronic library.</li> </ul>	<p>د – دوريات علمية أو نشرات .... إلخ</p>

رئيس مجلس القسم العلمي :

أستاذ المادة :



مسمى المقرر: طرق بحث وكتابة علمية
كود المقرر 708Co02

### Course contents matrix

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills
1-Introduction to research in nursing.	1-2	a.1	b.2	c.1	d.1
2- The research process.	3	a.1	b.2	c.1 c.2	d.
3- Selecting, defining and refining a research problem, purpose and hypotheses.	4	a.1 a.3	b.3	c.1 c.2	d.2 d.3
4- Ethics in nursing research.	5	a.2	b.5	-	-
5-Review of literature.	6	a.3	b.2 b.3	c.2	-





6-Different research designs.	7	a.3 a.4	b.4	c.1	-
7- Populations and study sample.	8	-	-	c.2	-
8- Methods of data collection.	9	-	-	c.2 c.2	-
9- Interpretation of data.	10	a.4	b.3 b.4	c.2	-
10-Responsible conduct of science.	11	-	-	c.2	d.3
11- Writing a research proposal /plan /protocol.	12	a.4	b.4	c.1 c.2	d.3
12- How to write a research paper for publication using scientific writing technique.	13-14	a.4 a.5	b.4 b.5	c.1 c.2	-
Revision	15	-----	-----	-----	-----



مسمى المقرر: طرق بحث وكتابة علمية (ماجستير)

كود المقرر: 708Co02

## Curriculum Map

### خريطة مقرر

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills	Teaching and learning activities	Method of assessment	Evidence
1-Introduction to research in nursing.	1-2	a.1	b.2	c.1	d.1	Group discussion	Activities (presentation, case study)	Final-term Exam (60%) Presentation and case study (40%)
2- The research process.	3	a.1	b.2	c.1, c.2	d.2	Discussion		
3- Selecting, defining and refining a research problem, purpose and hypotheses.	4	a.1 a.3	b.3	c.1, c.2	d.2, d.3	Lecture		
4- Ethics in nursing research.	5	a.2	b.5	-----	d.4, d.5	Discussion		
5-Review of literature.	6	a.3	b.2, b.3	c.2	-----	Lecture		

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills	Teaching and learning activities	Method of assessment	Evidence
6-Different research designs.	7	a.3, a.4	b.4	c.1		Discussion	Activities (presentation, case study) Final written exam	Final-term Exam (60%) Presentation and case study (40%)
7- Populations and study sample.	8	-----	-----	c.2	-----	Lecture		
8- Methods of data collection.	9	-----	-----	c.2	-----	Discussion		
9- Interpretation of data.	10	a.4	b.3, b.4	c.2	-----	Group discussion		
10-Responsible conduct of science.	11	-----	-----	c.2	d.3	Lecture		
11- Writing a research proposal /plan /protocol.	12	a.4	b.4	c.1, c.2	d.3, d.6,d.7	Group discussion		
12- How to write a research paper for publication using scientific writing technique.	13-14	a.4, a.5	b.4, b.5	c.1, c.2	d.6, d.7	Discussion		
Revision	15	-----	-----	-----	-----			

رئيس مجلس القسم العلمي.....

أستاذ المقرر.....

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر

الرمز الكودي : <b>709Co03</b>	اسم المقرر Educational strategies 1	الفرقة / المستوى : Master (first semester)
التخصص : Nursing Education	عدد الوحدات الدراسية نظري 2	عملي <input type="checkbox"/>

To acquaint the students with different educational strategies to be applied in teaching and learning process.	54- هدف المقرر
55- المستهدف من تدريس المقرر :	
a.1-Discuss the main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral. etc a.2- Recognize how to assess students, teacher, environment and content. a.3.- Illustrate different educational strategies.	ظ- المعلومات والمفاهيم
b.1. Write an educational objective. b.2-Apply Presentation skills. b.3- Differentiate between different educational strategies.	ب - المهارات الذهنية
c.1- Follow Principles of learning. c.2-Critique different educational strategies.	ج- المهارات المهنية الخاصة بالمقرر
d.1 Use effective communication skills in the teaching-learning process. d.2 Demonstrate information technology for enhancing professional practice. d.3 Manage time and resources effectively. d.4 Work cooperatively with a team.	د- المهارات العامة



الهيئة القومية لضمان جودة التعليم والاعتماد

1-Introduction Course outlines, orientation	-	theory	-56 حتوى المقرر
2- Definitions ✓ Education ✓ Teaching ✓ Learning ✓ Learning process ✓ Educational spiral	2	theory	
<b>3- Plan for instruction</b> <b>Unit 1: Assessment</b> • <u>Students' assessment:</u> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles • <u>Teachers' assessment:</u> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles • <b>Environment assessment:</b> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout • <b>Content (Discipline)</b> ✓ Content analysis ✓ Task analysis	8	theory	
• <b>4- Unit 2: Design/ Development:</b> • Educational objectives • Cognitive, psychomotor, affective domain. • Exercise	2	theory	
• <b>5-Unit 3: Implementation</b> Principles of learning <b>Traditional teaching strategies</b> ✓ Lecture	2	theory	
✓ Discussion ✓ Role play ✓ Field trips	2	theory	
<b>Non-traditional teaching strategies</b>	2	theory	

<ul style="list-style-type: none"> <li>✓ <u>Modified lecture</u></li> <li>✓ <u>Case studies</u></li> <li>✓ Cooperative learning</li> <li>✓ Mind map</li> </ul>	2	theory	
<p><b><u>Clinical teaching</u></b> Preparation of clinical areas</p> <ul style="list-style-type: none"> <li>✓ <b>Methods of clinical teaching</b></li> <li>✓ Demonstration</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ Clinical conference</li> <li>✓ Nursing round</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ <b><u>Presentation skills</u></b></li> </ul>	2	Theory	
<ul style="list-style-type: none"> <li>• <b><u>6- Unit 4 : Evaluation</u></b> <ul style="list-style-type: none"> <li>✓ Methods of evaluation</li> <li>✓ Types of exams and guidelines for construction of exams</li> <li>✓ Characteristics of an evaluation tool.</li> <li>✓ Pitfalls of evaluation tool.</li> </ul> </li> </ul>	4	Theory	
<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Assignments</li> <li>• Group discussion</li> <li>• Problem solving</li> </ul>			-57 ساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Problem solving</li> <li>• Seminars</li> <li>• assignment</li> </ul>			6-أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
			7- تقويم الطلاب
Written Examination semester work			أ- الأساليب المستخدمة
Written Examination : 15 week semester work : 15 week			ب- التوقيت

Written Examination 60%	ج- توزيع الدرجات
semester work ( presentation, participation , assignments and activities) 40%	
Total 100%	
8- قائمة الكتب الدراسية والمراجع	
1- Course Notes	خ- مذكرات
6.2- Essential Educational Strategies Books (Text Books) Gagne, R., Briggs, L. & Wager, W. (1992). Principles of Instructional Design (4th Ed.). Fort Worth, TX: HBJ College Publishers.	ب - كتب ملزمة
Recommended Books 11.Clinical Teaching Strategies in NURSING”, Kathleen B. Gaberson, Marilyn H. Oermann, 3 rd edition, Springer Publishing Company. 12.Donaid C. orlich,Robert J. Teaching strategies, Aguide to effective instruction. washington 2010 13.Sankaranarayanan B,Sindhu B.Learning and teaching nursing.4th ed. london 2012 14.Grey light, roy C and susanna C. Learning and teaching in higher education.2nd ed. washington 2009. 15.-Micheal w. Adult learning methods: Aguide for effective instruction. 2nd ed United state of america 2008.	ج - كتب مقترحة
- Wiley periodicals, Inc. (2015)journal of research in science teaching vol.52,No,5pp659,685.	د – دوريات علمية أو نشرات ... إلخ

Assistant Prof .Dr. Abeer Abd El Fattah أستاذة المادة

رئيس مجلس القسم العلمى

التاريخ: Assistant Prof .Dr. Abeer Abd El Fattah Mahmoud



نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

مسمى المقرر ماجستير	Educational strategies
كود المقرر	709Co03

(خ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
5- The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral. etc.	1	a.1	B1		
<u>Students' assessment:</u> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles	2	a.1,a.2	b.3		d.1.
6- <u>Teachers' assessment:</u> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles	3	a.1,a.2,	b.3.	c.2.	d.1.

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<ul style="list-style-type: none"> <li>• <b>Environment assessment:</b> <ul style="list-style-type: none"> <li>✓ Characteristics of physical environment</li> <li>✓ Characteristics of psychological environment</li> <li>✓ Classroom layout</li> </ul> </li> </ul>	4	a.2	b.3.	c.1.,c.2	d.1.
<ul style="list-style-type: none"> <li>• <b>Content (Discipline)</b> <ul style="list-style-type: none"> <li>✓ Content analysis</li> <li>✓ Task analysis</li> </ul> </li> </ul>	5	a.2	b.3.	c.1.	d.1.
<ul style="list-style-type: none"> <li>• Educational objectives</li> <li>• Cognitive, psychomotor, affective domain. Exercise</li> </ul>	6	a.1	b.1.	c.1.	d.1.
Principles of learning	7	a.1	b.3	c.1.	d.1.
<b>Traditional teaching strategies</b> Lecture, Discussion, Role play Field trips	8	a.3	b.3	c.1.,c.2	d.1.
<b>Non-traditional teaching strategies</b>  Modified lecture Case studies Cooperative learning -Mind map	9-10	a.3	b.3	c.1.,c.2	d.1.

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<b>Clinical teaching</b> Preparation of clinical areas <b>Methods of clinical teaching</b> Demonstration Clinical conference Nursing round	11-12	a.3-	b.3	c.1.,c.2	d.1.
<b>Presentation skills</b>	13-14	a.3	b.2	c.1.,c.2	d.1.
<b>Evaluation</b>	15	a.3	b.3	c.1.	d.2.

أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود

رئيس مجلس القسم العلمى : ا.م.د/ عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** Educational strategies

**Code No:** 709Co03

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
7- The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral..etc	a.1	b.1.	c.1	d.1.	a.1	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	-Final-term Exam ( 60%)
<u>Students' assessment:</u> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles	a.1,a.2	b.3	c.2.	d.1.	a.1,a.2	Presentations Reciprocal and Deliberative discussions	Final written exam (60%)	-Presentation and Project (40%)
8- <u>Teachers' assessment:</u> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles	a.1,a.2,a.3.	b.3.	c.2.	d.1.	a.1,a.2,a.3.	Presentations Reciprocal and Deliberative discussions		
• <u>Environment assessment:</u> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout	a.2	b.3.	c.1.,c.2	d.1.	a.2	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<ul style="list-style-type: none"> <li><b>Content (Discipline)</b> <ul style="list-style-type: none"> <li>✓ Content analysis</li> <li>Task analysis</li> </ul> </li> </ul>	a.2	b.3.	c.1.	d.1.	a.2	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, Final written exam	
<ul style="list-style-type: none"> <li>Educational objectives</li> <li>Cognitive, psychomotor, affective domain.</li> <li>Exercise</li> </ul>	a.1	b.1.	c.1.	d.1.	a.1	Presentations Reciprocal and Deliberative discussions		
Principles of learning	a.1	b.3	c.1.	d.1.	a.1	Presentations Reciprocal and Deliberative discussions		
<b>Traditional teaching strategies</b> Lecture ,Discussion, Role play Field trips	a.3	b.3	c.1.,c.2	d.1.	a.3	Presentations Reciprocal and Deliberative discussions		
<b>Non-traditional teaching strategies</b> Modified lecture Case studies Cooperative learning Mind map Problem based learning Discovery learning	a.3	b.3	c.1.,c.2	d.1.	a.3	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%)	



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<b>Clinical teaching</b> Preparation of clinical areas <b>Methods of clinical teaching</b> Demonstration Clinical conference Nursing round	a.3-	b.3	c.1.,c.2	d.1.	a.3-	Presentations Reciprocal and Deliberative discussions	Health education project (20%) Final written exam (60%)	
<b>Evaluation</b>	a.3	b.3	c.1.	d.2.	a.3	Presentations Reciprocal and Deliberative discussions		

أستاذة المادة : أ.م.د عبير شوشة

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

د/دعاء الدمرداش

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -58

الفرقة / المستوى : Master degree of Nursing Education	اسم المقرر : Informatics system in nursing	الرمز الكودي <b>709Co04</b>
عدد الوحدات الدراسية نظري	2 عملي	Nursing التخصص : Education department

This course aims to provide students with knowledge, skills and attitudes necessary for the application of informatics system in terms of data processing and files electronically management in provision of health care in different health centers.	59- هدف المقرر
60- المستهدف من تدريس المقرر :	
A1- Identifies the concepts of health informatics system A.2- Mentions Qualities of health informatics system A3- Discusses the Current status of health informatics system A4- Describe Efforts to encourage faster diffusion	ع- المعلومات والمفاهيم

<p>B.1- Differentiates between interpretation and analysis of health data          B.2- Describe database          B.3- Analyzes data and transform into information          B.4-Compares between types of information technology          B.5- compose a decision about filling design          B.6- Compose a decision about ethical consideration of information technology in health sector.          B.7-Conclude the values and preferences using electronic documentation</p>	<p>ب - المهارات الذهنية</p>
<p>C.1- Design table database.          C.2- Assess the important data          C.3- Draw the frame of transformation of Data to Knowledge          C.4- Application types of database e.g reports          C.5- Design electronic health record          C.6- Search the relevant electronic database          C.7- Assess electronic health information management          C.8- Construct written arguments in a variety of formats on the evolving nature of ethical norms relating to new technologies</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D.1- Define I health information technology privacy, security and confidentiality          D.2-patient access to health information          D.3-Develop a shared vision and common goal for impotent of documentation and filling system.          D.4- Conducting effectively electronic communication          D.5-Carries out the steps of collaboration          D.6-Works towards achievement of the group's learning goals          D.7- Presents information accurately and clearly in written, electronically forms</p>	<p>د- المهارات العامة</p>



D.8 - Negotiates objectively the raised issues and share information D.9- Show evidence of thorough reading of documented sources D.10- Shows breadth and depth of knowledge in session discussion D.11- show accurate filling system	
E.1- Shares value of advanced information technology in health and experiences with colleagues	
<b>Unit I: Introductory Session</b> <input type="checkbox"/> <input type="checkbox"/> Basic concepts of information of health information technology <input type="checkbox"/> <input type="checkbox"/> What information technology? <input type="checkbox"/> <input type="checkbox"/> What qualities of information technology? <input type="checkbox"/> <input type="checkbox"/> <b>Unit II:</b> Overview of nursing and computer <input type="checkbox"/> <input type="checkbox"/> <b>Unit III: Database</b> What are databases? What are they used for? Mention the anatomy of a database Application of types of data base. <input type="checkbox"/> <input type="checkbox"/> <b>Unit IV: Local area networks</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit V : Data input and output</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit V1 : Managing ICT</b> <input type="checkbox"/> <input type="checkbox"/> <b>UnitV11: Security</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit X :- Electronic health record</b> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> <b>UnitX1 : Telemedicine and tele -nursing</b></li> </ul>	-61      محتوى المقرر
<b>1- Interactive Lectures</b> <b>2- Computer lab training</b> <b>3-Dmonstration and re-demonstration</b>	أساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	7- تقويم الطلاب :

<ul style="list-style-type: none"> <li>• Written assignments (seminars)</li> <li>• Presentation</li> <li>• Final written exam</li> </ul>	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> <li>• Assignments, presentation, and group discussion (weekly) Final written exam (16th week)</li> </ul>	غ- التوقيت
<p>Semester work (40%)</p> <p>Final written exam (60%)</p> <p>Total (100%)</p>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
<b>1- Course notes</b>	د- مذكرات
<p>1-Stuart Tyrrell (2012). Using Information and Communication Technology in Health care . No. 5 in the Harnessing Health Information series. Series Editor Michael Rigby</p> <p>2-Sajeesh Kumar &amp;Helen Snooks (2011) Tele-nursing,© Springer-Verlag London</p>	ب - كتب ملزمة
<p><a href="http://www.information technology">1- www.information technology</a></p> <p><a href="http://www.nursing information">2- www.nursing information</a></p> <p>62- <a href="http://www.healthinformation">www.healthinformation</a></p> <p>63- Information technology in health care. Report to the Congress: New Approaches in Medicare   June 2014(chapter7)</p>	ج - كتب مقترحة
<p><input type="checkbox"/> <input type="checkbox"/> Periodicals, Web Sites</p> <p>LWW Medical Book Collection @OVID</p>	د – دوريات علمية أو نشرات .... إلخ



EBSCO Academic Search Complete	
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أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود

رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Informatics system in nursing	مسمى المقرر
709Co04	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introductory Session	1	a1, a.3			d1, d4
Overview of nursing and computer.	2	a1, a.2, a.3			d2
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2
Local area networks	5				d1, d2,d3,d4
Data input and output	6,7		b3	c3, c4	
Managing ICT	8,9		b4		d4
Security	10				d2,d5
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Telemedicine and tele - nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6
Revision	15	a.1, a.2			d.1, d.2, d.6

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود



## Curriculum Map

**Course title: Informatics system in nursing**

**Code No: 709Co04**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introductory Session	1	a1, a.3			d1, d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration.	<ul style="list-style-type: none"> <li>•Written assignments (seminars)</li> <li>•Presentation</li> <li>•Final written exam</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Overview of nursing and computer.	2	a1, a.2, a.3			d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Local area networks	5				d1, d2,d3,d4	1-Interactive		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Lectures 2- Computer lab training 3- Demonstration and re-demonstration		
Data input and output	6,7		b3	c3, c4		1-Interactive Lectures 2- Computer lab training 3- Demonstration and re-demonstration		
Managing ICT	8,9		b4		d4	1-Interactive Lectures 2- Computer lab training 3- Demonstration and re-demonstration		
Security	10				d2,d5	1-Interactive Lectures 2- Computer lab training 3-		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Dmonstration and re-demonstration		
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Telemedicine and tele-nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Revision	15	a.1, a.2			d.1, d.2, d.6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

أستاذ المادة :



نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

## توصيف مقرر دراسي 2018-2019

## 64- بيانات المقرر

الفرقة / المستوي : Master Program	اسم المقرر: Curriculum Development in Nursing	الرمز الكودي:  709Ns05
-----: عملي	عدد الوحدات الدراسية: نظري : 2	التخصص Nursing Education

<p>The course is designed for master students enrolled in specialty of Nursing Education. This course discusses the implementation phase of curriculum development, curriculum management. Curriculum revision, curriculum evaluation and accreditation. The focus will be on utilizing standards to maintain quality curriculum and efficient use of resources derived from a selection process of informed decision making.</p>	2- هدف المقرر
	3- المستهدف من تدريس المقرر :
<p>a.1. Define curriculum.                  a.2. Explain the principles of faculty administration.                  a.3. Explain steps of planning for curriculum development.                  a.4. Illustrate models for curriculum development and its content.                  a.5. Identify the causes of gaps between the planned and actual curriculum from sources of curriculum.                  a.6. List 7 purposes of curriculum management.                  a.7. Explain the 4 components of curriculum management plan                  a.8. Illustrate the process of curriculum</p>	أ- المعلومات والمفاهيم

<p>change by using diagram.</p> <p>a.9. Describe the importance of accreditation in relation to the faculty, students and staff.</p> <p>a.10. Explain all steps of accreditation according to NLN.</p> <p>a.11. Identify benefits of learning psychology education for students, teachers and prospective teachers.</p> <p>a.12. Recognize bills of rights and responsibilities for nursing students.</p>	
<p>b.1 Assess the functions of committees to curriculum development at the Faculty of nursing.</p> <p>b.2. Compare between the 2 approach of curriculum evaluation in relation to its characteristics.</p> <p>b.3. Critique the curriculum evaluation models based on established criteria of NLN.</p> <p>b.4. Critique the process of accreditation at the Faculty of Nursing according NLN.</p> <p>b.5. Summarize the strategies to keep students engaged in learning activities.</p>	<p>ب- المهارات الذهنية</p>
<p>c.1. Design a plan to overcome the gaps facing teachers during curriculum implementation.</p> <p>c.2. Create a plan of action to maintain the curriculum alignment.</p> <p>c.3. Revise the curriculum of each specialty following the process of curriculum revision.</p> <p>c.4. Apply a plan of developing a teaching unit.</p> <p>c.5. Use the principles of the theories as guidelines to help select techniques and strategies that promote learning.</p> <p>c.6. Demonstrate the skills and abilities to design, implement, monitor and manage curricula based on sound, contemporary educational models, principles, and best</p>	<p>ج- المهارات المهنية</p>

<p>evidence. c.7.Design effective learning environment appropriate for learning and teaching process.</p>	
<p>d.1. Apply the principles of curriculum management during the process of curriculum development. d.2. Use the standards of curriculum audit during the internal auditing of your nursing department d.3. Follow the criteria of accreditation during teaching. d.4.Integrate the skills acquired from teaching/learning activities to improve specialty curriculum designs.</p>	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> <li>● Curriculum definition.</li> <li>● Planning for assessment.</li> <li>● Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling</li> <li>● Planning for curriculum evaluation.</li> <li>● Educational psychology.</li> <li>● Governing foundations for curriculum development.</li> <li>● Educational philosophy.</li> <li>● Gaps between planning and implementation: revision, change, and accreditation.</li> <li>● Ethics in education.</li> <li>● Planning for implementation teaching strategies.</li> <li>● Curriculum evaluation &amp; revision.</li> </ul>	<p>4- محتوى المقرر</p>
<ul style="list-style-type: none"> <li>● Library Assignments and Presentations.</li> <li>● Group discussions.</li> <li>● Brainstorming.</li> <li>● Seminars.</li> </ul>	<p>5- أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> <li>● Learning contract</li> <li>● Action plan to improve the weak points of the candidate in collaboration with the academic advisor (mentor).</li> <li>● Peer learning.</li> </ul>	<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>

<ul style="list-style-type: none"> <li>• Providing list of references.</li> <li>• Periodic meetings with the students.</li> </ul>	
<b>7- تقويم الطلاب</b>	
<b>1-Semester work:</b> <ul style="list-style-type: none"> <li>✓ Written assignments (seminars)</li> <li>✓ Presentation</li> <li>✓ Group discussion</li> <li>✓ Written plan of teaching unit</li> </ul> <b>2-Final written exam</b>	أ- الاساليب المستخدمة
Assignments, presentation, and group discussion (weekly) Article review (14 <sup>th</sup> week) Final written exam (16 <sup>th</sup> week)	ب- التوقيت
Semester work: <b>40%</b> <ul style="list-style-type: none"> <li>✓ Assignments 10%</li> <li>✓ Presentation &amp; group discussion 10%</li> <li>✓ Article review 20%</li> </ul> Final Exam: ( written) ----- <b>60%</b> Total----- <b>100%</b>	ج - توزيع الدرجات
<b>8- قائمة الكتب الدراسية والمراجع</b>	
	أ- مذكرات
15. Keating SB. Curriculum development and evaluation in nursing. London: Lippincott Williams & Wilkins 2016. 16. Kelly AV. The curriculum: theory and practice. 5 <sup>th</sup> ed. London: Sage publications, 2014. 17. Caffarella RS. Planning programs for adult learners: a practical guide for education, trainers and staff developer. 2 <sup>nd</sup> ed. USA: Jossey-Bars, 2012. 18. Erickson HL. Stirring the head, heart, and soul: redefining curriculum and instruction. 2 <sup>nd</sup> ed. Corwin press Inc., 2011. 19. Ornstein; AC, Hunkins FP. Curriculum foundations, principles and issues. 2 <sup>nd</sup> ed. London: Allyn and Bacon, 2013 20. Oliva P, Gordon W. Developing the curriculum. Boston: Pearson, 2013	ب- كتب ملزمة

21.Ornstein AC, Hunkins FP. Curriculum foundations, principles and issues. 6 <sup>th</sup> ed. Boston: Pearson, 2013.	
1. Decker. WF. Fundamentals of curriculum. London: Lawrence Erlbaum Associates, Pub. 2003. 2. Robbins SP, Decenzo DA, Coulter M. Fundamentals of management. New York: Pearson, 2013. 3. Wiles JW, Bondi JC. Curriculum development: a guide to practice. 8 <sup>th</sup> ed. Boston: Pearson,2011	ج- كتب مقترحة
<ul style="list-style-type: none"><li>• Journal of Nursing Education</li><li>• International Journal of Educational Research</li><li>• Journal of Continuing Education</li></ul>	د- دوريات علمية أو نشرات.. الخ

رئيس مجلس القسم العلمى

أستاذ المادة :أ.م.د /عبير عبد الفتاح محمود

أ.م.د عبير عبد الفتاح محمود

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Curriculum Development in Nursing	مسمي المقرر
709Ns05	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Curriculum definition.	1 <sup>st</sup> week	a.1			
Planning for assessment.	2 <sup>nd</sup> week	a.2, a.3	b.2	c.2	
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3 <sup>rd</sup> - 4 <sup>th</sup> - 5 <sup>th</sup> week	a.3, a.4, a.6, a.7	b.1	c.4	d.1
Planning for curriculum evaluation.	6 <sup>th</sup> week		b.2, b.3		
Educational psychology.	7 <sup>th</sup> week	a.11		c.5	
Governing foundations for curriculum development.	8 <sup>th</sup> week	a.3, a.4	b.1		
Educational philosophy.	9 <sup>th</sup> week	a.2	b.1		
Gaps between planning and implementation: revision, change, and	10 <sup>th</sup> - 11 <sup>th</sup> week	a.4, a.5, a.8, a.9, a.10	b.4	c.1, c.3	d.2, d.3

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
accreditation.					
Ethics in education.	12 <sup>th</sup> week	a.12		c.6	
Planning for implementation teaching strategies.	13 <sup>th</sup> week		b.5	c.6, c.7	d.4
Curriculum evaluation & revision.	14 <sup>th</sup> -15 <sup>th</sup> week		b.2, b.3	c.3	
Curriculum definition.	1 <sup>st</sup> week	a.1			
Planning for assessment.	2 <sup>nd</sup> week	a.2, a.3	b.2	c.2	
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3 <sup>rd</sup> - 4 <sup>th</sup> -5 <sup>th</sup> week	a.3, a.4, a.6, a.7	b.1	c.4	d.1
Planning for curriculum evaluation.	6 <sup>th</sup> week		b.2, b.3		

رئيس مجلس القسم: أ.م.د. عبير عبد الفتاح محمود

أستاذ المادة: أ.م.د. /عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** Curriculum Development in Nursing

**Code No:** 709Ns05

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Curriculum definition.	1st week	a.1				Presentations and group discussions.	-Written assignments (seminars)	Rubric of presentations
Planning for assessment.	2nd week	a.2, a.3	b.2	c.2		Presentations Brainstorming		
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3rd - 4th -5th week	a.3, a.4, a.6, a.7	b.1	c.4	d.1	Presentations Brainstorming		
Planning for curriculum evaluation.	6th week		b.2, b.3			Presentations and group discussions.	Final written exam	Written exam paper
Educational psychology.	7th week	a.11		c.5		Presentations and discussions.		
Governing foundations for curriculum	8th week	a.3, a.4	b.1			Presentations.		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
development.								
Educational philosophy.	9th week	a.2	b.1			Presentations.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	
Gaps between planning and implementation: revision, change, and accreditation.	10th-11th week	a.4, a.5, a.8, a.9, a.10	b.4	c.1, c.3	d.2, d.3	Brainstorming and group discussions.		
Ethics in education.	12th week	a.12		c.6		Presentations.		
Planning for implementation teaching strategies.	13th week		b.5	c.6, c.7	d.4	Presentations and group discussions.		
Curriculum evaluation & revision.	14th - 15th week		b.2, b.3	c.3		Presentations and group discussions.		

رئيس مجلس القسم العلمى

أستاذ المادة: أ.م.د / عبير عبد الفتاح محمود

أ.م.د عبير عبد الفتاح محمود

نموذج رقم ( 12 )

جامعة: دمنهور  
كلية: كلية التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

65- بيانات المقرر

الفرقة / المستوى : Master Program	اسم المقرر: strategies 2	الرمز الكودي : 709Ns06
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/> 2	التخصص : Nursing Education

To acquaint the students with different educational strategies to be applied in teaching and learning process.	66- هدف المقرر
	67- المستهدف من تدريس المقرر :
<p>a.1. Discuss the main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral..etc</p> <p>a.2. Recognize how to assess students, teacher, environment and content.</p> <p>a.3. Illustrate different educational strategies.</p>	ف- المعلومات والمفاهيم
<p>b.1. Write an educational objective.</p> <p>b.2. Apply Presentation skills.</p> <p>b.3. Differentiate between different educational strategies.</p>	ب - المهارات الذهنية
<p>c.1. Follow Principles of learning.</p> <p>c.2. Critique different educational strategies.</p>	ج - المهارات المهنية الخاصة بالمقرر
<p>d.1. Use effective communication skills in the teaching-learning process.</p> <p>d.2. Demonstrate information technology for enhancing professional practice.</p> <p>d.3. Manage time and resources effectively.</p> <p>d.4. Work cooperatively with a team.</p>	د- المهارات العامة

1- Introduction Course outlines, orientation	-	theory	4- محتوى المقرر
2- Definitions <ul style="list-style-type: none"> <li>✓ Education</li> <li>✓ Teaching</li> <li>✓ Learning</li> <li>✓ Learning process</li> <li>✓ Educational spiral</li> </ul>	2	theory	
3- <b><u>Plan for instruction</u></b> <b><u>Unit 1: Assessment</u></b> <ul style="list-style-type: none"> <li>• <b><u>Students' assessment:</u></b> <ul style="list-style-type: none"> <li>✓ Students characteristics</li> <li>✓ Students needs and preferences</li> <li>✓ Learning styles</li> </ul> </li> <li>• <b><u>Teachers' assessment:</u></b> <ul style="list-style-type: none"> <li>✓ Roles of teachers</li> <li>✓ Teacher characteristics</li> <li>✓ Teaching styles</li> </ul> </li> <li>• <b><u>Environment assessment:</u></b> <ul style="list-style-type: none"> <li>✓ Characteristics of physical environment</li> <li>✓ Characteristics of psychological environment</li> <li>✓ Classroom layout</li> </ul> </li> <li>• <b><u>Content (Discipline)</u></b> <ul style="list-style-type: none"> <li>✓ Content analysis</li> <li>✓ Task analysis</li> </ul> </li> </ul>	8	theory	
<ul style="list-style-type: none"> <li>• <b><u>4- Unit 2: Design/ Development:</u></b></li> <li>• Educational objectives</li> <li>• Cognitive, psychomotor, affective domain.</li> <li>• Exercise</li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>• <b><u>5-Unit 3: Implementation</u></b> Principles of learning <b><u>Traditional teaching strategies</u></b> <ul style="list-style-type: none"> <li>✓ Lecture</li> </ul> </li> </ul>	2	theory	
<ul style="list-style-type: none"> <li>✓ Discussion</li> <li>✓ Role play</li> <li>✓ Field trips</li> </ul>	2	theory	

<b><u>Non-traditional teaching strategies</u></b> ✓ <u>Modified lecture</u> ✓ <u>Case studies</u> ✓ Cooperative learning ✓ Mind map	2	theory	
<b><u>Clinical teaching</u></b> Preparation of clinical areas ✓ <b>Methods of clinical teaching</b> ✓ Demonstration	2	theory	
✓ Clinical conference ✓ Nursing round	2	theory	
✓ <b><u>Presentation skills</u></b>	2	Theory	
• <b><u>6- Unit 4 : Evaluation</u></b> ✓ Methods of evaluation ✓ Types of exams and guidelines for construction of exams ✓ Characteristics of an evaluation tool. ✓ Pitfalls of evaluation tool.	4	Theory	
<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Assignments</li> <li>• Group discussion</li> <li>• Problem solving</li> </ul>			5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Problem solving</li> <li>• Seminars</li> <li>• assignment</li> </ul>			6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
			7- تقويم الطلاب
Written Examination semester work			أ- الأساليب المستخدمة

Written Examination : 15 week semester work : 15 week	ب- التوقيت
Written Examination 60% semester work ( presentation, participation , assignments and activities) 40% Total 100%	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
1- Course Notes	أ - مذكرات
6.2- Essential Educational Strategies Books (Text Books) Gagne, R., Briggs, L. & Wager, W. (1992). Principles of Instructional Design (4th Ed.). Fort Worth, TX: HBJ College Publishers.	ب - كتب ملزمة
Recommended Books 16.Clinical Teaching Strategies in NURSING”, Kathleen B. Gaberson, Marilyn H.Oermann, 3 rd edition, Springer Publishing Company. 17.Donaid C.orlich,Robert J.Teaching strategies,Aguide to effective instruction. washington 2010 18.Sankaranarayanan B,Sindhu B.Learning and teaching nursing.4th ed. london 2012 19.Grey light,roy C and susanna C.Learning and teaching in higher education.2nd ed. washington 2009. 20.-Micheal w.Adult learning methods:Aguide for effective instruction. 2nd ed United state of america 1998.	ج - كتب مقترحة
- Wiley periodicals, Inc.(2015) journal of research in science teaching vol.52,No,5pp659,685.	د - دوريات علمية أو نشرات... إلخ

## Curriculum Matrix

**Course title: strategies 2**

**Code No: 709Ns06**

Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
<b><u>Unit 1: Assessment</u></b>  <u>Students' assessment:</u> ✓ Students characteristics ✓ Students needs and preferences ✓ Learning styles	2	a.1, a.2	b.3	c.2	d.1
<u>Teachers' assessment:</u> ✓ Roles of teachers ✓ Teacher characteristics ✓ Teaching styles  <u>Environment assessment:</u> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout	3	a.1,a.2,a.3	b.3	c.1	d.1
	4	a.2	b.3	c.1.,c.2	d.1
<u>Content (Discipline)</u> ✓ Content analysis ✓ Task analysis	5	a.2	b.3	c.1	d.1

Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
<b><u>Unit 2: Design/ Development:</u></b> ✓ Educational objectives ✓ Cognitive, psychomotor, affective domain. ✓ Exercise	6	a.1	b.1	c.1	d.1
<b><u>Unit 3: Implementation</u></b> Principles of learning	7	a.1	b.3	c.1	d.1
<b><u>Traditional teaching strategies</u></b> ✓ Lecture ✓ Discussion ✓ Role play ✓ Field trips	8	a.3	b.3	c.1.,c.2	d.1
<b><u>Non-traditional teaching strategies</u></b> ✓ Modified lecture ✓ Case studies ✓ Cooperative learning ✓ Mind map ✓ Problem based learning ✓ Discovery learning	9-10	a.3	b.3	c.1.,c.2	d.1

Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
<p><b><u>Clinical teaching</u></b> Preparation of clinical areas</p> <p>✓ <b>Methods of clinical teaching</b></p> <p>✓ Demonstration ✓ Clinical conference ✓ Nursing round ✓ Presentation skills</p>	11-12-13	a.3	b.3	c.1.,c.2	d.1
<p><b><u>Unit 4 : Evaluation</u></b></p> <p>✓ Methods of evaluation ✓ Types of exams and guidelines for construction of exams ✓ Characteristics of an evaluation tool. ✓ Pitfalls of evaluation tool</p>	14-15	a.3	b.3	c.1	d.2

أستاذة المادة : أ.م.د عبير شوشة  
د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة



## Curriculum Map

**Course title:** strategies 2

**Code No:** 709Ns06

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
The main definitions in education as Education, Teaching, Learning, Learning process, Educational spiral etc...	1	a.1	b.1	c.1	d.1	Brainstorming & group discussions	-Written Examination (60%)	Assignments
<p><b><u>Unit 1: Assessment</u></b></p> <p><u>Students' assessment:</u></p> <ul style="list-style-type: none"> <li>✓ Students characteristics</li> <li>✓ Students needs and preferences</li> <li>✓ Learning styles</li> </ul>	2	a.1, a.2	b.3	c.2	d.1	Seminars & group discussions	-semester work	Paper of final exams
<p><u>Teachers' assessment:</u></p> <ul style="list-style-type: none"> <li>✓ Roles of teachers</li> <li>✓ Teacher characteristics</li> <li>✓ Teaching styles</li> </ul>	3	a.1,a.2,a.3	b.3	c.1	d.1	Seminars & group discussions	(40%)	
							Total 100%	

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<u>Environment assessment:</u> ✓ Characteristics of physical environment ✓ Characteristics of psychological environment ✓ Classroom layout	4	a.2	b.3	c.1.,c.2	d.1	Seminars & group discussions	-Written Examination (60%) -semester work	Assignments
<u>Content (Discipline)</u> ✓ Content analysis ✓ Task analysis	5	a.2	b.3	c.1	d.1	Seminars & group discussions	✓ Presentation ✓ Participation ✓ Assignments ✓ activities	Paper of final exams
<u>Unit 2: Design/ Development:</u> ✓ Educational objectives ✓ Cognitive, psychomotor, affective domain. ✓ Exercise	6	a.1	b.1	c.1	d.1	Seminars & group discussions	(40%) Total 100%	
<u>Unit 3: Implementation</u> Principles of learning	7	a.1	b.3	c.1	d.1	Seminars & group discussions		
<u>Traditional teaching strategies</u>	8	a.3	b.3	c.1.,c.2	d.1	Seminars &		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Discussion</li> <li>✓ Role play</li> <li>✓ Field trips</li> </ul>						group discussions		
<p><b><u>Non-traditional teaching strategies</u></b></p> <ul style="list-style-type: none"> <li>✓ Modified lecture</li> <li>✓ Case studies</li> <li>✓ Cooperative learning</li> <li>✓ Mind map</li> <li>✓ Problem based learning</li> <li>✓ Discovery learning</li> </ul>	9-10	a.3	b.3	c.1.,c.2	d.1	Seminars & group discussions	-Written Examination (60%) -semester work ✓ Presentation ✓ Participation ✓ Assignments ✓ activities	Assignments  Paper of final exams
<p><b><u>Clinical teaching</u></b> Preparation of clinical areas</p> <ul style="list-style-type: none"> <li>✓ <b>Methods of clinical teaching</b></li> <li>✓ Demonstration</li> <li>✓ Clinical conference</li> <li>✓ Nursing round</li> <li>✓ Presentation skills</li> </ul>	11-12-13	a.3	b.3	c.1.,c.2	d.1	Seminars & group discussions	(40%) Total 100%  -Written Examination (60%) -semester work	Assignments
<b><u>Unit 4 : Evaluation</u></b>							✓ Presentation	

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<ul style="list-style-type: none"> <li>✓ Methods of evaluation</li> <li>✓ Types of exams and guidelines for construction of exams</li> <li>✓ Characteristics of an evaluation tool.</li> <li>✓ Pitfalls of evaluation tool</li> </ul>	14-15	a.3	b.3	c.1	d.2	Seminars & group discussions	<ul style="list-style-type: none"> <li>✓ Participation</li> <li>✓ Assignments</li> <li>✓ activities</li> </ul> <p>(40%) Total 100%</p>	Paper of final exams

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

أستاذ المادة : أ.م.د عبير شوشة  
د/دعاء الدمرداش

نموذج رقم ( )

جامعة / أكاديمية:.....دمنهور.....

كلية /معهد :.....التمريض.....

قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -68

الفرقة / المستوى : Master program 1 <sup>st</sup> semester	اسم المقرر : Concepts in clinical nursing	الكود: 709Ns07
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/> 2	التخصص : Nursing Education

The course is designed for master students enrolled in the specialty of nursing education in order to explore the new trends in nursing education and issues hindering educators in teaching nursing.	-69 هدف المقرر
-70 المستهدف من تدريس المقرر :	
<p><b>Knowledge and Understanding</b></p> <p>a.1. Discuss the contemporary trends in nursing education.</p> <p>a.2. Explain the process of culture diversity.</p> <p>a.3. Clarify the characteristics of culture.</p> <p>a. 4. Explain the steps overcome culture shock.</p> <p>a.5. Explain the different types of nursing theories.</p> <p>a.6.Illustrate the importance of nursing theories.</p> <p>a.7. Discriminate between different types of the evidence-based pyramid.</p> <p>a.8. Evaluate a researchable title according to evidence based-practice process.</p> <p>a.9. evaluate different type of pain.</p> <p>a.10. analyze different tasks in nursing discipline.</p>	ق- المعلومات والمفاهيم

<p><b>Intellectual capabilities</b></p> <p>b.1. Compare between culture.  b.2. Appreciate culture diversity.  b.3. Interpret the effect of culture diversity in nursing profession.  b.4. critique one of nursing theories according to the four components of the theory.  b.5. create a researchable title based on PICOT.  b.6. Discuss nursing care plan based on evidence- based practice.  b.7. Predict benefit of task analysis process.  b.8. explain pain management according to one of pain theory.</p>	<p>ب - المهارات الذهنية</p>
<p><b>C- Professional and practical skills</b></p> <p>c.1. Apply one theory in managing culture diversity.  c.2. Criticize the one theory in the nursing discipline.  c.3. Design a nursing care plan based on one of nursing theory.  c.4. Design nursing care plan based on evidence- based practice.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b></p> <p>d.1. Use communication skills in the teaching-learning process.  d.2. Manage time effectively.  d.3. use critical thinking skills in different situations  d.4. Appreciate working in teams</p>	<p>د- المهارات العامة</p>

<p>Basic concept of nursing issues  Culture diversity.  Evidence based-research.</p>	<p>4- محتوى المقرر</p>
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Evidence based- practice. Nursing theories. Orem theory. Roy theory. Competency in nursing. Pain.	
Library Assignments and presentations Brainstorming Group discussion Seminars Cooperative learning	5- أساليب التعليم والتعلم
Providing list of references Periodic meetings Constructive feedback	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Final written exam	أ- الأساليب المستخدمة
Assignments, presentation and group discussion (weekly) Final written exam (16 <sup>th</sup> week)	ب - التوقيت
Semester work: Assignments, presentation and group discussion (40%) Final written exam (60%) Total (100%)	ج - توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
13. Aggarwell JS. Evidence-Based Nursing: A Guide to Clinical Practice. 2 <sup>nd</sup> ed. New Delhi: Vikas Publishing House, 2015. 14. Chowdary SB, Rajo N. Nursing research : principles and methods. New Delhi: Discovery Publishing House, 2012. 15. Ornstein AC. Nursing Theories and Nursing Practice. 2 <sup>nd</sup> ed. London:	ب- كتب ملزمة



Brown and Benchmark Publishers, 2012.	
	ج- كتب مقترحة
Journal of Nursing Education Nursing Education Today Nurse Education in Practice	د- دوريات علمية أو نشرات. الخ

أستاذ المقرر : ا.م.د/ لوسى ابوالعلا

د/ سالى فايد

رئيس مجلس القسم العلمى : ا.م.د/ عبير عبد الفتاح محمود





نموذج رقم (أ)

جامعة / أكاديمية: Damanshour  
كلية / معهد: Nursing  
قسم: Nursing Education

Concepts in clinical nursing	مسمى المقرر
709Ns07	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Basic concept of nursing issues	1	a.1			d.1
Culture diversity.	2,3	a.2, a.3, a.4	b.1, b.2, b.3	c.1	d.4
Evidence based-research.	4,5	a.7	b.5		d.2
Evidence based-practice.	6,7	a.8	b.6	c.4	d.2
Nursing theories	8	a.5, a.6	b.4	c.2, c.3	



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<b>Orem theory.</b>	9	a.5, a.6	b.4	c.2, c.3	d.3
<b>Roy theory.</b>	10	a.5, a.6	b.4	c.2, c.3	d.1.
<b>Competency in nursing.</b>	11,12	a.10	b.7		d.3
<b>Pain.</b>	13,14	a.9	b.8		d.1, d.4
<b>Revision</b>	15	a.8, a.10	b.5	c.3, c.4	d.1- d.4

أستاذ المقرر : ا.م.د/ لوسى ابوالعلا  
د/ سالى فايد

رئيس مجلس القسم العلمى : ا.م.د/ عبير عبد الفتاح محمود

## Curriculum Map

**Course title: Concepts in clinical nursing**

**Code No: 709Ns07**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Basic concept of nursing issues	1	a.1			d.1	Reciprocal and Deliberative discussions.	Written assignments (seminars) Presentation Group discussion Final written exam	Rubric of presentations
Culture diversity.	2,3	a.2, a.3, a.4	b.1, b.2, b.3	c.1	d.4	Presentations Reciprocal and Deliberative discussions		Written assignment
Evidence based-research.	4,5	a.7	b.5		d.2	Presentations Reciprocal and Deliberative discussions		Written exam paper
Evidence based-practice.	6,7	a.8	b.6	c.4	d.2	Presentations Reciprocal and Deliberative discussions		
Nursing theories.	8	a.5, a.6	b.4	c.2, c.3		Presentations Reciprocal and Deliberative discussions		



Orem theory.	9	a.5, a.6	b.4	c.2, c.3	d.3	Presentations Reciprocal and Deliberative discussions		
Roy theory.	10	a.5, a.6	b.4	c.2, c.3	d.1.	Presentations Reciprocal and Deliberative discussions		
Competency in nursing.	11,12	a.10	b.7		d.3	Presentations Reciprocal and Deliberative discussions		
Pain.	13,14	a.9	b.8		d.1, d.4	Presentations Reciprocal and Deliberative discussions		
Revision	15	a.8, a.10	b.5	c.3, c.4	d.1- d.4	General discussions		

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

أستاذ المادة : أ.م.د / لوسى أبو العلا

د/ سالى فايد

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....

.....كلية /معهد :.....التمريض.....

.....قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -71

الفرقة / المستوى : Master	اسم المقرر : evaluation in nursing	الكود: 709 Ns08
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري * <input type="checkbox"/>	التخصص : Education

The course is designed for postgraduate students enrolled in the specialty of nursing education. It focuses on knowledge and skills of developing exams.	-72 هدف المقرر
-73 المستهدف من تدريس المقرر :	
<p><b>Knowledge and Understanding</b></p> <p>a.1. Discuss the elements of the educational spiral. (emphasis on planning for evaluation and implementation of evaluation)</p> <p>a.2. Discuss the three types of evaluation.</p> <p>a.3. Explain the methods of evaluation</p> <p>a. 4. Explain different types of exams and tests.</p> <p>a.5. Discuss types of objective type tests.</p> <p>a.6. Discuss guidelines of constructing matching, T&amp;F, MCQs and completion.</p> <p>a.8. Illustrate the characteristics of checklists and rating scale.</p> <p>a.9. Discuss the principles of conducting an OSCE in nursing.</p>	ك- المعلومات والمفاهيم
<p><b>Intellectual capabilities</b></p> <p>b.1.Differentiate between formative</p>	ب - المهارات الذهنية

<p>and summative evaluation  b.2. Categorize the evaluation methods according to the domains of learning.  b.3 Classify the types of exams according to its purposes.  .</p>	
<p><b>C- Professional and practical skills</b>  c.1. Choose the evaluation methods according to ILOs  c.2. Construct objective type questions following the guidelines.  c.3. Design an evaluation tool to test the achievement of ILOs</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b>  D.1. Practice team work and positive d.1 Use computer skills.  d.2. Apply communication skills in the teaching-learning interaction.  d.3. Follow ethical principles in evaluation  d.4 Manage time effectively</p>	<p>د- المهارات العامة</p>

<p>Unit I  Definitions: Evaluation, formative, summative, assessment</p> <p>Unit II:  The educational spiral.</p> <p>Unit III: Relation between ILOs and evaluation methods</p> <p>Unit IV: Types of evaluation</p> <p>Unit V:  Methods of evaluation</p> <p>Unit VI:</p>	<p>4- محتوى المقرر</p>
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Types of exams and test  Unit VII: Objective type test  Unit VIII: Practical exams  Unit IX: Oral exams  Unit X: Pitfalls in evaluation in nursing	
Library Assignments and presentations Brainstorming Discussion Seminars Media	5- أساليب التعليم والتعلم
Providing list of references Periodic meetings Constructive feedback	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Developing teaching materials Final written exam	أ- الاساليب المستخدمة
Assignments and presentation (weekly) Midterm exam (7 <sup>th</sup> week) Final written exam (16 <sup>th</sup> week)	ب - التوقيت
Semester work: Assignments (10%) Presentation (10%) Mid Term exam (20%) Final written exam (60%) Total (100%)	ج - توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
16. Bull J, Mckmenna C. Blueprint for computer assisted assessment.	ب- كتب ملزمة

<p>London: Routledge Falmer, 2014.</p> <p>17.Rani TS, Priyadasaini JR. Educational Measurement and evaluation. New Delhi: Discovery Publishing House, 2014.</p> <p>18.Anderson J. The answers: to questions that teachers most frequently ask. California: Corwin Press, 2011.</p> <p>19.Elliott JL, Thurlow MI. Improving test performance of students with disabilities: on district and state assessment. California: Corwin Press, 2015.</p> <p>20.Amen J, Glock MD. Evaluating student progress: principles of tests and measurements. 6th ed. London: Allyn and Bacon, 2008.</p> <p>21.Aspinwall K, Simkins T. Managing evaluation in education: a developmental approach. London: Routledge, 2009</p> <p>22.Nugent PM, Vitale BA. Test success: test taking techniques for beginning nursing students. Philadelphia: F.A. Davis Company, 2012.</p> <p>23.Pidgeon D, Yates A. an introduction to educational measurement. London: Routledge and Kegan Paul, 2016.</p>	
<p>9. Aggarwall JS. Principles, methods and techniques of teaching. 2nd Ed. New Delhi: Vikas Publishing House, 2011.</p> <p>10.Billings DM, Halstead JA. Teaching in nursing: a guide for faculty. London: WB Saunders Company, 2012.</p> <p>11.Aggarwall JS. Principles, methods</p>	ج- كتب مقترحة



<p>and techniques of teaching. New Delhi: Vikas Publishing House, 2016.</p> <p>12. Arends RI. Learning to teach. 3rd ed. New York: McGraw- Hill, Inc, 2014.</p> <p>13. Ashman AF, Conway R. Using Cognitive methods in the classroom. London: Routledge Company, 2016.</p> <p>14. Ashman AF, Conway R. Cognitive strategies for special education. London: Routledge Company, 2014.</p>	
<p>Journal of Nursing Education Nursing Education Today</p>	<p>د- دوريات علمية أو نشرات.. الخ</p>

Ass. Pro.Dr. Abeer Abdel Fattah Mahamoud

رئيس القسم

نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

evaluation in : nursing	مسمى المقرر
709Ns08	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
مهارات عامة	مهارات مهنية	مهارات ذهنية	المعارف	أسبوع الدراسة	المحتويات الرئيسية للمقرر
d.1.	c.1	a.1.	a.1	1	Definitions: Evaluation , formative, summative assessment,
d.1.	c.1.	a.1	a.2	2-3	The educational spiral
d.1.	c.2.	a.1.	a.5	3-4-5	Unit III: Relation between ILOs and evaluation methods
d.1.	c.1.	b.2	a.6	6-7	Unit IV: Types of evaluation



d.1.	c.1.	b.2,b.3	a.7	8-9	Types of exams and test
d.1.	c.2.	b.3	-a.8	10-11	Practical exams Objective type test
d.2	c.2	b.2	a.9	12-13	Oral exams
D4	C3	B3	A 3	14-15	Pitfalls in evaluation in nursing

أستاذ المقرر : ا.م.د/ عيبر عبد الفتاح محمود  
رئيس مجلس القسم العلمي : ا.م.د/ عيبر عبد الفتاح محمود



## Curriculum Map

Course title : evaluation in nursing

Code No: 709Ns08

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Definitions: Evaluation, formative, summative assessment,	1	a.1	a.1.	c.1	d.1.	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments	<ul style="list-style-type: none"> <li>Self evaluation rubric for presentations.</li> </ul>
The educational spiral	2-3	a.2	a.1	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions	Final written exam	<ul style="list-style-type: none"> <li>Paper of final exams</li> </ul>
Unit III: Relation between ILOs and evaluation methods	3-4-5	a.5	a.1.	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
Unit IV: Types of evaluation	6-7	a.6	b.2	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		
Types of exams and test	8-9	a.7	b.2,b.3	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Practical exams Objective type test	10-11	-a.8	b.3	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
Oral exams	12-13	a.9	b.2	c.2	d.2	Presentations Reciprocal and Deliberative discussions		
Pitfalls in evaluation in nursing	14-15	A 3	B3	C3	D4	Presentations Reciprocal and Deliberative discussions		

أستاذ المادة : أ.م.د عبير شوشة

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

د/دعاء الدمرداش

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....

كلية /معهد :.....التمرير.....

قسم :.....تعليم التمرير.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -74

علم نفس التعليمي ماجستير	709NS09	الرمز الكودي :
<input type="checkbox"/> عملي	<input type="checkbox"/> 3	التخصص : Education
عدد الوحدات الدراسية نظري		

The course is designed for postgraduate students enrolled in the specialty of nursing education. It describes the cognitive, behavioristic, humanistic, and social views of learning to provide instructors with the information needed to focus on the core principles of learning, use these principles to understand the learning and behavior of students, and consistently apply these principles to various educational settings.	هدف المقرر -75
المستهدف من تدريس المقرر : -76	
<b>Knowledge and Understanding</b> a.1 Discuss the major behavioristic theories a.2 Summarize the basic assumptions of social cognitive theory a.3 Discuss the application of modeling in facilitation of learning. a.4 Explain the role of motivation in learning. a.5 Discuss all learning styles. a.6 Discuss different approaches of humanistic psychology. a.7 Describe the information processing approaches.	ل- المعلومات والمفاهيم
<b>Intellectual capabilities</b> b.1 Deduce the strengths and potential weaknesses of behaviorist teaching	ب - المهارات الذهنية

<p>techniques b.2 Distinguish between intrinsic and extrinsic motivation. b.3 Differentiate between working, short and long term memory.</p>	
<p><b>C- Professional and practical skills</b> c.1 Select teaching strategies based on students' learning styles. c.2 Apply motivation principles in the teaching-learning process. c.3 Apply principles of adult learning in classroom.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b> d.1 Apply the basic principles of behaviorism in different educational settings d.2 Use principles of humanism in classroom. d.3 Appreciate the benefit of self-directed learning d.4 Use computer skills. d.5 Follow ethical principles in dealing with misbehaving student d.6 Manage time effectively</p>	<p>د- المهارات العامة</p>

<p>Unit I Introduction to educational psychology</p> <p>Unit II: <b>Approaches to learning:</b> - Behaviorist learning theory - Cognitive approaches:     • Social cognitive     • Cognitive constructivist     • Social constructivist</p> <p>- Humanistic approaches:     • Gestalt theory (Perceptual</p>	<p>4- محتوى المقرر</p>
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<p>organization)</p> <ul style="list-style-type: none"> <li>• Maslow (Self-actualization)</li> <li>• Rogers (Helping relationship)</li> </ul> <p>Unit III: Motivation in learning</p> <p>Unit IV Learning styles</p> <p>Unit V: Adult learning</p> <p>Unit VI: Information processing approaches</p>	
<p>Library Assignments and presentations Discussion Seminars Media</p>	5- أساليب التعليم والتعلم
<p>Providing list of references Constructive feedback</p>	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<p><b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Final written exam</p>	أ- الاساليب المستخدمة
<p>Assignments, presentation, and group discussion (weekly) Final written exam (16<sup>th</sup> week)</p>	ب- التوقيت
<p>Assignments, presentation, and group discussion (40%) Final written exam (60%) Total (100%)</p>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
أ- مذكرات	



<p>6. Mangal SK. Advanced educational psychology. 2<sup>nd</sup> ed. New Delhi: Prentice Hall of India, 2012.</p> <p>7. Schunk DH. Learning theories: an educational Perspective. 2<sup>nd</sup> ed. New Jersey: Prentice Hall, Inc., 2016.</p> <p>8. Ruggiero VR. Becoming a critical thinker. New York: Houghton Mifflin Company 2016.</p> <p>9. Santrock JW. Educational psychology. 2<sup>nd</sup> ed. Boston: McGraw-Hill, Inc., 2016.</p> <p>10. Garnett S. using brainpower in the classroom: five steps to accelerate learning. London: Routledge Taylor &amp; Francis Group 2015.</p>	<p>ب- كتب ملزمة</p>
<p>2. Long M. The psychology of education. London: Routledge Falmer, 2011.</p>	<p>ج- كتب مقترحة</p>
<p>Journal of Nursing Education Nursing Education Today Journal of Educational Psychology</p>	<p>د- دوريات علمية أو نشرات.. الخ</p>

نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

علم النفس التعليمي	مسمي المقرر
709Ns09	كود المقرر

(د) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Unit I Introduction to educational psychology	1,2	a.1- a.2	b.1	c.1- c.2	d.1-d.2-d.4 –d.5-d.6
Approaches Behaviorist learning theory to learning:	3,4	a.3	b.2	C3	d.2- d.5
- Cognitive approaches	5,6	a.4	b.3	-	-
Humanistic approaches:	7,8	a.5- a. 6	b.4- b.5	c.4- c.5	d.3
• Gestalt theory (Perceptual organization)	9,10	a.7- a.8	b.6	c.6	-
• Maslow (Self-actualization)	11,12	a.9- a.10	b.7- b.8	c.7	-

-د/سالي فايد

أستاذ المقرر : أ.م.د/ لوسي ابو العلا

رئيس مجلس القسم العلمي : أ.م.د/ عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** علم نفس التعليمى ماجستير

**Code No:** 709Ns09

Content	Week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Unit I Introduction to educational psychology	<b>1,2</b>	a.1- a.2	b.1	c.1- c.2	d.1-d.2-d.4 – d.5- d.6	Seminar.	Individual and group assignments & Teamwork tasks	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Approaches Behaviorist learning theory to learning:	<b>3,4</b>	a.3	b.2	C3	d.2- d.5	Seminar.		
- Cognitive approache	<b>5,6</b>	a.4	b.3	-	-	Seminar. Problem-based learning scenarios		
Humanistic approaches:	<b>7,8</b>	a.5- a. 6	b.4- b.5	c.4- c.5	d.3	Seminar. Problem-based learning scenarios		
<ul style="list-style-type: none"> <li>• Gestalt theory (Perceptual organization)</li> </ul>	<b>9,10</b>	a.7- a.8	b.6	c.6	-	Seminar. Problem-based learning scenarios		
<ul style="list-style-type: none"> <li>• Maslow (Self-actualization)</li> </ul>	<b>11,12</b>	a.9- a.10	b.7- b.8	c.7	-	Seminar.		



Content	Week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Problem-based learning scenarios		
• Revision	13,14				d.1, d.2, d.3			

رئيس مجلس القسم العلمى : أ.م.د عبير شوشة

نموذج رقم ( 12 )

جامعة /أكاديمية : دمنهور  
كلية / معهد : كلية التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

2018-2019

1- بيانات المقرر

الرمز الكودي :	اسم المقرر : دراسة المجتمع مشاكلة الصحة	الفرقة / المستوى :
709E110	Community study& health problems	Elective-master
التخصص :	عدد الوحدات الدراسية : نظري	عملی
Nursing Education	2	

By the end of this course the students will be able to understand the different health problems and its effect in the community as a whole	2- هدف المقرر
3- المستهدف من تدريس المقرر :	
<p>a.1- Define community, Community health problems</p> <p>a.2. Describe the types and functions of the community</p> <p>a.3. Identify the different health problems affecting the community health</p> <p>a.4.Describe the physical and psychosocial management of a disaster victim.</p> <p>a.5. State the steps and techniques of community assessment</p> <p>a.6. State the new concepts in community health</p> <p>a.7.Explain the requirement for community health services</p> <p>a.8.State the roles of different health personal involved in community health</p> <p>a.9. State the requirements for effective counseling</p> <p>a.10.Explain family structures, functions and characteristics</p> <p>a.11.List the role of community health nurse regarding to the community health problems</p>	أ- المعلومات والمفاهيم

<p>b.1- Identify the different phases of the family life cycle</p> <p>b.2. Identify the factors affecting group adequacy to its members</p> <p>b.3. Identify socio- cultural factors in community health problems</p> <p>b.4. Explain the factors that affect on types and functions of role behavior .</p> <p>b.5. Recognize the effect of implementation of some health program in different communities</p> <p>b.6. Define cooperation, conflict and competition</p> <p>b.7. Identify the health indicators</p>	<p>ب - المهارات الذهنية</p>
<p>c.1- Apply effectively family and community assessment</p> <p>c.2- Apply health programs in selected areas in Egypt</p>	<p>ج- المهارات المهنية</p>
<p>d.1. Develop a community health service for prevention and control of community health problems</p> <p>d.2. Apply steps of problems solving for each health problem on the individual ,family and community.</p>	<p>د- المهارات العامة</p>
<p>4- محتوى المقرر</p>	
<ol style="list-style-type: none"> <li>1. Community study.</li> <li>2. Socio-anthropological aspect of health in the community.</li> <li>3. Major health problems in the community.</li> <li>4. New concepts in the C. health.</li> <li>5. Social development in early life and adolescent period.</li> <li>6. Social development in adult life.</li> <li>7. Group adequacy to its member.</li> <li>8. Role behavior of individual &amp; factors affecting it.</li> <li>9. Leadership.</li> <li>10. Competition.</li> <li>11. Family health education in each stage.</li> <li>12. Counseling.</li> <li>13. Social status &amp; its Measurement.</li> <li>14. Health indicators &amp; examples of its implication.</li> <li>15. Analysis of health programs in different communities.</li> </ol>	

1-	Presentations	5- أساليب التعليم والتعلم
2-	Student seminars	
3-	Assignment	
4-	Discussion	
Not applicable		6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
7- تقويم الطلاب :		
Written examination, Seminars. Assignment		أ - الأساليب المستخدمة
Written examination : 15 <sup>th</sup> week Seminars & Assignment: during the semester		ب- التوقيت
Written Examination 60% of the total score Semester work 40% of the total score Total 100%		ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع		
Course notes: None		أ- مذكرات
<ul style="list-style-type: none"> <li>- Stanhope M &amp; Lancaster J. Public health nursing: population-centered health care in the community. 7th ed. Philadelphia: Mosby; 2016.</li> <li>- Nies M, McEwen M. Community public health: Promoting the health of populations. 6Th ed. Canada: Elsevier In; 2015.</li> <li>- France S , Claudia M. Community public health nursing. 3rd ed. USA: Elsevier Saunders; 2015.</li> </ul>		ب - كتب ملزمة
<ul style="list-style-type: none"> <li>- Walton B, Allender J. Community Health Nursing. 6<sup>th</sup>ed. New yourk; Lippincott Williams; 2015 Stone.</li> <li>- Mke Guire S, Eigsti D. Comprehensive Community Health Nursing: Family Aggregate and Community Practice. 6th ed. London: Mosby; 2012.</li> <li>- WWW.who.com</li> <li>- WWW.cdc.com</li> </ul>		ج - كتب ومواقع مقترحة

نموذج رقم (11أ)

جامعة /أكاديمية : دمنهور  
كلية / معهد : كلية التمريض  
قسم : تعليم التمريض

دراسة المجتمع والمشاكل الصحية Community study& health problems	مسمى المقرر
709E110	كود المقرر

مصفوفة المعارف والمهارات المستهدفة من مادة دراسة المجتمع والمشاكل الصحية

	Course content	Week	Knowledge & understanding a	Intellectual skills b	Professional skills c	General & Transferable d
1.	Community study	1	a.1-a.2	b.3	c.1	d.1
2.	Socio-anthropological aspect of health in the community	2	a.4	b.3	c.1	-
3.	Major health problems in the community	3	a.3	b.3	c.1	-
4.	New concepts in the C. health	4	a.6	b.6	-	-
5.	Social development in early life and adolescent period	5	a.10	b.1	-	d.1



6	Social development in adult life	6	a.10	b.1	-	d.1
7.	Group adequacy to its member	7	a.7	b.2	-	d.2
8.	Role behavior of individual & factors affecting it	8	a.8	b.4	-	-
9.	Leadership	9	a.11	b.5	c.2	d.2
10.	Competition	10	a.4-a.6	b.6	c.2	d.2
11.	Family health education in each stage	11	a.10	b.4	c.2	d.2
12.	Counseling	12	a.9	-	c.2	d.1
13.	Social status & its Measurement	13	a.5	b.3	c.1	-
14.	Health indicators & examples of its implication	14	a.5-a.11	b.7	c.2	-
15.	Analysis of health programs in different communities	15	a.11	b.5-b.8	c.2	d.2

رئيس مجلس القسم العلمي :

أم.د/ عبير عبد الفتاح

كلية / معهد : كلية التمريض  
 قسم : تعليم التمريض

دراسة المجتمع والمشاكل الصحية Curriculum Map of Community study& health problems	مسمى المقرر
709E110	كود المقرر

### Curriculum Map of Community study& health problems (Master)

	Course content	Week	Knowledge & understanding a	Intellectual skills b	Professional skills c	General & Transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Community study	1	a.1-a.2	b.3	c.1	d.1	Presentations	Written exam	Written exam paper
2	Socio-anthropological aspect of health in the community	2	a.4	b.3	c.1	-	Student seminars		
3	Major health problems in the community	3	a.3	b.3	c.1	-	Presentations		
4	New concepts in the C. health	4	a.6	b.6	-	-	Analysis of real situation	Semester work	
5	Social development in early life and adolescent period	5	a.10	b.1	-	d.1	Discussion		Observation checklist

	Social development in adult life	6	a.10	b.1	-	d.1	Discussion	Case study	Assignment sheet
7	Group adequacy to its member	7	a.7	b.2	-	d.2	Assignment		
8	Role behavior of individual & factors affecting it	8	a.8	b.4	-	-	Assignment		
9	Leadership	9	a.11	b.5	c.2	d.2	Project development		
10	Competition	10	a.4-a.6	b.6	c.2	d.2	Assignment		
11	Family health education in each stage	11	a.10	b.4	c.2	d.2	Assignment		
12	Counseling	12	a.9	-	c.2	d.1	Project development		
13	Social status & its Measurement	13	a.5	b.3	c.1	-	Discussion		
14	Health indicators & examples of its	14	a.5-a.11	b.7	c.2	-	Assignment		



	implication								
15	Analysis of health programs in different communities	15	a.11	b.5-b.8	c.2	d.2	Discussion		

رئيس مجلس القسم العلمي :  
أم.د/ عبير عبد الفتاح

نموذج رقم ( )

جامعة / أكاديمية: .....دمنهور.....

كلية /معهد :.....التمريض.....

قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

2- بيانات المقرر

الفرقة / المستوي : Master Program 1 <sup>st</sup> semester- elective	اسم المقرر: Health education (1)	الرمز الكودي: <b>709EI11</b>
عملي : 2	نظري : 2	عدد الوحدات الدراسية: Nursing : education

<p>The course is geared towards assisting graduate nurses to become proficient in conduction of health education programs based on a conceptual educational framework. The focus is on acquiring the skills necessary to plan and deliver effective health education programs in various settings based on health needs of the target population.</p>	2- هدف المقرر
<p>a.1.Discuss health education principles and concepts a.2.Predict the roles and competencies of the health educator. a.3.Discuss the phases of health education program. a.4. Discuss the scope of health education a.5. Discuss the concept of health and illness a.6. Explain 2 learning theories for conducting health education a.7.Identify 4 health education models a.8. Discuss techniques for enhancing patient motivation.</p>	3- المستهدف من تدريس المقرر : أ- المعلومات والمفاهيم
<p>b.1. Illustrate the steps of health education process</p>	ب- المهارات الذهنية

<p>b.2. Corelate between the educational process and principles of learning</p> <p>b.3. Integrate between the two learning theories.</p> <p>b.4. Relate between the learning theories and health education models.</p> <p>b. 5. Criticize health education models.</p> <p>b.6. Deduce similarities and differences between the four health education models.</p> <p>b.7. Categorize the evaluation methods according to the domains of learning.</p>	
<p>c.1. Apply the phases of a selected health education to solve a specific health problem.</p> <p>c.2. Construct a plan for enhancing patient motivation.</p> <p>c.3. Design an appropriate audiovisual aid for a specific health education program.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>d.1. Apply the principles of learning in conducting a health education program</p> <p>d.2. Use computer skills to develop teaching materials for presentation of a health education program.</p> <p>d.3. Take the responsibility in the group to develop a lesson plan.</p> <p>d.4. Construct an educational objective for a health education program.</p> <p>d.5. Appreciate self-reflection in the educational experience.</p>	<p>د- المهارات العامة</p>

<p><b>Unit I:</b></p> <ul style="list-style-type: none"> <li>-Introduction: health education principles and concepts.</li> <li>-Scope of health education.</li> <li>-Health education process; Assessment-Planning-Implementation-Evaluation</li> <li>-The educational process and principles of learning.</li> </ul>	<p>4- محتوى المقرر</p>
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<p>- Health and illness</p> <p><b>Unit II: Learning theories:</b></p> <p>Humanism</p> <p>Cognitivism</p> <p><b>Unit III: Health education models</b></p> <p>Health belief model</p> <p>Precede proceed model</p> <p>Ecological model</p> <p>Relapse prevention model</p> <p><b>Unit IV:</b></p> <p>-Enhancing patient motivation by health care practitioners.</p>	
<p>Library Assignments and presentations</p> <p>Brainstorming</p> <p>Discussion</p> <p>Seminars</p> <p>Cooperative learning</p> <p>Portfolio</p> <p>Project based learning</p>	<p>5- أساليب التعليم والتعلم</p>
<p>-</p>	<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p><b>Semester work:</b></p> <p>Written assignments (seminars)</p> <p>Presentation</p> <p>Group discussion</p> <p>Health education unit including all the steps of health education.</p> <p style="text-align: right;">Final written exam</p>	<p>7- تقويم الطلاب</p> <p>أ- الاساليب المستخدمة</p>
<p>Assignments, presentation, and group discussion (weekly)</p> <p>Health education unit (14<sup>th</sup> week)</p> <p>Final written exam (16<sup>th</sup> week)</p>	<p>ب – التوقيت</p>
<p>Assignments, presentation, portfolio, and group discussion (20%)</p> <p>Health education project (20%)</p> <p>Final written exam (60%)</p> <p>Total (100%)</p>	<p>ج- توزيع الدرجات</p>
	<p>8- قائمة الكتب الدراسية والمراجع</p>
<p>6. Guilbert J.J. Educational Handbook for Health personnel. W.H.O. Geneva, No.5 1987.</p> <p>7. Rankin S., Stallings D., Patient education:</p>	<p>أ- مذكرات</p> <p>ب- كتب ملزمة</p>

<p>principles and practice. New York: Lippincott publisher, 2001: 290-400.</p> <p>8. Jackie A., Smith Ph. Patient teaching: reference manual. Pennsylvania: spring house Co., 2002: 2-44.</p> <p>9. World Health Organization. Education for health: a manual on health education in primary health care. WHO Publication., Geneva, 1988:58-71.</p> <p>10. Taylor CR, Lillis C, Lynn P. Fundamentals of nursing: the art and science of nursing care. 6<sup>th</sup> ed. New York: Lippincott Williams &amp; Wilkins 2008.</p>	
<p>Health education: theoretical concepts, effective strategies and core competencies; A foundation document to guide capacity development of health educators; World Health Organization 2012. Available at</p> <p><a href="http://www.google.com.eg/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;ved=2ahUKewijoYq9yl7gAhVa5eAKHTa5Ch0QFjAlegQIAhAC&amp;url=http%3A%2F%2Fapplications.emro.who.int%2Fdsaf%2FERMPUB_2012_EN_1362.pdf&amp;usg=AOvVaw1AbVcoq00u2Doxg_IWu000">http://www.google.com.eg/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;ved=2ahUKewijoYq9yl7gAhVa5eAKHTa5Ch0QFjAlegQIAhAC&amp;url=http%3A%2F%2Fapplications.emro.who.int%2Fdsaf%2FERMPUB_2012_EN_1362.pdf&amp;usg=AOvVaw1AbVcoq00u2Doxg_IWu000</a></p>	<p>ج- كتب مقترحة</p>
<ul style="list-style-type: none"> <li>Journal of Nursing Education</li> </ul> <p>www.teachervision.com</p>	<p>د- دوريات علمية أو نشرات.. الخ</p>

رئيس مجلس القسم العلمي: .....

أستاذ المادة: .....



## نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
 كلية /معهد: Nursing  
 قسم: Nursing Education

Health Education 1	مسمي المقرر
709E111	كود المقرر

## (ذ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
health education principles and concepts.	(16)	a1	b1	c1	d1, d2,d3,d4
Scope of health education.	(17)	a4	b1	c1	d1, d2,d3,d4
Roles and competencies of health educator	(18)	a2	b1	c1	d1, d2,d3,d4
Health education process - Assessment - Planning - Implementation - Evaluation	(19)	a3	b2, b7	c1,c2, c3	d1, d2,d3,d4
the educational process and principles of learning.	(20)	a3	b2	c1, c2	d1, d2,d3,d4
health and illness	(21)	a5	b1	c1	d1, d2,d3,d4
Learning theories: Humanism	(22)	a6	b3	c1	d1, d2,d3,d4
Learning theories:	(23)	a6	b3	c1	d1, d2,d3,d4

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Cognitivism					
Health belief model	(24)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Precede proceed model	(25)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Ecological model	(26)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Relapse prevention model	(27)	a7	b4, b5, b6	c1	d1, d2,d3,d4
Enhancing patient motivation by health care practitioners.	(28)	a8	b1	c1, c2	d1, d2,d3,d4
Discussion of portfolio Discussion of the project	(29)	-	-	c3	d5
Revision	(30)	-	-		d1, d2,d3,d4,d5

أستاذة المادة : أ.م.د عبير شوشة  
د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

## Curriculum Map

**Course title: Health Education 1**

**Code No: 709EI11**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
health education principles and concepts.	(16)	a1	b1	c1	d1, d2,d3,d4	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
Scope of health education.	(17)	a4	b1	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Roles and competencies of health educator	(18)	a2	b1	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Health education process - Assessment - Planning - Implementation - Evaluation	(19)	a3	b2, b7	c1,c2, c3	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
the educational process and principles of learning.	(20)	a3	b2	c1, c2	d1, d2,d3,d4	Presentations Reciprocal and Deliberative		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
health and illness	(21)	a5	b1	c1	d1, d2,d3,d4	discussions Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
Learning theories: Humanism	(22)	a6	b3	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Learning theories: Cognitivism	(23)	a6	b3	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Health belief model	(24)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Precede proceed model	(25)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Ecological model	(26)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Relapse prevention model	(27)	a7	b4, b5, b6	c1	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
Enhancing patient motivation by health care practitioners.	(28)	a8	b1	c1, c2	d1, d2,d3,d4	Presentations Reciprocal and Deliberative discussions		
Discussion of portfolio Discussion of the project	(29)	-	-	c3	d5	General discussions		
Revision	(30)	-	-		d1, d2,d3,d4,d5	General discussions		

أستاذ المادة : أ.م.د عبير شوشة

رئيس مجلس القسم العلمي : أ.م.د عبير شوشة

د/دعاء الدمرداش

نموذج رقم ( )

جامعة / أكاديمية: .....دمنهور.....

كلية /معهد: .....التمريض.....

قسم: .....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

77- بيانات المقرر

الفرقة / المستوى : Master degree of Nursing	اسم المقرر : Ethics in nursing profession	الرمز الكودي : 709E112
عدد الوحدات الدراسية : عدد الوحدات الدراسية نظري/ أسبوع : 2		التخصص : Nursing education

After completion of this course the candidate will be able to identify moral issues as well as utilize ethical concepts, principles, professional nursing code of ethics and ethical decision making models during solving different specialty practice ethical, unethical, illegal issues and dilemmas.	78- هدف المقرر
79- المستهدف من تدريس المقرر :	
<b>Knowledge and understanding:</b> a.1. Describe the principles and rules of ethics in nursing. a.2. Explain the common legal issues related to ethics. a.3. Discuss factors that affect ethical decision making.	م- المعلومات والمفاهيم
<b>Intellectual skills:</b> b.1- Discuss the differences and commonalities between ethical theories. b.2. Analyze the factors that influence ethical decision making. b.3. Detect the commonalities between professional codes of ethics un nursing. b.4. Interpret the process of socialization to nursing practice. b.5. Address the limitations of nursing theories. b.6. Infer the factors contributing to mal practice. b.7. Illustrate ethical models in decision making.	ب - المهارات الذهنية
<b>Professional and practical skills:</b> c.1. Master the use of moral aspects in nursing practice and education. c.2. Apply ethical principles in nursing education.	ج- المهارات المهنية الخاصة بالمقرر



Semester work: <b>40%</b> ✓ Class Presentation 10% ✓ Code of Ethics Paper 10% ✓ Ethical Case Analysis Paper 10% ✓ Ethical manual of nursing practice and education 10%  Final Exam: ( written) ----- <b>60%</b> Total----- <b>100%</b>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
Seminars Notes.	ذ- مذكرات
1- Benjamin M , Curtis J. Ethics in Nursing : Cases, Principles, and Reasoning . 4 <sup>th</sup> ed. New York , Oxford University Press; 2010. 1- Guido, G. Legal and ethical issues in nursing. (6th ed.). USA: Pearson.2012 2- Chang E , Daly J . Transitions in nursing: Preparing for professional practice .3 <sup>rd</sup> ed. Elsevier, Sydney, N.S.W.2012. 3-Beauchamp T L, Childress J. F. Principles of Biomedical Ethics. 6 <sup>th</sup> ed. Oxford: Oxford University Press. 2008. 4-Dimond, B. Legal Aspects of Nursing. 5 <sup>th</sup> ed. Harlow: Pearson Longman.2008. 5-Edwards S. E. Nursing Ethics- A principle based approach. 2 <sup>nd</sup> ed. Hampshire: Palgrave Macmillan.2009	ب - كتب ملزمة
4. <a href="#">Faden R, Kass N, Goodman S, Pronovost P, Tunis S, Beauchamp T. An ethics framework for a learning health care system: A departure from traditional research ethics and clinical ethics. Hastings Center Report. 2013; 43: S16-S27.</a> 5. <a href="#">Grady C, Wendler D. Making the transition to a learning health care system. Hastings Center Report. 2013; 43: S32-S33.</a> 6. <a href="#">Kass N, Faden R, Goodman SN, Pronovost P, Tunis S, Beauchamp TL. The research-treatment distinction: A problematic approach for determining which activities should have ethical oversight. Hastings Center Report. 2013; 43: S1-S15.</a>	ج - كتب مقترحة
Journal of Ethics and Social Philosophy The Journal of Ethics - Springer	د – دوريات علمية أو نشرات .... إلخ



نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Ethics in nursing profession	مسمي المقرر
709E112	كود المقرر

(ر) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
• An overview of ethics.	1 <sup>st</sup> week	a.1	b.1		d.1
• General ethical foundations.	2 <sup>nd</sup> week	a.1	b.1, b.2		d.1
• Professionalism, professional dimension and regulation in nursing.	3 <sup>rd</sup> week		b.3, b.4		d.1
• Moral, legal and ethical aspects of nursing.	4 <sup>th</sup> -week			c.1	d.1
• Nursing theories and ethics	5 <sup>th</sup> -6 <sup>th</sup> week		b.5		d.1
• Ethics in education perspectives	7 <sup>th</sup> week			c.2	d.1
• Ethical and legal issues of nursing	8 <sup>th</sup> week	a.2	b.6		d.1

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
• Ethical education perspectives.	9 <sup>th</sup> week		b.3		d.1
• Ethical decision making	10 <sup>th</sup> week	a.3	b.7		d.3
• Application on ethical dilemma in nursing practice.	11 <sup>th</sup> week		b.7	c.3	d.1
• Application on ethical dilemma in nursing education	12 <sup>th</sup> week		b.7	c.3	d.1
• Discussion of manual of ethics in nursing practice and education	13,14 <sup>th</sup>				d.2
• Revision	15 <sup>th</sup> week				d.1, d.2, d.3

رئيس مجلس القسم العلمى  
أ.م.د عبير عبد الفتاح محمود

أستاذ المادة: أ.م.د / عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** Ethics in nursing profession

**Code No:** 709E112

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
• An overview of ethics.	1	a.1	b.1		d.1	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, (40%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
• General ethical foundations.	2	a.1	b.1, b.2		d.1	Presentations Reciprocal and Deliberative discussions		
• Professionalism, professional dimension and regulation in nursing.	3		b.3, b.4		d.1	Presentations Reciprocal and Deliberative discussions		
• Moral, legal and ethical aspects of nursing.	4			c.1	d.1	Presentations Reciprocal and Deliberative discussions		
• Nursing theories and ethics	5-6		b.5		d.1	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
• Ethics in education perspectives	7			c.2	d.1	Presentations Reciprocal and Deliberative discussions		
• Ethical and legal issues of nursing	8	a.2	b.6		d.1	Presentations Reciprocal and Deliberative discussions		
• Ethical education perspectives.	9		b.3		d.1	Presentations Reciprocal and Deliberative discussions		
• Ethical decision making	10-11	a.3	b.7		d.3	Presentations Reciprocal and Deliberative discussions		
• Application on ethical dilemma in nursing practice.	12		b.7	c.3	d.1	Presentations Reciprocal and Deliberative discussions		
• Application on ethical dilemma in nursing education	13		b.7	c.3	d.1	Presentations Reciprocal and		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Deliberative discussions		
<ul style="list-style-type: none"> <li>Discussion of manual of ethics in nursing practice and education</li> </ul>	14				d.2	Presentations Reciprocal and Deliberative discussions		
<ul style="list-style-type: none"> <li>Revision</li> </ul>	15				d.1, d.2, d.3			

رئيس مجلس القسم العلمى

أستاذ المادة: أ.م.د / عبير عبد الفتاح محمود

أ.م.د عبير عبد الفتاح محمود

نموذج رقم (12)

جامعة دمنهور  
كلية التمريض  
قسم: تعليم التمريض

توصيف المقرر الدراسي

1- بيانات المقرر

الفرقة/ المستوى: Master degree	اسم المقرر: Human Relations	الرقم الكودي: 709E113
	Total credit hours 2 / semester	عدد الوحدات الدراسية: نظري
	عملي	2
	-	
<p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>Acquire knowledge about the complex nature of human behavior in life and work setting.</li> <li>Examines interpersonal relations and provides methods for improvement of interpersonal skills and enhance teamwork.</li> </ul>		6- هدف المقرر
7- المستهدف من تدريس المقرر :		
<p>a.1- Define human relations. a.2- Explain the importance of studying human relations. a.3- Discuss the relevance of self-esteem, self-confidence and self-efficacy to the study of human relations. a.4- Mention different types of interpersonal relationships. a.5- Define emotions, attitude and values and their impact on human relations. a.6- Describe group dynamics of human relations. a.7- Describe the role of communication in human relations. a.8- Enumerate major types of conflicts. a.9- Define stress and its types that can impact on human relations.</p>		ب- المعلومات والمفاهيم

<p>b.1- Evaluate the effect of positive and negative attitude on the relationship with other people.</p> <p>b.2- Relate the importance of human relations to success.</p> <p>b.3- Identify ways to improve personal communication including developing listening skills.</p> <p>b.4- Distinguish between the similarities and differences of interpersonal relationships.</p> <p>b.5- Analyze the impact of motivation on human relations.</p> <p>b.6- Recognize different techniques that help to cope better with stress.</p> <p>b.7- Compare and contrast between different behavioral styles that can be used during different conflict situations.</p> <p>b.8- Analyze the effect of constructive self-disclosure on improving interpersonal relationships and teamwork.</p>	<p>ب - المهارات الذهنية</p>
<p>c.1- Demonstrates ability to be empathetic and emotionally intelligent with others.</p> <p>c.2- Use Johari window as a tool for self-discovery.</p> <p>c.3- Demonstrates strategies to deal effectively with change.</p> <p>c.4- Synthesis a plan for personal emotional development.</p>	<p>ج- المهارات المهنية</p>
<p>d.1. Appreciate the importance of personal awareness &amp; self-understanding in dealing with others.</p> <p>d.2- Demonstrates the ability to negotiate and conflict management within interpersonal relationship.</p> <p>d.3- Analyze nonverbal communication, identify barriers of communication and formulate ways to overcome these barriers.</p> <p>d.4- Construct personal framework to develop interpersonal skills on the job.</p>	<p>د- المهارات العامة</p>
<p>8- محتوى المقرر</p>	
<p>1- What are human relations?  2- Self-concept &amp; self-esteem.  3- Self awareness, self understanding &amp; self disclosure.  4- Interpersonal relationships.</p>	

<p>5- Emotion and emotional intelligence.          6- Attitude and values.          7- Group development and group dynamic.          8- Communication skills.          9- Conflict management and negotiation.          10- Motivation          11- Change process.          12- Decision making and problem solving.          13- Empathy.          14- Stress and stress management.          15- Counseling          16- Social skills.          17- Manage diversity at work.</p>	
<p>5- Presentations          6- Student seminars          7- Assignment          8- Discussion</p>	<p>9- أساليب التعليم والتعلم</p>
<p>Not applicable</p>	<p>6- أساليب التعليم والتعلم للطلاب          ذوى القدرات المحدودة</p>
<p>7- تقويم الطلاب :</p>	
<p>Written examination, Seminars. Assignment</p>	<p>أ - الأساليب المستخدمة</p>
<p>Written examination : 15<sup>th</sup> week          Seminars &amp; Assignment: during the semester</p>	<p>ب- التوقيت</p>
<p>Written Examination      60% of the total score          Semester work              40% of the total score          Total                              100%</p>	<p>ج- توزيع الدرجات</p>
<p>8- قائمة الكتب الدراسية والمراجع</p>	
<p>Course notes: None</p>	<p>أ- مذكرات</p>
<p>• Gowda K. Psychology for Nurses. 2<sup>nd</sup> ed. New Delhi: CBS Publishers &amp; Distributors; 2016.           • Womble D. Introductory Mental Health Nursing. 3<sup>rd</sup> ed. Philadelphia: Wolters Kluwer; 2015.</p>	<p>ب - كتب ملزمة</p>



• Schmitz A. Beginning Human Relation. 2012	
- WWW.who.com	ج - كتب ومواقع مقترحة
- WWW.cdc.com	

رئيس مجلس القسم العلمي :  
أم.د/ عبير عبد الفتاح

نموذج رقم (11أ)

جامعة /أكاديمية : دمنهور  
كلية / معهد : كلية التمريض  
قسم : تعليم التمريض

Human Relations	مسمى المقرر
709E113	كود المقرر

مصفوفة المعارف والمهارات المستهدفة من مادة العلاقات الانسانيه

	Course content	Week	Knowledge & understanding a	Intellectual skills b	Professional skills c	General & Transferable d
1	What are human relations?	1	a.1-a.2	b.3	c.1	d.1
2	Self-concept & self-esteem.	2	a.4	b.3	c.1	-
3	Self-awareness, self-understanding & self-disclosure.	3	a.3	b.3	c.1	-
4	Interpersonal relationships.	4	a.6	b.6	-	-
5	Emotion and emotional intelligence.	5	a.9	b.1	-	d.1
	Attitude and values.	6	a.9	b.1	-	d.1
7	Group development and group dynamic.	7	a.7	b.2	-	d.2

8	Communication skills.	8	a.8	b.4	-	-
9	Conflict management and negotiation.	9	a.7	b.5	c.2	d.2
10	Motivation	10	a.4-a.6	b.6	c.2	d.2
11	Change process	11	a.6	b.4	c.2	d.2
12	Decision making and problem solving.	12	a.9	-	c.2	d.1
13	Empathy.	13	a.5	b.3	c.1	-
14	Stress and stress management.	14	a.5-a.7	b.7	c.2	-
15	Counseling.	14	a.9	b.5-b.8	c.2	d.2
16	Social skills.	15	a.5-a.8	b.7	c.2	-
17	Manage diversity at work.	15	a.9	b.5-b.8	c.2	d.2

جامعة /أكاديمية : دمنهور  
كلية / معهد : كلية التمريض  
قسم : تعليم التمريض

Human Relations	مسمى المقرر
709E113	كود المقرر

### Curriculum Map of Human Relations (Master)

	Course content	Week	Knowledge & understanding a	Intellectual skills b	Professional skills c	General & Transferable d	Teaching and learning activities	Method of assessment	Evidence
1	What are human relations?	1	a.1-a.2	b.3	c.1	d.1	Conference presentation	Semester work. 40	Semester work/conferences
2	Self-concept & self-esteem.	2	a.4	b.3	c.1	-			
3	Self awareness, self understanding & self disclosure.	3	a.3	b.3	c.1	-	• Conference presentation	Final-term written exam. 60	End of term written exam
4	Interpersonal relationships.	4	a.6	b.6	-	-	Conference presentation Role play		
5	Emotion and emotional intelligence.	5	a.9	b.1	-	d.1	Conference presentation	Case study	Observation checklist
	Attitude and values.	6	a.9	b.1	-	d.1	• Small group discussion		

7	Group development and group dynamic.	7	a.7	b.2	-	d.2	Conference presentation	Assignment sheet
8	Communication skills.	8	a.8	b.4	-	-	Conference presentation	
9	Conflict management and negotiation.	9	a.7	b.5	c.2	d.2	Conference presentation Role play	
10	Motivation	10	a.4-a.6	b.6	c.2	d.2	Conference presentation	
11	Change process	11	a.6	b.4	c.2	d.2	Conference presentation	
12	Decision making and problem solving.	12	a.9	-	c.2	d.1	Conference presentation	
13	Empathy.	13	a.5	b.3	c.1	-	Conference presentation Role play	
14	Stress and stress management.	14	a.5-a.7	b.7	c.2	-	Small group discussion	
15	Counseling.	14	a.9	b.5-b.8	c.2	d.2	Small group discussion Role play	
16	Social skills.	15	a.5-a.8	b.7	c.2	-	Conference presentation	
17	Manage diversity at work.	15	a.9	b.5-b.8	c.2	d.2	Small group discussion Role play	

رئيس مجلس القسم العلمي : أم.د/ عبير عبد الفتاح

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

3- بيانات المقرر

الفرقة / المستوي : Master Program 2 <sup>nd</sup> semester	اسم المقرر: Health Education (2)	الرمز الكودي: 709EL14
عملي : 2 نظري : 2	عدد الوحدات الدراسية:----	التخصص: Nursing education

<p>The course is geared towards assisting graduate nurses to utilize the basics of health education in order to disseminate the concept of health promotion in various health education settings.</p> <p>The focus is on acquiring communication skills necessary for counseling, handling sensitive topics, and dealing with groups having special needs.</p>	2- هدف المقرر
	3- المستهدف من تدريس المقرر
<p>a.1. Discuss the concept of health promotion across the life span.</p> <p>a2. Explain 2 models for health promotion.</p> <p>a.3. Emphasize on the necessity of mastering communication skills for the delivery of health promotion &amp; health education.</p> <p>a.4. Discuss the basic principles of counseling.</p> <p>a.5 Describe the ways of dealing with groups having special needs.</p> <p>a. 6 Explain the stages and the core of Trans theoretical Model (TTM) constructs.</p> <p>a.7 Explain functions and characteristics of social networks.</p> <p>a.8 Illustrate types of social network interventions using diagram.</p> <p>a.9 Discuss a conceptual framework for understanding the relationship between social</p>	أ- المعلومات والمفاهيم

<p>networks and health.</p> <p>a.10 Elaborate on the ways of handling sensitive topics.</p> <p>a.11 Describe the key dimensions of organizational change theories.</p> <p>b.12 Discuss change within and across organizations.</p> <p>a.13 Identify factors affecting clients' compliance to various regimens</p>	
<p>b.1 Apply one health promotion model in a chosen life phase according to student's specialty.</p> <p>b.2 Relate between the basic principles of counseling &amp; ways of dealing with groups having special needs.</p> <p>b.3 Examine how TTM interventions can be tailored to the needs of individuals.</p> <p>b.4 Present two examples of social network interventions for promoting health.</p> <p>b.5 Integrate communication skills in developing a counseling plan for a predetermined sensitive topic.</p>	ب- المهارات الذهنية
<p>c.1 Develop a counseling plan for a predetermined sensitive topic.</p> <p>c.2 Construct an evaluation tool to test the effectiveness of the counseling plan.</p>	ج- المهارات المهنية الخاصة بالمقرر
<p>d.1. Follow ethical principles in health promotion &amp; health education.</p> <p>d.2. Apply therapeutic communication skills in health education.</p> <p>d.3 Take the responsibility in the group to develop a counseling plan.</p>	د- المهارات العامة

<p><b>Unit I:</b> Health promotion &amp; health education across the life span.</p>	4- محتوى المقرر
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<p><b>Unit II:</b> Health promotion models &amp; application to health education: -Pender's model. -Tanahill's model.</p> <p><b>Unit III:</b> -Therapeutic communication skills. -Counseling.</p> <p><b>Unit IV:</b> Health education to groups with special needs.</p> <p><b>Unit V:</b> Trans theoretical model &amp; stages of change.</p> <p><b>Unit VI:</b> -Model of interpersonal health behavior (social network &amp; social support). - Handling sensitive topics.</p> <p><b>Unit VII:</b> Theories of organizational change.</p> <p><b>Unit VIII:</b> Factors affecting clients' compliance to various regimens.</p>	
<p>Library Assignments and presentations Brainstorming Discussion Seminars Cooperative learning</p>	<p>5- أساليب التعليم والتعلم</p>
<p>Providing list of references Periodic meetings Constructive feedback</p>	<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
	<p>7- تقويم الطلاب</p>
<p><b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Application of health promotion model. Development of counseling plan. Final written exam</p>	<p>أ- الاساليب المستخدمة</p>
<p>Assignments, presentation, and group discussion (weekly) - Application of health promotion model.</p>	<p>ب- التوقيت</p>



(6 <sup>th</sup> week) -Development of counseling plan. (10 <sup>th</sup> week) - Final written exam (16 <sup>th</sup> week)	
Assignments, presentation, and group discussion (20%) Application of health promotion model. (10%) Development of counseling plan (10%) Final written exam (60%) Total (100%)	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
11. Taylor CR, Lillis C, Lynn P. Fundamentals of nursing: the art and science of nursing care. 6 <sup>th</sup> ed. New York: Lippincott Williams & Wilkins 2008. 12. Jackie A., Smith Ph. Patient teaching: reference manual. Pennsylvania: spring house Co., 2002. 13. Rankin S., Stallings D., Patient education: principles and practice. New York: Lippincott publisher, 2001. 14. Guilbert J.J. Educational Handbook for Health personnel. W.H.O. Geneva, No.5 1987. 15. World Health Organization. Education for health: a manual on health education in primary health care. WHO Publication., Geneva, 1988.	ب- كتب ملزمة
1. Decker. WF. Fundamentals of curriculum. London: Lawrence Erlbaum Associates, Pub. 2003.	ج- كتب مقترحة
<ul style="list-style-type: none"> <li>• Journal of Nursing Education</li> <li>• Nurse Education in Practice</li> </ul>	د- دوريات علمية أو نشرات.. الخ

أستاذ المادة:.....

رئيس مجلس القسم العلمي :.....

نموذج رقم (11أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Health Education 2	مسمي المقرر
709EL14	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
1- Health promotion & health education across the life span	1	a.1	b.1		
2- Health promotion models & application to health education.	2,3	a.1, a.2	b.1	c.2	
3- Therapeutic communication skills. -Counseling.	4,5	a.3, a.4	b.2, b.5	c.1, c.2	d.1, d.2, d.3
4- Health education to groups with special needs.	6	a.5	b.2		

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
5- Trans- theoretical model & stages of change.	7	a.6	b.3		
6- Model of interpersonal health behavior. - Handling sensitive topics.	8,9	a.7-a.10	b.4, b.5	c.1	d.1
7- Theories of organizational change.	10,11	a.11, a.12	b.4		
8- Factors affecting clients' compliance to various regimens.	12,13	a.13			
Revision	14,15	-	-		d1

أستاذ المادة : أ.م.د عبير عبدالفتاح  
د/دعاء الدمرداش

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

## Curriculum Map

**Course title: Health Education 2**

**Code No: 709EL14**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
1- Health promotion & health education across the life span	1	a.1	b.1			Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
2- Health promotion models & application to health education.	2,3	a.1, a.2	b.1	c.2		Presentations Reciprocal and Deliberative discussions		
3- Therapeutic communication skills. -Counseling.	4,5	a.3, a.4	b.2, b.5	c.1, c.2	d.1, d.2, d.3	Presentations Reciprocal and Deliberative discussions		
4- Health education to groups with special needs.	6	a.5	b.2			Presentations Reciprocal and Deliberative discussions		
5- Trans- theoretical model & stages of change.	7	a.6	b.3			Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
6- Model of interpersonal health behavior. - Handling sensitive topics.	8,9	a.7-a.10	b.4, b.5	c.1	d.1	Presentations Reciprocal and Deliberative discussions	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Formative assignments and activities in portfolios</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
7- Theories of organizational change.	10,11	a.11 ,a.12	b.4			Presentations Reciprocal and Deliberative discussions		
8- Factors affecting clients' compliance to various regimens.	12,13	a.13				Presentations Reciprocal and Deliberative discussions		
Revision	14,15	-	-		d1	General discussions		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			

أستاذ المادة : أ.م.د عبير عبدالفتاح

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

د/دعاء الدمرداش

# ثالثًا: مقررات دكتوراة تعليم التمريض

## List of doctora courses

- (1) طرق بحث متقدم
- (2) احصاء
- (3) نظم معلومات
- (4) استراتيجيات تطوير المناهج
- (5) حاسب الى
- (6) تثقيف صحى
- (7) الاتجاهات الحديثة فى تعليم التمريض
- (8) حلقة دراسية فى تطوير مناهج
- (9) حاسب الى
- (10) نظم المعلومات
- (11) فلسفة التعليم
- (12) الجوده فى العمليه التعليميه



## نموذج رقم ( 12 )

 جامعة: دمنهور  
 كلية: التمريض  
 قسم : تعليم التمريض

توصيف مقرر دراسي

-82 بيانات المقرر

الفرقة / المستوى : Doctoral in nursing education.	اسم المقرر : Advanced Research Methodology (1)	الرمز الكودي : <b>809Co01</b>
التخصص : التمريض	عدد الوحدات الدراسية نظري 2 ملئ	ادارة

The course designed to assist the post graduate students to develop a broad understanding of the advanced research methodology. It would provide students with essential knowledge to differentiate between research designs, apply new research approaches, and to report, present, and publish a research project.	-83 هدف المقرر
-84 المستهدف من تدريس المقرر :	
<b>Knowledge and understanding:</b> <i>By the end of the course, the student will be able to:</i> a.1. Define nursing research. a.2. Explain qualitative research approaches/designs. a.3. List characteristics of the qualitative research Report. a.4. Mention data collection methods in qualitative research. a.5. Explain ethical considerations in research. a.6. Illustrate limitations of qualitative studies.	هـ - المعرفة والفهم
<b>Intellectual skills:</b> <i>By the end of the course, the student will be able to:</i>	ب - المهارات الذهنية

<p>b.1.Differentiate between qualitative and quantitative research paradigms.</p> <p>b.2.Recognize qualitative research approaches/designs.</p> <p>b.3.Understand advantages and disadvantages of research designs.</p> <p>b.4.Investigate research methodology.</p> <p>b.5.Comprehend characteristics of the qualitative research report.</p>	
<p><b>Professional and practical skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>c.1. Collect and analyze qualitative data.</p> <p>c.2. Apply combining research methodology.</p> <p>c.3. Assess research report.</p> <p>c.4. Report, present, and publish a research project.</p>	ج- المهارات المهنية والعملية
<p><b>d- General and transferable skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>d.1. Appreciate the importance of qualitative research.</p> <p>d.2.Participate in research project.</p> <p>d.3.Build new knowledge and skills in advanced research methodology.</p>	د- المهارات العامة والمنتقلة

<ul style="list-style-type: none"> <li>- Overview of nursing research.</li> <li>- Qualitative research approaches/designs.</li> <li>- Data collection in qualitative research.</li> <li>- Content analysis.</li> <li>- Principles supporting qualitative research.</li> <li>- Characteristics of the qualitative research Report.</li> <li>- Quality of qualitative research.</li> <li>- Limitations of qualitative studies</li> </ul>	4-محتوى المقرر
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<ul style="list-style-type: none"> <li>- Comparison of qualitative and quantitative research paradigms.</li> <li>- Combing research methodology.</li> <li>- Ethical considerations in research.</li> <li>- Research methodology critique.</li> <li>- Reporting, presenting, and publishing research project.</li> </ul>	
<b>Teaching and learning methods:</b> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Seminars</li> <li>3. Brain storming</li> <li>4. Library assignments and presentations.</li> </ol>	5-أساليب التعليم والتعلم
1 Not applicable in Faculty of Nursing	6-أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
	7- تقويم الطلاب :
<i>Semester work:</i> <ul style="list-style-type: none"> <li>- Written assignments (seminars)</li> <li>- Presentation</li> <li>- Group discussion</li> </ul> <i>Final written exam</i>	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> <li>- Semester work (during semester)</li> <li>- Final written exam (at the end of the semester)</li> </ul>	ب-التوقيت
<p>Final written exam = 60. Semester work = 40. Total = 100.</p>	ج- توزيع الدرجات
	8- قائمة الكتب الدراسية والمراجع
--	أ-مذكرات
<ul style="list-style-type: none"> <li>- Polit DF, Beck CT. Essentials of nursing research: methods, appraisal, and utilization. 6<sup>th</sup> ed. Philadelphia: Lippincott Co; 2006.</li> <li>- Speziale J, Carpenter D. Qualitative Research in Nursing: Advancing the humanistic imperative. 4<sup>th</sup></li> </ul>	ب - كتب ملزمة

<p>ed. London: Lippincott Williams &amp; Wilkins; 2007</p> <p>- Holloway I, Wheeler S. Qualitative Research in Nursing. 2<sup>nd</sup> ed. Oxford: Blackwell Publishing Company, 2002.</p> <p>- Cert K, Lacey A. The Research Process in Nursing. 5th ed. Blackwell, 2006.</p>	
<p>- Ryan, G., Bernard H. Data Management and Analysis Methods, "in N. Denzin and Y". Lincoln, eds., Hand book of Qualitative Research, 2<sup>nd</sup> ed., Thousand Oaks, Calif, Sage, 2000.</p> <p>- Wilson k. Research in nursing; a consumer guide in nursing research. 2<sup>nd</sup> ed. Addison – Wesley publishing Co. Health science, Redwood City, California. 1994.</p> <p>- Denzin N. The art and politics of interpretation: Handbook of qualitative research. 2<sup>nd</sup> ed. California: Sage Publications. 1994.</p>	<p>ج – كتب مقترحة</p>
<p>- Qualitative Research journal.</p> <p>- Academic Questions Journal.</p> <p>- Entrepreneurship Theory and Practice Journal.</p> <p>- Western Journal of Nursing Research.</p> <p>- Nurse Researcher Journal</p>	<p>د – دوريات علمية أو نشرات .... إلخ</p>

رئيس مجلس القسم العلمي : أ.م.د./

أستاذ المادة :

Advanced Research Methodology 1	مسمى المقرر:
809Co01	كود المقرر

جامعة: دمنهور  
كلية: التمريض  
قسم : تعليم التمريض

### Course contents matrix

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills
1-Introduction to research in nursing.	1-2	a.1	b.2	c.1	d.1
2- The research process.	3	a.1	b.2	c.1 c.2	d.
3- Selecting, defining and refining a research problem, purpose and hypotheses.	4	a.1 a.3	b.3	c.1 c.2	d.2 d.3
4- Ethics in nursing research.	5	a.2	b.5	-	-
5-Review of literature.	6	a.3	b.2 b.3	c.2	-
6-Different research designs.	7	a.3 a.4	b.4	c.1	-
7- Populations and study sample.	8	-	-	c.2	-

8- Methods of data collection.	9	-	-	c.2 c.2	-
9- Interpretation of data.	10	a.4	b.3 b.4	c.2	-
10-Responsible conduct of science.	11	-	-	c.2	d.3
11- Writing a research proposal /plan /protocol.	12	a.4	b.4	c.1 c.2	d.3
12- How to write a research paper for publication using scientific writing technique.	13-14	a.4 a.5	b.4 b.5	c.1 c.2	-
Revision	15	-----	-----	-----	-----

جامعة: دمنهور  
كلية: التمريض  
قسم : تعليم التمريض

Advanced Research Methodology (1)	مسمى المقرر:
<b>809Co01</b>	كود المقرر:

## Curriculum Map

### خريطة مقرر

No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable D			
1	Introduction to research in nursing.	1	a.1				Lecture	Activities-(presentation)  -Final written exam	-Final term Exam (60%)  Presentation (40%)
2	Evidence Based Practice	2				d.2	Lecture		
3	Different research designs	3		b.2,b.4			Lecture		
4	Qualitative research	4	a.2, a.3	b.2,b.3			Lecture		
5	Difference between qualitative and quantitative research	5		b.1			Lecture		
6	Data collection in qualitative research	6	a.4	b.5	c.1	d.1	Discussion		

No		No/	Intended learning outcomes of course				Teaching and	Method of	Evidence
7	Data interpretation in qualitative research	7			c.2	d.3	Lecture		
8	Responsible Conduct of Research (plagiarism, Falsification, Fabrication and Authorship)	8	a.6				Seminars		
9	Research on Human subjects.	9	a.5			d.1	Lecture		
10	Writing a research paper for publication using scientific writing technique.	10			c.4	d.3	Seminars		
11	Research Critique.	11-12				d.1	Brain storming		
12	Applying research paper critique	13-14			c.3		Group discussion		
13	Writing a research paper from own master study	15				d.3	Library assignments and presentations		

رئيس القسم



نموذج رقم ( 12 )

جامعة: دمنهور  
كلية: التمريض  
قسم : تعليم التمريض

توصيف مقرر دراسي

1- بيانات المقرر		
الفرقة / المستوى : دكتوراة الدراسات العليا	اسم المقرر : Advanced statistics	الرمز الكودي : 809Co02
عدد الوحدات الدراسية: (2hr) نظري		التخصص

The course intended to provide the doctorate candidates with knowledge, principles, concepts and process that help them to assume the functions of statistics. Also provide view about general epidemiology: screening and surveillance.	2- هدف المقرر :
<b>By the end of this course the students will be able to:</b>	المعرفة والفهم
a.1.define statistics	
a.2. Identify epidemiology concepts, principles and importance.	
a.3. State types of screening and screening evaluation.	
a.4. identify importance of surveillance.	
a.5.State types of measures of location and measures of dispersion	
b.1.Analyze principles of epidemiology.	ب- المهارات الذهنية
b.2.Classify screening programs.	:
b.3.Differentiate between types of surveillance studies.	
b.4. Illustrate types of test of significance.	
b.5. Contrast types of measures of location and measures dispersion.	
b.6. Interpret normal distribution curve.	

<p>c.1. Draw normal distribution curve and its shapes. c.2. Apply different surveillance studies</p>	<p>ج- المهارات المهنية والعملية.</p>												
<p>d5 – judge on different types of measures of central tendency and dispersion. d6 – Criticize distribution curve and shapes.</p>	<p>د - المهارات العامة والمنقلة :</p>												
<p>1- introduction to general epidemiology 2- Screening program 3- Surveillance 4-Test of significance 5- Measures of location and dispersion 6- Normal distribution</p>	<p>4- محتوى المقرر:</p>												
<ul style="list-style-type: none"> <li>• Lectures / discussion</li> <li>• Seminars</li> </ul>	<p>5- أساليب التعليم والتعلم</p>												
<p>NA</p>	<p>6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>												
<p>7- تقويم الطلاب :</p>													
<ul style="list-style-type: none"> <li>▪ Final written exam</li> <li>▪ Presentation of the seminars</li> </ul>	<p>أ- الأساليب المستخدمة</p>												
<p>..... term</p>	<p>ب- التوقيت</p>												
<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">Final-term Examination</td> <td style="width: 20%;">60%</td> <td style="width: 40%;"></td> </tr> <tr> <td>Semester Work</td> <td>40%</td> <td></td> </tr> <tr> <td style="text-align: center;"><b>% Other types of assessment</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">100%</td> <td></td> </tr> </table>	Final-term Examination	60%		Semester Work	40%		<b>% Other types of assessment</b>			Total	100%		<p>ج- توزيع الدرجات</p>
Final-term Examination	60%												
Semester Work	40%												
<b>% Other types of assessment</b>													
Total	100%												
<p>8- قائمة الكتب الدراسية والمراجع :</p>													

Course notes: handouts of all content	أ- مذكرات
<ul style="list-style-type: none"> <li>- Arsham's., H., Statistical Data Analysis for Managerial Decisions, University of Baltimore, 4<sup>th</sup> ed. 2007.</li> <li>- 1 Kalbfleisch, J.D., and Street, J.O. (1990), "Survival Analysis". In Statistical Methodology, (D.A. Berry, ed.). New York: Marcel Dekker.</li> <li>- Ryan, G., Bernard H. Data Management and Analysis Methods, "in N. Denzin and Y". Lincoln, eds., Hand book of Qualitative Research, 2nd ed., Thousand Oaks, Calif, Sage, 2000.</li> </ul>	ب- كتب ملزمة
<ul style="list-style-type: none"> <li>- Michael C. Fleming and Joseph G. essence of statistics, 1st ed. 1996</li> <li>- Polit DF, Beck C Nursing Research: principles and methods. 7th ed. New York: Lippincott Williams &amp; Wilkins, 2003</li> </ul>	ج- كتب مقترحه
<ul style="list-style-type: none"> <li>- Journal of statistics education.</li> <li>- Journal of official statistics.</li> <li>Internet Research Journal</li> </ul>	د- دوريات علمية أو نشرات.... إلخ

منسق المادة

جامعة: دمنهور  
كلية: التمريض  
قسم: تعليم التمريض

<p>مسمى المقرر: Advanced statistics</p> <p>Doctoral</p>
<p>كود المقرر 806co02</p>

### Course contents matrix

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills
1- introduction to general epidemiology	1-3	a.1	-	-	-
2- Screening program	4-5	a.2	-	-	-
3- Surveillance	7-6	a.2 a.3 a.4	b.1 b.2	c.2	-
4-Test of significance	10-8	a.2 a.3 a.4	b.1 b.2	c.2	d.1 d.2
5- Measures of location and dispersion	11-12	a.3 a.4	b.1 b.2	C1 c.2	d.1 d.2
6- Normal distribution	14-13	a.2 a.3 a.4	b.1 b.2	c.2	d.1 d.3



13) Revision	15	-	b.4	-	0
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مسمى المقرر: Advanced statistics

Doctoral

كود المقرر 806co02

كلية: التمريض  
قسم: تعليم التمريض

**Curriculum Map**  
**خريطة مقرر**

Course contents	Weeks	Knowledge and understanding	Intellectual skills	Practical skills	General and transferable skills	Teaching and learning activities	Method of assessment	Evidence
1- introduction to general epidemiology	1-3	a.1	-	-	-	lecture	-Activities( presentation ,case study) -Final written exam	-Final-term Exam (60%)
2- Screening program	4-5	a.2	-	-	-	Lecture		
3- Surveillance	7-6	a.2 a.3 a.4	b.1 b.2	c.2	-	Seminars and discussion	Presentati on  And  Case	
4-Test of significance	10-8	a.2 a.3 a.4	b.1 b.2	c.2	d.1 d.2	Seminars and discussion		
5- Measures of location and dispersion	11-12	a.3 a.4	b.1 b.2	C1 c.2	d.1 d.2	Seminars and discussion		
6- Normal distribution	14-13	a.2 a.3 a.4	b.1 b.2	c.2	d.1 d.3	Seminars and discussion		



13) Revision	15	-	b.4	-	0	Brainstorming		Study (40%)
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نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

بيانات المقرر -85

الفرقة / المستوى :	اسم المقرر	الرقم الكودي
Doctoral degree of Nursing Education	Informatics system in nursing	809Co03
عملى:-	عدد الوحدات الدراسية: نظرى: 2	التخصص : Nursing Education department

This course aims to provide students with knowledge, skills and attitudes necessary for the application of informatics system in terms of data processing and files electronically management in provision of health care in different health centers.	هدف المقرر	-86
	المستهدف من تدريس المقرر :	-87
<b>Knowledge and understanding:</b> A1- Identifies the concepts of health informatics system A.2- Mentions Qualities of health informatics system A3- Discusses the Current status of health informatics system A4- Describe Efforts to encourage faster diffusion	و- المعلومات والمفاهيم	



<p><b>Intellectual skills:</b></p> <p>B.1- Differentiates between interpretation and analysis of health data</p> <p>B.2- Describe database</p> <p>B.3- Analyzes data and transform into information</p> <p>B.4-Compares between types of information technology</p> <p>B.5- compose a decision about filling design</p> <p>B.6- Compose a decision about ethical consideration of information technology in health sector.</p> <p>B.7-Conclude the values and preferences using electronic documentation</p>	ب - المهارات الذهنية
<p><b>Professional and practical skills:</b></p> <p>C.1- Design table database.</p> <p>C.2- Assess the important data</p> <p>C.3- Draw the frame of transformation of Data to Knowledge</p> <p>C.4- Application types of database e.g reports</p> <p>C.5- Design electronic health record</p> <p>C.6- Search the relevant electronic database</p> <p>C.7- Assess electronic health information management</p> <p>C.8- Construct written arguments in a variety of formats on the evolving nature of ethical norms relating to new technologies</p>	ج- المهارات المهنية الخاصة بالمقرر
<p><b>General and transferable skills:</b></p> <p>D.1- Develop a shared vision and common goal for impotent of documentation and filling system.</p> <p>D.2- Conducting effectively electronic communication</p> <p>D.3- Works towards achievement of the group's learning goals</p> <p>D.4- Presents information accurately and clearly in written, electronically forms</p> <p>D.5-- Negotiates objectively the raised issues and share information</p> <p>D.6- Show evidence of thorough reading of documented sources</p>	د- المهارات العامة

<p><b>Unit I: Introductory Session</b>                  Basic concepts of information of health information technology                  What information technology?                  What qualities of information technology?  <b>Unit II: Overview of nursing and computer</b>  <b>Unit III: Database</b>                  What are databases?                  What are they used for?                  Mention the anatomy of a database                  Application of types of data base.  <b>Unit IV: Local area networks</b>  <b>Unit V : Data input and output</b>  <b>Unit V1 : Managing ICT</b>  <b>UnitV11: Security</b>  <b>Unit X :- Electronic health record</b>  <b>UnitX1 : Telemedicine and tele -nursing</b></p>	-88 محتوى المقرر
1- Interactive Lectures 2- Computer lab training 3-Dmonstration and re-demonstration	أساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب :	
<ul style="list-style-type: none"> <li>• Written assignments (seminars)</li> <li>• Presentation</li> <li>• Final written exam</li> </ul>	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> <li>• Assignments, presentation, and group discussion (weekly) Final written exam (I6th week)</li> </ul>	ي- التوقيت

Semester work (40%) Final written exam (60%) Total (100%)	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
1- Course notes	ر- مذكرات
1-Stuart Tyrrell (2002). Using Information and Communication Technology in Health care . No. 5 in the Harnessing Health Information series. Series Editor Michael Rigby 2-Sajeesh Kumar &Helen Snooks (2011) Tele-nursing,© Springer-Verlag London	ب - كتب ملزمة
1- <a href="http://www.information technology">www.information technology</a> 2- <a href="http://www.nursing information">www.nursing information</a> 89- <a href="http://www.healthinformation">www.healthinformation</a> 90- Information technology in health care. Report to the Congress: New Approaches in Medicare   June 2004 (chapter7)	ج - كتب مقترحة
Periodicals, Web Sites LWW Medical Book Collection @OVID EBSCO Academic Search Complete	د – دوريات علمية أو نشرات .... إلخ

أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود

رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Informatics system in nursing	مسمى المقرر
809Co03	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introductory Session	1	a1, a.3			d1, d4
Overview of nursing and computer.	2	a1, a.2, a.3			d2
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2
Local area networks	5				d1, d2,d3,d4
Data input and output	6,7		b3	c3, c4	
Managing ICT	8,9		b4		d4
Security	10				d2,d5
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Telemedicine and tele - nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6
Revision	15	a.1, a.2			d.1, d.2, d.6

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

## Curriculum Map

**Course title:** Informatics system in nursing

**Code No:** 809Co03

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introductory Session	1	a1, a.3			d1, d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration.	<ul style="list-style-type: none"> <li>•Written assignments (seminars)</li> <li>•Presentation</li> <li>•Final written exam</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Overview of nursing and computer.	2	a1, a.2, a.3			d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Local area networks	5				d1, d2,d3,d4	1-Interactive		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Lectures 2- Computer lab training 3- Demonstration and re-demonstration		
Data input and output	6,7		b3	c3, c4		1-Interactive Lectures 2- Computer lab training 3- Demonstration and re-demonstration		
Managing ICT	8,9		b4		d4	1-Interactive Lectures 2- Computer lab training 3- Demonstration and re-demonstration		
Security	10				d2,d5	1-Interactive Lectures 2- Computer lab training 3-		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Dmonstration and re-demonstration		
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Telemedicine and tele-nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Revision	15	a.1, a.2			d.1, d.2, d.6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		

أستاذ المادة :





الهيئة القومية لضمان جودة التعليم والاعتماد

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

نموذج رقم ( )

جامعة / أكاديمية: .....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

## توصيف مقرر دراسي 2018-2019

## 91- بيانات المقرر

الفرقة / المستوي : Doctorate Program	اسم المقرر: Curriculum Development in Nursing	الرمز الكودي: 809Co04
-----: عملي	عدد الوحدات الدراسية: نظري : 2	Nursing: التخصص Education

<p>The course is designed for doctorate students enrolled in specialty of Nursing Education. This course discusses the implementation phase of curriculum development, curriculum management. Curriculum revision, curriculum evaluation and accreditation. The focus will be on utilizing standards to maintain quality curriculum and efficient use of resources derived from a selection process of informed decision making.</p>	2- هدف المقرر
	3- المستهدف من تدريس المقرر :
<p><b>Knowledge and understanding:</b>                  a.1. Define curriculum.                  a.2. Explain the principles of faculty administration.                  a.3. Explain steps of planning for curriculum development.                  a.4. Illustrate models for curriculum development and its content.                  a.5. Identify the causes of gaps between the planned and actual curriculum from sources of curriculum.                  a.6. List 7 purposes of curriculum management.                  a.7. Explain the 4 components of curriculum management plan</p>	أ- المعلومات والمفاهيم

<p>a.8. Illustrate the process of curriculum change by using diagram.</p> <p>a.9. Describe the importance of accreditation in relation to the faculty, students and staff.</p> <p>a.10. Explain all steps of accreditation according to NLN.</p> <p>a.11. Identify benefits of learning psychology education for students, teachers and prospective teachers.</p> <p>a.12. Recognize bills of rights and responsibilities for nursing students.</p>	
<p><b>Intellectual skills:</b></p> <p>b.1 Assess the functions of committees to curriculum development at the Faculty of nursing.</p> <p>b.2. Compare between the 2 approach of curriculum evaluation in relation to its characteristics.</p> <p>b.3. Critique the curriculum evaluation models based on established criteria of NLN.</p> <p>b.4. Critique the process of accreditation at the Faculty of Nursing according NLN.</p> <p>b.5. Summarize the strategies to keep students engaged in learning activities.</p>	<p>ب- المهارات الذهنية</p>
<p><b>Professional and practical skills:</b></p> <p>c.1. Design a plan to overcome the gaps facing teachers during curriculum implementation.</p> <p>c.2. Create a plan of action to maintain the curriculum alignment.</p> <p>c.3. Revise the curriculum of each specialty following the process of curriculum revision.</p> <p>c.4. Apply a plan of developing a teaching unit.</p> <p>c.5. Use the principles of the theories as guidelines to help select techniques and strategies that promote learning.</p> <p>c.6. Demonstrate the skills and abilities to</p>	<p>ج- المهارات المهنية</p>

<p>design, implement, monitor and manage curricula based on sound, contemporary educational models, principles, and best evidence.</p> <p>c.7.Design effective learning environment appropriate for learning and teaching process.</p>	
<p><b>General and transferrable skills:</b></p> <p>d.1. Apply the principles of curriculum management during the process of curriculum development.</p> <p>d.2. Use the standards of curriculum audit during the internal auditing of your nursing department</p> <p>d.3. Follow the criteria of accreditation during teaching.</p> <p>d.4.Integrate the skills acquired from teaching/learning activities to improve specialty curriculum designs.</p>	د- المهارات العامة
<ul style="list-style-type: none"> <li>• Curriculum definition.</li> <li>• Planning for assessment.</li> <li>• Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling</li> <li>• Planning for curriculum evaluation.</li> <li>• Educational psychology.</li> <li>• Governing foundations for curriculum development.</li> <li>• Educational philosophy.</li> <li>• Gaps between planning and implementation: revision, change, and accreditation.</li> <li>• Ethics in education.</li> <li>• Planning for implementation teaching strategies.</li> <li>• Curriculum evaluation &amp; revision.</li> </ul>	4- محتوى المقرر
<ul style="list-style-type: none"> <li>• Library Assignments and Presentations.</li> <li>• Group discussions.</li> <li>• Brainstorming.</li> <li>• Seminars.</li> </ul>	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> <li>• Learning contract</li> </ul>	6- اساليب التعليم والتعلم

<ul style="list-style-type: none"> <li>Action plan to improve the weak points of the candidate in collaboration with the academic advisor (mentor).</li> <li>Peer learning.</li> <li>Providing list of references.</li> <li>Periodic meetings with the students.</li> </ul>	للطلاب ذوي القدرات المحدودة												
7- تقويم الطلاب													
<b>1-Semester work:</b> <ul style="list-style-type: none"> <li>✓ Written assignments (seminars)</li> <li>✓ Presentation</li> <li>✓ Group discussion</li> <li>✓ Written plan of teaching unit</li> </ul> <b>2-Final written exam</b>	أ- الاساليب المستخدمة												
Assignments, presentation, and group discussion (weekly) Article review (14 <sup>th</sup> week) Final written exam (16 <sup>th</sup> week)	ب- التوقيت												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Semester work:</td> <td style="text-align: right;"><b>40%</b></td> </tr> <tr> <td style="padding-left: 20px;">✓ Assignments</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">✓ Presentation &amp; group discussion</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">✓ Article review</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final Exam: ( written) -----</td> <td style="text-align: right;"><b>60%</b></td> </tr> <tr> <td>Total-----</td> <td style="text-align: right;"><b>100%</b></td> </tr> </table>	Semester work:	<b>40%</b>	✓ Assignments	10%	✓ Presentation & group discussion	10%	✓ Article review	20%	Final Exam: ( written) -----	<b>60%</b>	Total-----	<b>100%</b>	ج - توزيع الدرجات
Semester work:	<b>40%</b>												
✓ Assignments	10%												
✓ Presentation & group discussion	10%												
✓ Article review	20%												
Final Exam: ( written) -----	<b>60%</b>												
Total-----	<b>100%</b>												
8- قائمة الكتب الدراسية والمراجع													
أ- مذكرات													
22. Keating SB. Curriculum development and evaluation in nursing. London: Lippincott Williams & Wilkins 2006. 23. Kelly AV. The curriculum: theory and practice. 5 <sup>th</sup> ed. London: Sage publications, 2004. 24. Caffarella RS. Planning programs for adult learners: a practical guide for education, trainers and staff developer. 2 <sup>nd</sup> ed. USA: Jossey-Bars, 2002. 25. Erickson HL. Stirring the head, heart, and soul: redefining curriculum and instruction. 2 <sup>nd</sup> ed. Corwin press Inc., 2001. 26. Ornstein; AC, Hunkins FP. Curriculum	ب- كتب ملزمة												

<p>foundations, principles and issues. 2<sup>nd</sup> ed. London: Allyn and Bacon, 1993.</p> <p>27.Oliva P, Gordon W. Developing the curriculum. Boston: Pearson, 2013</p> <p>28.Ornstein AC, Hunkins FP. Curriculum foundations, principles and issues. 6<sup>th</sup>ed. Boston: Pearson, 2013.</p>	
<p>1. Decker. WF. Fundamentals of curriculum. London: Lawrence Erlbaum Associates, Pub. 2003.</p> <p>2. Robbins SP, Decenzo DA, Coulter M. Fundamentals of management. New York: Pearson, 2013.</p> <p>3. Wiles JW, Bondi JC. Curriculum development: a guide to practice. 8<sup>th</sup>ed. Boston: Pearson,2011</p>	<p>ج- كتب مقترحة</p>
<ul style="list-style-type: none"> <li>• Journal of Nursing Education</li> <li>• International Journal of Educational Research</li> <li>• Journal of Continuing Education</li> </ul>	<p>د- دوريات علمية أو نشرات.. الخ</p>

رئيس مجلس القسم العلمى

أ.م.د عبير عبد الفتاح محمود

أستاذ المادة: أ.م.د /عبير عبد الفتاح محمود

أ.م.د/ لوسى أحمدأبو العلا

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Curriculum Development in Nursing	مسمي المقرر
809Co04	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Curriculum definition.	1 <sup>st</sup> week	a.1			
Planning for assessment.	2 <sup>nd</sup> week	a.2, a.3	b.2	c.2	d.2, d.3
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3 <sup>rd</sup> - 4 <sup>th</sup> - 5 <sup>th</sup> week	a.3, a.4, a.6, a.7	b.1	c.4	d.1
Planning for curriculum evaluation.	6 <sup>th</sup> week		b.2, b.3		d.2, d.3
Educational psychology.	7 <sup>th</sup> week	a.11		c.5	
Governing foundations for curriculum development.	8 <sup>th</sup> week	a.3, a.4	b.1		d.2, d.3
Educational philosophy.	9 <sup>th</sup> week	a.2	b.1		
Gaps between planning and implementation:	10 <sup>th</sup> - 11 <sup>th</sup>	a.4,a.5, a.8, a.9, a.10	b.4	c.1, c.3	d.2, d.3

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
revision, change, and accreditation.	week				
Ethics in education.	12 <sup>th</sup> week	a.12		c.6	
Planning for implementation teaching strategies.	13 <sup>th</sup> week		b.5	c.6, c.7	d.4
Curriculum evaluation & revision.	14 <sup>th</sup> -15 <sup>th</sup> week		b.2, b.3	c.3	d.2, d.3

رئيس مجلس القسم العلمى  
أ.م.د عبير عبد الفتاح محمود

أستاذ المادة: أ.م.د/ عبير عبد الفتاح محمود  
أ.م.د/ لوسى أحمد أبو العلا



## Curriculum Map

**Course title:** Curriculum Development in Nursing

**Code No:** 809Co04

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Curriculum definition.	1st week	a.1				Presentations and group discussions.	-Written assignments (seminars)	Rubric of presentations
Planning for assessment.	2nd week	a.2, a.3	b.2	c.2		Presentations Brainstorming		
Planning for curriculum development, content organization, Curriculum design, staffing and time scheduling	3rd - 4th -5th week	a.3, a.4, a.6, a.7	b.1	c.4	d.1	Presentations Brainstorming	Written plan of teaching unit	Written assignment
Planning for curriculum evaluation.	6th week		b.2, b.3			Presentations and group discussions.		
Educational psychology.	7th week	a.11		c.5		Presentations and discussions.	Final written exam	Written exam paper
Governing foundations for curriculum	8th week	a.3, a.4	b.1			Presentations.		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
development.								
Educational philosophy.	9th week	a.2	b.1			Presentations.	Discussion, presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	
Gaps between planning and implementation: revision, change, and accreditation.	10th-11th week	a.4, a.5, a.8, a.9, a.10	b.4	c.1, c.3	d.2, d.3	Brainstorming and group discussions.		
Ethics in education.	12th week	a.12		c.6		Presentations.		
Planning for implementation teaching strategies.	13th week		b.5	c.6, c.7	d.4	Presentations and group discussions.		
Curriculum evaluation & revision.	14th - 15th week		b.2, b.3	c.3		Presentations and group discussions.		

رئيس مجلس القسم العلمى

أ.م.د عبير عبد الفتاح محمود

أستاذ المادة : أ.م.د / عبير عبد الفتاح محمود

أ.م.د/ لوسى أحمد أبو العلا

نموذج رقم ( )

جامعة / أكاديمية: .....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

-92 بيانات المقرر

الفرقة / المستوى: دكتوراه	اسم المقرر: Computer and Information Technology (CIT) course for nurses	الرمز الكودي : 809Su05
Total credit hours/semester :2 hrs theory :2 clinical : 2		التخصص: Nursing Education

<p>This course helps graduates to integrate nursing science with computer technology and information science to identify, gather, process, and manage information. Emphasis on technology based health applications which support clinical, administrative, research, and educational decision making enhancing the efficacy of nursing endeavors.</p>	-93 هدف المقرر
-94 المستهدف من تدريس المقرر :	
<p><b>a- Knowledge and understanding:</b></p> <p>a.1 Identify key trends and issues in nursing informatics and the impact on health care information systems.</p> <p>a.2. Describe the historical perspectives of nursing and computers</p> <p>a.3. Discuss term of nursing informatics.</p> <p>a.4. Define basic terms related to hardware, software, World Wide Web, and the Internet.</p> <p>a.5. Identify informatics visions for the profession of nursing.</p> <p>a.6. Discuss technology applications</p>	أأ- المعلومات والمفاهيم

utilizing speech recognition, genomic informatics and virtual reality.	
<p><b>b- Intellectual skills:</b></p> <p>b.1. Explain how theories, such as communication, information, management, systems, and nursing relate to health care information systems.</p> <p>b.2. Define classic change theories: early group, small group, and field theories.</p> <p>b.3. Discuss the impact of technology and change in the health care setting.</p> <p>b.4. Explain organizational culture.</p>	ب - المهارات الذهنية
<p><b>C-Professional and practical skills:</b></p> <p>c.1. Analyze current health care information systems used in nursing practice, administration, research, and education</p> <p>c.2. Synthesize knowledge from various information sources to increase accessibility and usability of a health care information</p>	ج- المهارات المهنية الخاصة بالمقرر
<p><b>b- General and transferrable skills:</b></p> <p>d.1. Manage time and resources effectively.</p> <p>d.2. Respect superiors, colleagues and any other members of the health profession.</p> <p>d.3. Master the use of information technologies in the field of clinical nursing.</p> <p>d.4. Follow principles of documentation of all nursing activities.</p>	د- المهارات العامة

<ul style="list-style-type: none"> <li>• Key trends and issues in nursing informatics and the impact on health care information systems.</li> <li>• Communication, information, management, systems, and nursing relate to health care information systems.</li> <li>• Ethical/legal issues that arise in using,</li> </ul>	95- محتوى المقرر
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designing, and managing health care information systems. <ul style="list-style-type: none"> <li>• Taxonomy and nomenclature relating to nursing and health care information systems.</li> </ul>							
1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments	B- أساليب التعليم والتعلم						
5. Textbooks 6. PowerPoint presentations 7. Active group work 8. Electronic resources and websites	6-أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة						
1- Individual and group assignments 2- Individual and group oral presentations 3- Final written exam	7- تقويم الطلاب:  الأساليب المستخدمة						
Assessment 1 Guided seminar presentation Weekly/15 wk Assessment 2 Group discussion Weekly / 15 wk Assessment 3 Final written exam. Week 16 <sup>th</sup>	التوقيت						
<table> <tr> <td>Semester Work</td> <td>40 %</td> </tr> <tr> <td>Final- Term Examination</td> <td>60 %</td> </tr> <tr> <td>Total</td> <td>100 %</td> </tr> </table>	Semester Work	40 %	Final- Term Examination	60 %	Total	100 %	توزيع الدرجات
Semester Work	40 %						
Final- Term Examination	60 %						
Total	100 %						
8- قائمة الكتب الدراسية والمراجع -							
	ز- مذكرات						
* Textbook - Curran, C. 2003. Informatics competencies	ب - كتب ملزمة						

<p>for nurse practitioners. AACN Clinical Issues: Advanced Practice in Acute and Critical Care, 14(3):320-330.</p>	
<p>*Recommended books</p> <p>Jiang, W.W., Chen, W. and Chen, Y.C. 2004. Important computer competencies for the nursing profession. Journal of Nursing Research, 12(3):213-225.</p>	<p>ج - كتب مقترحة</p>
<p>Royal College of Nursing UK. 2005. Information needs of nurses, health care assistants, midwives and health visitors. Summary Report From: <a href="http://www.rcn.org.uk/publications/pdf/TheInformationNeedsOfNurses.pdf">http: //www.rcn.org.uk/publications/pdf/ TheInformationNeedsOfNurses.pdf</a></p>	<p>د – دوريات علمية أو نشرات إلخ....</p>

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م. د/ عيبر عبد الفتاح محمود

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

حاسب آلى	مسمي المقرر
809Su05	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Key trends and issues in nursing informatics and the impact on health care information systems.	1,2,3	a1, a.2,a.3	b.1, b.2		d1, d2, d.3, d.4
Communication, information, management, systems, and nursing relate to health care information systems.	4,5,6	a4, a.5	b1, b.4	c1	d1, d2, d3, d4
Ethical/legal issues that arise in using, designing, and managing health care information systems.	7,8,9		b1		d1, d2,d3,d4
Taxonomy and	10,11,12	a.6	b.3	c2	d1, d2,d3,d4

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
nomenclature relating to nursing and health care information systems.					
Revision	13,14,15				d1, d2,d3,d4

أستاذ المادة :  
رئيس مجلس القسم العلمي : أ.م. د/ عبير عبد الفتاح محمود



## Curriculum Map

**Course title:** حاسب آلى

**Code No:** 809Su05

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Key trends and issues in nursing informatics and the impact on health care information systems.	1,2,3	a1, a.2,a.3	b.1, b.2		d1, d2, d.3, d.4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments	1- Individual and group assignments  2- Individual and group oral Presentations  3- Final written exam	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Communication, information, management, systems, and nursing relate to health care information systems.	4,5,6	a4, a.5	b1, b.4	c1	d1, d2, d3, d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments		
Ethical/legal issues that arise in using,	7,8,9		b1		d1, d2,d3,d4	1. Extensive interactive		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
designing, and managing health care information systems.						lectures 2. Active group discussions 3. Textbook exercises 4. Assignments		
Taxonomy and nomenclature relating to nursing and health care information systems.	10,11,12	a.6	b.3	c2	d1, d2,d3,d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments		
Revision	13,14,15				d1, d2,d3,d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4.		



Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Assignments		

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م.د/ عبير عبد الفتاح محمود

نموذج رقم ( )

جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

4- بيانات المقرر

الفرقة / المستوي : Doctorate Program	اسم المقرر: Health education	الرمز الكودي: 809Ns06
عملي : 2	نظري : 2	عدد الوحدات الدراسية: Nursing : education

Health education course aims at providing doctorates' program students with post basic theoretical framework enabling them to apply educational theories and process of learning in the delivery of health education activities contributing to health or its recovery for individual, family and the public indifferent health settings and home visiting through effective health communication and education in health and sickness.	2- هدف المقرر
	3- المستهدف من تدريس المقرر :
<b>A- Knowledge and understanding:</b> a.1. Identify the philosophy, goals, and approaches of health education. a.2. Define aims of health education. a.3. Identify the main learning domains and principles of health education. a.4. Recognize barrier of health education. a.5. Use principles and process of health education in health and sickness. a.6. Identify determinants of health. a.7. Identify between factors affecting	أ- المعلومات والمفاهيم

<p>healthy behavior. a.8. Enumerate steps of planning. a.9. List different instructional methods.</p>	
<p><b>B- Intellectual skills:</b> b.1. Discuss the objectives and different scopes/areas of health education. b.2. Discuss the process of health education. b.3. Explain the teaching learning process. b.4. Discuss factors affecting the learning process. b.5. Discuss methods used to assess health education needs of an individual, family and community. b.6. Explain the advantages and disadvantages of health education models. b.7. Find out the barriers/limitations facing health education process. b.8. Discuss the characteristics of the appropriate learning environment. b.9. Analyze knowledge, attitude, and behavior needed for health education. b.10. Differentiate the types, characteristics, role and importance of the appropriate health education media. b.11. Discuss the characteristics, and roles of the nurse as effective health educator. b.12. Discuss various agencies providing health education . b.13. Appreciate legal aspects related to health education</p>	<p>ب- المهارات الذهنية</p>
<p><b>C- Professional skills:</b> c.1. Apply the concept of adult learning in teaching community health workers and the public at large. c.2. Plan a health education program. c.3. Apply the methods of health education (instructional methods). c.4. Apply health education techniques and strategies of teaching and learning</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>process to achieve change in individual's behavior.</p> <p>c.5.Design how to use and produce health education media.</p> <p>c.6.Assess health education programs</p> <p>c.7.Plan health education programs.</p> <p>c.8.Design health education programs.</p> <p>c.9. Implement health education programs.</p> <p>c.10.Evaluate health education programs.</p>	
<p><b>D- Transferable skills:</b></p> <p>d.1.Apply the acquired skills that help to work as a health team member in the different nursing scopes.</p> <p>d.2.Evaluate the developed health education sessions and programs according to targeted client' modification /change in health behavior.</p>	<p>د- المهارات العامة</p>

<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>- Concept of health and illness,</li> <li>- Factors affecting health behavior</li> <li>- Principles of learning</li> </ul> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>- health education process</li> <li>- Planning health education program within community services .</li> <li>- Evaluation in health education.</li> <li>- Determining the focus of evaluation .</li> <li>- Health care agencies providing health education</li> </ul> <p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>- learning theories for conducting health education(Humanism ,cognitive, constructive(</li> </ul> <p><b>Unit 4:</b></p>	<p>4- محتوى المقرر</p>
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<ul style="list-style-type: none"> <li>- Health education models</li> </ul> <p><b>Unit5:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of the learner.</li> <li>- Determinants of learning.</li> <li>- The educator role in learning.</li> <li>- Developmental stages of learner.</li> <li>- Developmental characteristics stages of childhood.</li> <li>- Role of the family in health education .</li> </ul> <p><b>Unit 7:</b></p> <ul style="list-style-type: none"> <li>-Instructional materials , setting &amp; methods.</li> <li>-Types- Selection and evaluation.</li> <li>-General principles.</li> </ul> <p><b>Unit 8:</b></p> <ul style="list-style-type: none"> <li>-legal aspects related to health education</li> <li>-Evaluation</li> </ul>	
Library Assignments and presentations Brainstorming Discussion Seminars Cooperative learning Portfolio Project based learning	5- أساليب التعليم والتعلم
-	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	7- تقويم الطلاب
<p><b>Semester work:</b></p> Written assignments (seminars) Presentation Group discussion Health education unit including all the steps of health education. Final written exam	أ- الاساليب المستخدمة
Assignments, presentation, and group discussion (weekly) Health education unit (14 <sup>th</sup> week) Final written exam (16 <sup>th</sup> week)	ب – التوقيت
Assignments, presentation, portfolio, and group discussion (20%) Health education project (20%) Final written exam (60%) Total (100%)	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	

<p>16. Guilbert J.J. Educational Handbook for Health personnel. W.H.O. Geneva, No.5 1987.</p> <p>17. Rankin S., Stallings D., Patient education: principles and practice. New York: Lippincott publisher, 2001: 290-400.</p> <p>18. Jackie A., Smith Ph. Patient teaching: reference manual. Pennsylvania: spring house Co., 2002: 2-44.</p> <p>19. Swanson ,Y.M.(2014): Community Health Nursing, 6<sup>th</sup> ed, Lippincott,New york.</p> <p>20. Stanhope, M. and Knollmueller R.(2015) Handbook of public and community health nursing practice,3<sup>rd</sup> Ed Mosby Book, London.</p> <p>21. Babcock,D.M and Miller .M.A.(2016)Client Education: Theory andPractice,3Rd Ed. Mosby Books,St. Louis</p>	<p>أ- مذكرات ب- كتب ملزمة</p>
<p>Health education: theoretical concepts, effective strategies and core competencies; A foundation document to guide capacity development of health educators; World Health Organization 2012. Available at</p> <p><a href="http://www.google.com.eg/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;ved=2ahUKewijoYq9yl7gAhVa5eAKHTa5Ch0QFjAlegQIAhAC&amp;url=http%3A%2F%2Fapplications.emro.who.int%2Fdsaf%2FERPUB_2012_EN_1362.pdf&amp;usg=AOvVaw1AbVcoq00u2Doxg_IW4QoC">http://www.google.com.eg/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=9&amp;ved=2ahUKewijoYq9yl7gAhVa5eAKHTa5Ch0QFjAlegQIAhAC&amp;url=http%3A%2F%2Fapplications.emro.who.int%2Fdsaf%2FERPUB_2012_EN_1362.pdf&amp;usg=AOvVaw1AbVcoq00u2Doxg_IW4QoC</a></p>	<p>ج- كتب مقترحة</p>
<p>• Journal of Nursing Education</p> <p>www.teachervision.com</p>	<p>د- دوريات علمية أو نشرات.. الخ</p>

أستاذ المادة:.....  
رئيس مجلس القسم العلمي:.....



نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

Health Education	مسمي المقرر
809NS06	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introduction to the course	1	a.1	b.1	c.1	d.1, d.2
Concept of health and illness	1-2	a.1	b.1,		d.1, d.2
Factors affecting health behavior	3	a.2,a.4, a.6,a.7,a.8	b.2,b.4		d.1, d.2
Principles of learning	4	a.3,a.5	b.3		d.1, d.2
health education process	5	a.4,a.5	b.2,b.3,b.5	c.2,c.7,c.9,c.10	d.1, d.2
Health care agencies providing health education	6	a.5	b.12		d.1, d.2
learning theories	7	a.4,a.6	b.7	c.8,c.9,c.10	d.1, d.2

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Health education models	8,9,10	a.7	b.6	c.8,c.9,c.10	d.1, d.2
Characteristics of the learner. Determinants of learning. The educator role in learning	11,12	a.8 ,a.9	b.7 ,b.8,b.9, b.11	c.4	d.1, d.2
Instructional materials , setting & methods.	13	a.9	b.10	c.3,c.5	d.1, d.2
legal aspects related to health education Evaluation	14-15	a.10	b.13	c.6	d.1, d.2

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

## Curriculum Map

**Course title: Health Education**

**Code No: 809NS06**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introduction to the course	1	a.1	b.1	c.1	d.1, d.2	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, (20%) Health education project (20%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Summarization of research papers on health models application</li> <li>• Paper of final exams</li> </ul>
Concept of health and illness	1-2	a.1	b.1,		d.1, d.2	Presentations Reciprocal and Deliberative discussions		
Factors affecting health behavior	3	a.2,a.4, a.6,a.7,a.8	b.2,b.4		d.1, d.2	Presentations Reciprocal and Deliberative discussions		
Principles of learning	4	a.3,a.5	b. 3		d.1, d.2	Presentations Reciprocal and Deliberative discussions		
health education process	5	a.4,a.5	b.2,b.3,b.5	c.2,c.7,c.9,c.10	d.1, d.2	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Health care agencies providing health education	6	a.5	b.12		d.1, d.2	Presentations Reciprocal and Deliberative discussions	presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)  Discussion,	
learning theories	7	a.4,a.6	b.7	c.8,c.9,c.10	d.1, d.2	Presentations Reciprocal and Deliberative discussions		
Health education models	8,9,10	a.7	b.6	c.8,c.9,c.10	d.1, d.2	Presentations Reciprocal and Deliberative discussions		
Characteristics of the learner. Determinants of learning. The educator role in learning	11,12	a.8 ,a.9	b.7 ,b.8,b.9, b.11	c.4	d.1, d.2	Presentations Reciprocal and Deliberative discussions		
Instructional materials , setting & methods.	13	a.9	b.10	c.3,c.5	d.1, d.2	Presentations Reciprocal and Deliberative discussions		
legal aspects related to health	14-15	a.10	b.13	c.6	d.1, d.2	Presentations		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
education Evaluation						Reciprocal and Deliberative discussions	presentations, weekly assignments, and portfolio (20%) Health education project (20%) Final written exam (60%)	

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

نموذج رقم ( )

جامعة / أكاديمية: .....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

-96 بيانات المقرر

الفرقة / المستوى : Doctoral program 2 <sup>nd</sup> semester	اسم المقرر : New trend in nursing education	الكود: 809Ns07
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/> 2	التخصص : Nursing Education

The course is designed for doctoral students enrolled in the specialty of nursing education in order to explore the new trends in nursing education and issues hindering educators in teaching nursing. Also, innovative teaching strategies will be studied.	-97 هدف المقرر
	-98 المستهدف من تدريس المقرر :
<b>Knowledge and Understanding</b> a.1. Discuss the contemporary trends in nursing education. a.2. Explain the different types of innovative teaching strategies. a.3. Explain the process of simulation based learning. a. 4. Clarify the characteristics of discovery learning. a.5. Explain the steps of discovery learning. a.6.Illustrate the importance of reflective learning . a.7. Identify several sources of questions that included in question bank. a.8. Discuss the benefits and limitations of e-learning in nursing education.	بب- المعلومات والمفاهيم

<p><b>Intellectual capabilities</b></p> <p>b.1. Compare between the traditional evaluation and innovations in nursing evaluation system.</p> <p>b.2. Appreciate e- learning utilization among nursing students.</p> <p>b.3 Interpret the effect of reflective learning on critical thinking skills development among nursing students.</p>	<p>ب - المهارات الذهنية</p>
<p><b>C- Professional and practical skills</b></p> <p>c.1. Apply the active learning strategies in teaching learning process.</p> <p>c.2. Criticize the traditional evaluation system.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d- General and transferable skills</b></p> <p>d.1. Use communication skills in the teaching-learning process.</p> <p>d.2. Manage time effectively.</p>	<p>د- المهارات العامة</p>

<p>Unit I: Introduction</p> <p>Innovations in nursing education Introduction</p> <p>Unit II:</p> <ul style="list-style-type: none"> <li>- Self -regulated teaching strategy</li> <li>- Problem –based learning</li> <li>- Clinical reasoning</li> <li>- Cooperative learning</li> <li>- Discovery learning</li> <li>- Reflective learning</li> <li>- Question bank</li> </ul> <p>Unit III:</p> <ul style="list-style-type: none"> <li>- Technology in nursing education</li> <li>- E- learning</li> </ul>	<p>4- محتوى المقرر</p>
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Unit IV: Evaluation - Innovative evaluation methods in nursing education	
Library Assignments and presentations Brainstorming Discussion Seminars Cooperative learning	5- أساليب التعليم والتعلم
Providing list of references Periodic meetings Constructive feedback	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب	
<b>Semester work:</b> Written assignments (seminars) Presentation Group discussion Final written exam	أ- الاساليب المستخدمة
Assignments, presentation and group discussion (weekly) Final written exam (16 <sup>th</sup> week)	ب - التوقيت
Semester work: Assignments, presentation and group discussion (40%) Final written exam (60%) Total (100%)	ج - توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
24. Aggarwell JS. Principles, methods and techniques of teaching. 2 <sup>nd</sup> ed. New Delhi: Vikas Publishing House, 2001. 25. Chowdary SB, Rajo N. Mastery of teaching skills. New Delhi: Discovery Publishing House, 2004. 26. Ornstein AC. Strategies for effective teaching. 2 <sup>nd</sup> ed. London: Brown and Benchmark Publishers, 1995. 27. Rogers J. Adult learning. 4 <sup>th</sup> ed. Philadelphia: Open University Press, 2001.	ب- كتب ملزمة



<p>15. Bradshaw MJ, Lowenstein AJ. Innovative teaching strategies in nursing and related health professions. 4<sup>th</sup> ed. Gones and Bartlett Publishers, 2007.</p> <p>16. Exley K, Dennic KR. Small group teaching: tutorials seminars and beyond. New York: Routledge Falmer, 2004.</p>	<p>ج- كتب مقترحة</p>
<p>Journal of Nursing Education Nursing Education Today Nurse Education in Practice</p>	<p>د- دوريات علمية أو نشرات.. الخ</p>

رئيس القسم: Ass. Pro.Dr: Abeer Abdel Fattah Mahamoud

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية /معهد: Nursing  
قسم: Nursing Education

New trend in nursing education	مسمي المقرر
809Ns07	كود المقرر

(ز) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
Introduction Innovations in nursing education	(1,2)	a1			d2
Self-regulated teaching strategy	(3)	a2,a3		c1	d1
Problem –based learning	(4)	a4, a5, a6	b3		d1, d2
Clinical reasoning	(5)	a7			d1
Cooperative learning	(6)	a3		c1	d1, d2

Content	week	Intended learning outcomes of course			
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable
Discovery learning	(7-8)			c1	d1, d2
Reflective learning	(9)		b3	c2	d1, d2
Question bank	(10-11)	a7			d1, d2
Technology in nursing education	(12-13)	a3 , a8	b1		d1, d2
E- learning	(14-15)		b2		d1, d2

رئيس مجلس القسم العلمي: أ.م.د : عيبر عبدالفتاح محمود

## Curriculum Map

**Course title:** New trend in nursing education

**Code No:** 809NS07

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<b>Introduction Innovations in nursing education</b>	(1,2)	a1			d2	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, (40%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
<b>Self-regulated teaching strategy</b>	(3)	a2,a3		c1	d1	Presentations Reciprocal and Deliberative discussions		
<b>Problem –based learning</b>	(4)	a4, a5, a6	b3		d1, d2	Presentations Reciprocal and Deliberative discussions		
<b>Clinical reasoning</b>	(5)	a7			d1	Presentations Reciprocal and Deliberative discussions		
<b>Cooperative learning</b>	(6)	a3		c1	d1, d2	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Discovery learning	(7-8)			c1	d1, d2	Presentations Reciprocal and Deliberative discussions		
Reflective learning	(9)		b3	c2	d1, d2	Presentations Reciprocal and Deliberative discussions		
Question bank	(10-11)	a7			d1, d2	Presentations Reciprocal and Deliberative discussions		
Technology in nursing education	(12-13)	a3 , a8	b1		d1, d2	Presentations Reciprocal and Deliberative discussions		
E- learning	(14-15)		b2		d1, d2	Presentations Reciprocal and Deliberative discussions		

رئيس مجلس القسم العلمي: أ.م.د : عيبر عبدالفتاح محمود

نموذج رقم ( )

 جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

## توصيف مقرر دراسي 2018-2019

## 99- بيانات المقرر

الفرقة / المستوي : Doctorate Program	اسم المقرر: حلقة دراسيه فى تطوير التعليم	الرمز الكودي: 809Ns08
نظري : 2	عدد الوحدات الدراسية: ---- عملي : -----	Nursing التخصص education

The course is designed for doctorate students enrolled in specialty of nursing education. This course discusses the implementation phase of curriculum development, curriculum management. Curriculum revision, curriculum evaluation and accreditation. The focus will be on utilizing standards to maintain quality curriculum and efficient use of resources derived from a selection process of informed decision making.	2- هدف المقرر
	3- المستهدف من تدريس المقرر :
a.1. Describe the 3 characteristics of faculty by using diagram a.2. Explain the principles of faculty administration a.3. Explain the role of the faculty committees a.4. Illustrate models for curriculum development and its content a.5. Identify the causes of gaps between the planned and actual curriculum from sources of curriculum. a.6. List 7 purposes of curriculum management a.7. Explain the 4 components of	أ- المعلومات والمفاهيم

<p>curriculum management plan a.8. Illustrate the process of curriculum change by using diagram. a.9. Describe the importance of accreditation in relation to the faculty, students and staff a.9. Explain all steps of accreditation according to NLN.</p>	
<p>b.1 Assess the functions of committees to curriculum development at the Faculty of nursing. b.2. Compare between the 2 approach of curriculum evaluation in relation to its characteristics. b.3. Critique the curriculum evaluation models based on established criteria of NLN b.4.Critique the process of accreditation at the Faculty of Nursing according NLN.</p>	<p>ب- المهارات الذهنية</p>
<p>c.1. Design a plan to overcome the gaps facing teachers during curriculum implementation. c.2. Create a plan of action to maintain the curriculum alignment c.3. Revise the curriculum of each specialty following the process of curriculum revision. c.4. Apply a plan of developing a teaching unit.</p>	<p>ج- المهارات المهنية</p>
<p>d.1. Apply the principles of curriculum management during the process of curriculum development. d.2. Use the standards of curriculum audit during the internal auditing of your nursing department d.3. Follow the criteria of accreditation during teaching.</p>	<p>د- المهارات العامة</p>
<p>- Revision on planning phase. - Faculty administration and committees - <b><u>Curriculum implementation</u></b></p>	<p>4- محتوى المقرر</p>

<ul style="list-style-type: none"> <li>• Gaps between planned and actual/ implemented curriculum</li> <li>• Curriculum management</li> </ul> <p><b>- Curriculum evaluation</b></p> <ul style="list-style-type: none"> <li>• Curriculum revision</li> <li>• Curriculum audit</li> <li>• Models of curriculum evaluation</li> <li>• Curriculum change</li> <li>• Accreditation</li> </ul>	
Library Assignments and presentations Group discussion Seminars	5- أساليب التعليم والتعلم
Providing list of references Periodic meetings with their staff members Periodic meetings with the students	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	7- تقويم الطلاب
<p><b>Semester work:</b></p> Written assignments (seminars) Presentation Group discussion Written plan of teaching unit Final written exam	أ- الاساليب المستخدمة
Assignments, presentation, and group discussion (weekly) Article review (14 <sup>th</sup> week) Final written exam (16 <sup>th</sup> week)	ب- التوقيت
Assignments (10%) Presentation & group discussion, (10%) Article review (20%) Final exam (60%) Total (100%)	ج - توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
	أ- مذكرات
	ب- كتب ملزمة
29. Keating SB. Curriculum development and evaluation in nursing. London: Lippincott Williams & Wilkins 2006. 30. Kelly AV. The curriculum: theory and practice. 5 <sup>th</sup> ed. London: Sage publications, 2004. 31. Caffarella RS. Planning programs for adult learners: a practical guide for education, trainers and staff developer. 2 <sup>nd</sup> ed. USA: Jossey-Bars,	



<p>2002.</p> <p>32.Erickson HL. Stirring the head, heart, and soul: redefining curriculum and instruction.2<sup>nd</sup> ed. Corwin press Inc., 2001.</p> <p>33.Ornstein; AC, Hunkins FP. Curriculum foundations, principles and issues. 2<sup>nd</sup> ed. London: Allyn and Bacon, 1993.</p> <p>34.Oliva P, Gordon W. Developing the curriculum. Boston: Pearson, 2013</p> <p>35.Ornstein AC, Hunkins FP. Curriculum foundations, principles and issues. 6<sup>th</sup>ed. Boston:Pearson,2013.</p>	
<p>1. Decker.WF. Fundamentals of curriculum. London: Lawrence Erlbaum Associates, Pub. 2003.</p> <p>2. Robbins SP, Decenzo DA, Coulter M. Fundamentals of management. New York: Pearson, 2013.</p> <p>3. Wiles JW, Bondi JC. Curriculum development: a guide to practice. 8<sup>th</sup>ed. Boston: Pearson,2011</p>	<p>ج- كتب مقترحة</p>
<ul style="list-style-type: none"> <li>• Journal of Nursing Education</li> <li>• International Journal of Educational Research</li> <li>• Journal of Continuing Education</li> </ul>	<p>د- دوريات علمية أو نشرات.. الخ</p>

رئيس مجلس القسم العلمي: .....

أستاذ المادة: .....

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

حلقة دراسية في تعليم التمريض	مسمي المقرر
809Ns08	كود المقرر

(س) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Revision on planning phase.	1	a.1	a.1.	c.1	d.1.
- Faculty administration and committees	2	a.2	a.1	c.1.	d.1.
• Curriculum management	6-7	a.5	a.1.	c.2.	d.1.
• Curriculum revision	9-10	a.6	b.2	c.1.	d.1.
• Curriculum audit	11	a.7	b.2,b.3	c.1.	d.1.
• Models of curriculum evaluation	12-13	-a.8	b.3	c.2.	d.1.

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
• Curriculum change	14-	a.9	b.2	c.2	d.2
• accreditation	15	a.1			d.3

أستاذ المادة:

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

## Curriculum Map

**Course title:** حلقة دراسية في تعليم التمريض

**Code No:** 809Ns08

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Revision on planning phase.	1	a.1	a.1.	c.1	d.1.	Reciprocal and Deliberative discussions.	Discussion, presentations , weekly assignments, (40%) Final written exam (60%)	<ul style="list-style-type: none"> <li>• -Final-term Exam (60%)</li> <li>• -Presentation and Project (40%)</li> </ul>
- Faculty administration and committees	2	a.2	a.1	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		
• Curriculum management	6-7	a.5	a.1.	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
• Curriculum revision	9-10					Presentations Reciprocal and Deliberative discussions		
• Curriculum audit	11	a.6	b.2	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		
• Models of curriculum evaluation	12-13	a.7	b.2,b.3	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
<ul style="list-style-type: none"> <li>Curriculum change</li> </ul>	14-	-a.8	b.3	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
<ul style="list-style-type: none"> <li>accreditation</li> </ul>	15	a.9	b.2	c.2	d.2	Presentations Reciprocal and Deliberative discussions		

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح

نموذج رقم ( )

جامعة / أكاديمية: .....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

100- بيانات المقرر

الفرقة / المستوى: دكتوراه	اسم المقرر: Computer and Information Technology (CIT) course for nurses	الرمز الكودي : 809E109
Total credit hours/semester :2 hrs theory :2 clinical : 2		التخصص: Nursing Education

<p>This course helps graduates to integrate nursing science with computer technology and information science to identify, gather, process, and manage information. Emphasis on technology based health applications which support clinical, administrative, research, and educational decision making enhancing the efficacy of nursing endeavors.</p>	<p>101- هدف المقرر</p>
<p>102- المستهدف من تدريس المقرر :</p>	
<p><b>a- Knowledge and understanding:</b></p> <p>a.1 Identify key trends and issues in nursing informatics and the impact on health care information systems.</p> <p>a.2. Describe the historical perspectives of nursing and computers</p> <p>a.3. Discuss term of nursing informatics.</p> <p>a.4. Define basic terms related to hardware, software, World Wide Web, and the Internet.</p> <p>a.5. Identify informatics visions for the profession of nursing.</p> <p>a.6. Discuss technology applications</p>	<p>تت- المعلومات والمفاهيم</p>

utilizing speech recognition, genomic informatics and virtual reality.	
<p><b>b- Intellectual skills:</b></p> <p>b.1. Explain how theories, such as communication, information, management, systems, and nursing relate to health care information systems.</p> <p>b.2. Define classic change theories: early group, small group, and field theories.</p> <p>b.3. Discuss the impact of technology and change in the health care setting.</p> <p>b.4. Explain organizational culture.</p>	ب - المهارات الذهنية
<p><b>C-Professional and practical skills:</b></p> <p>c.1. Analyze current health care information systems used in nursing practice, administration, research, and education</p> <p>c.2. Synthesize knowledge from various information sources to increase accessibility and usability of a health care information</p>	ج- المهارات المهنية الخاصة بالمقرر
<p><b>b- General and transferrable skills:</b></p> <p>d.1. Manage time and resources effectively.</p> <p>d.2. Respect superiors, colleagues and any other members of the health profession.</p> <p>d.3. Master the use of information technologies in the field of clinical nursing.</p> <p>d.4. Follow principles of documentation of all nursing activities.</p>	د- المهارات العامة
<ul style="list-style-type: none"> <li>• Key trends and issues in nursing informatics and the impact on health care information systems.</li> <li>• Communication, information, management, systems, and nursing relate to health care information systems.</li> <li>• Ethical/legal issues that arise in using,</li> </ul>	103- محتوى المقرر

designing, and managing health care information systems. <ul style="list-style-type: none"> <li>• Taxonomy and nomenclature relating to nursing and health care information systems.</li> </ul>							
1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments	C- أساليب التعليم والتعلم						
9. Textbooks 10. PowerPoint presentations 11. Active group work 12. Electronic resources and websites	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة						
1- Individual and group assignments 2- Individual and group oral presentations 3- Final written exam	7- تقويم الطلاب:  الأساليب المستخدمة						
Assessment 1 Guided seminar presentation Weekly/15 wk Assessment 2 Group discussion Weekly / 15 wk Assessment 3 Final written exam. Week 16 <sup>th</sup>	التوقيت						
<table border="0"> <tr> <td>Semester Work</td> <td>40 %</td> </tr> <tr> <td>Final- Term Examination</td> <td>60 %</td> </tr> <tr> <td>Total</td> <td>100 %</td> </tr> </table>	Semester Work	40 %	Final- Term Examination	60 %	Total	100 %	توزيع الدرجات
Semester Work	40 %						
Final- Term Examination	60 %						
Total	100 %						
8- قائمة الكتب الدراسية والمراجع -							
	س- مذكرات						
* Textbook  - Curran, C. 2003. Informatics competencies	ب - كتب ملزمة						



<p>for nurse practitioners. AACN Clinical Issues: Advanced Practice in Acute and Critical Care, 14(3):320-330.</p>	
<p>*Recommended books</p> <p>Jiang, W.W., Chen, W. and Chen, Y.C. 2004. Important computer competencies for the nursing profession. Journal of Nursing Research, 12(3):213-225.</p>	<p>ج - كتب مقترحة</p>
<p>Royal College of Nursing UK. 2005. Information needs of nurses, health care assistants, midwives and health visitors. Summary Report From: <a href="http://www.rcn.org.uk/publications/pdf/TheInformationNeedsOfNurses.pdf">http: ://www.rcn.org.uk/publications/pdf/TheInformationNeedsOfNurses.pdf</a></p>	<p>د – دوريات علمية أو نشرات إلخ....</p>

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م. د/ عبيد عبد الفتاح محمود

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour  
كلية / معهد: Nursing  
قسم: Nursing Education

حاسب آلي	مسمي المقرر
809E109	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Key trends and issues in nursing informatics and the impact on health care information systems.	1,2,3	a1, a.2,a.3	b.1, b.2		d1, d2, d.3, d.4
Communication, information, management, systems, and nursing relate to health care information systems.	4,5,6	a4, a.5	b1, b.4	c1	d1, d2, d3, d4
Ethical/legal issues that arise in using, designing, and managing health care information systems.	7,8,9		b1		d1, d2,d3,d4
Taxonomy and	10,11,12	a.6	b.3	c2	d1, d2,d3,d4

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
nomenclature relating to nursing and health care information systems.					
Revision	13,14,15				d1, d2,d3,d4

أستاذ المادة :  
رئيس مجلس القسم العلمي : أ.م. د/ عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** حاسب آلي

**Code No:** 809EI09

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Key trends and issues in nursing informatics and the impact on health care information systems.	1,2,3	a1, a.2,a.3	b.1, b.2		d1, d2, d.3, d.4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments	1- Individual and group assignments  2- Individual and group oral Presentations  3- Final written exam	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Communication, information, management, systems, and nursing relate to health care information systems.	4,5,6	a4, a.5	b1, b.4	c1	d1, d2, d3, d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Ethical/legal issues that arise in using, designing, and managing health care information systems.	7,8,9		b1		d1, d2,d3,d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments		
Taxonomy and nomenclature relating to nursing and health care information systems.	10,11,12	a.6	b.3	c2	d1, d2,d3,d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook exercises 4. Assignments		
Revision	13,14,15				d1, d2,d3,d4	1. Extensive interactive lectures 2. Active group discussions 3. Textbook		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						exercises 4. Assignments		

أستاذ المادة :

رئيس مجلس القسم العلمي : أ.م.د / عبير عبد الفتاح محمود

نموذج رقم ( )

. جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

104- بيانات المقرر

الفرقة / المستوى :	اسم المقرر :	الرمز الكودي
Doctoral degree of Nursing Education	Informatics system in nursing	809E110
عدد الوحدات الدراسية نظري	عملی	Nursing Education department التخصص :
-	2	

This course aims to provide students with knowledge, skills and attitudes necessary for the application of informatics system in terms of data processing and files electronically management in provision of health care in different health centers.	105- هدف المقرر
106- المستهدف من تدريس المقرر :	
A1- Identifies the concepts of health informatics system A.2- Mentions Qualities of health informatics system A3- Discusses the Current status of health informatics system A4- Describe Efforts to encourage faster diffusion	ثث- المعلومات والمفاهيم

<p>B.1- Differentiates between interpretation and analysis of health data</p> <p>B.2- Describe database</p> <p>B.3- Analyzes data and transform into information</p> <p>B.4-Compares between types of information technology</p> <p>B.5- compose a decision about filling design</p> <p>B.6- Compose a decision about ethical consideration of information technology in health sector.</p> <p>B.7-Conclude the values and preferences using electronic documentation</p>	ب - المهارات الذهنية
<p>C.1- Design table database.</p> <p>C.2- Assess the important data</p> <p>C.3- Draw the frame of transformation of Data to Knowledge</p> <p>C.4- Application types of database e.g reports</p> <p>C.5- Design electronic health record</p> <p>C.6- Search the relevant electronic database</p> <p>C.7- Assess electronic health information management</p> <p>C.8- Construct written arguments in a variety of formats on the evolving nature of ethical norms relating to new technologies</p>	ج- المهارات المهنية الخاصة بالمقرر
<p>D.1- Define I health information technology privacy, security and confidentiality</p> <p>D.2-patient access to health information</p> <p>D.3-Develop a shared vision and common goal for impotent of documentation and filling system.</p> <p>D.4- Conducting effectively electronic communication</p> <p>D.5-Carries out the steps of collaboration</p> <p>D.6-Works towards achievement of the group's learning goals</p> <p>D.7- Presents information accurately and clearly in written, electronically forms</p> <p>D.8 - Negotiates objectively the raised issues and share information</p> <p>D.9- Show evidence of thorough reading of documented sources</p> <p>D.10- Shows breadth and depth of knowledge in session discussion</p>	د- المهارات العامة



D.11- show accurate filling system	
E.1- Shares value of advanced information technology in health and experiences with colleagues	
<b>Unit I: Introductory Session</b> <input type="checkbox"/> <input type="checkbox"/> Basic concepts of information of health information technology <input type="checkbox"/> <input type="checkbox"/> What information technology? <input type="checkbox"/> <input type="checkbox"/> What qualities of information technology? <input type="checkbox"/> <input type="checkbox"/> <b>Unit II:</b> Overview of nursing and computer <input type="checkbox"/> <input type="checkbox"/> <b>Unit III: Database</b> What are databases? What are they used for? Mention the anatomy of a database Application of types of data base. <input type="checkbox"/> <input type="checkbox"/> <b>Unit IV: Local area networks</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit V : Data input and output</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit V1 : Managing ICT</b> <input type="checkbox"/> <input type="checkbox"/> <b>UnitV11: Security</b> <input type="checkbox"/> <input type="checkbox"/> <b>Unit X :- Electronic health record</b> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> <b>UnitX1 : Telemedicine and tele -nursing</b></li> </ul>	-107 محتوى المقرر
<b>1- Interactive Lectures</b> <b>2- Computer lab training</b> <b>3-Dmonstration and re-demonstration</b>	أساليب التعليم والتعلم

<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
7- تقويم الطلاب :	
<ul style="list-style-type: none"> <li>• Written assignments (seminars)</li> <li>• Presentation</li> <li>• Final written exam</li> </ul>	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> <li>• Assignments, presentation, and group</li> </ul>	ج- التوقيت

discussion (weekly) Final written exam (16th week)	
Semester work (40%)  Final written exam (60%)  Total (100%)	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع	
<b>1- Course notes</b>	ش- مذكرات
1-Stuart Tyrrell (2012). Using Information and Communication Technology in Health care . No. 5 in the Harnessing Health Information series. Series Editor Michael Rigby 2-Sajeesh Kumar &Helen Snooks (2011) Tele-nursing,© Springer-Verlag London	ب - كتب ملزمة
<a href="http://www.information technology">1- www.information technology</a>  <a href="http://www.nursing information">2- www.nursing information</a>  108- <a href="http://www.healthinformation">www.healthinformation</a> 109- Information technology in health care. Report to the Congress: New Approaches in Medicare   June 2014(chapter7)	ج - كتب مقترحة
<input type="checkbox"/> <input type="checkbox"/> Periodicals, Web Sites LWW Medical Book Collection @OVID EBSCO Academic Search Complete	د – دوريات علمية أو نشرات .... إلخ

أستاذ المقرر : ا.م.د/ عبير عبد الفتاح محمود  
رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود

نموذج رقم (أ)

جامعة / أكاديمية: Damanhour

كلية / معهد: Nursing

قسم: Nursing Education

Informatics system in nursing	مسمى المقرر
809E110	كود المقرر

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Introductory Session	1	a1, a.3			d1, d4
Overview of nursing and computer.	2	a1, a.2, a.3			d2
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2
Local area networks	5				d1, d2,d3,d4
Data input and output	6,7		b3	c3, c4	
Managing ICT	8,9		b4		d4
Security	10				d2,d5
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
Telemedicine and tele - nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6
Revision	15	a.1, a.2			d.1, d.2, d.6

أستاذ المادة :

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح محمود

## Curriculum Map

**Course title:** Informatics system in nursing

**Code No:** 809E110

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
Introductory Session	1	a1, a.3			d1, d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration.	<ul style="list-style-type: none"> <li>•Written assignments (seminars)</li> <li>•Presentation</li> <li>•Final written exam</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation rubric for presentations.</li> <li>• Paper of final exams</li> </ul>
Overview of nursing and computer.	2	a1, a.2, a.3			d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Database	3,4	a4	b1, b.2, b.3	c1, c.2, c.6	d1, d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Local area networks	5				d1, d2,d3,d4	1-Interactive		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Data input and output	6,7		b3	c3, c4		1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Managing ICT	8,9		b4		d4	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Security	10				d2,d5	1-Interactive Lectures 2- Computer lab training 3-		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Dmonstration and re-demonstration		
Electronic health record	11,12		b5	c4, c.5, c.6, c.7	d2	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Telemedicine and tele-nursing	13,14		b6, b7	c4, c.5, c.7, c.8	d2,d6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		
Revision	15	a.1, a.2			d.1, d.2, d.6	1-Interactive Lectures 2- Computer lab training 3- Dmonstration and re-demonstration		

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح محمود

أستاذ المادة :

نموذج رقم ( )

جامعة / أكاديمية:.....دمنهور.....  
 كلية /معهد :.....التمريض.....  
 قسم :.....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

110- بيانات المقرر

الرمز الكودي : 809E11	اسم المقرر: Philosophy of nursing education	الفرقة / المستوى: دكتوراه
التخصص: Nursing Education	Total credit hours/semester :2 hrs theory :2 clinical : -	

111- هدف المقرر	This course examines the ways in which nursing knowledge and practice are influenced by historical developments and philosophical thoughts. It assists students to analyze, develop and evaluate concepts, models and theories that contribute to the science of nursing in addition to develop expertise in the application of theoretical and conceptual frameworks to nursing. Focus on the core principles of learning, use these principles to understand the learning and behavior of students, and consistently apply these principles to various educational settings.
112- المستهدف من تدريس المقرر :	
ح- المعلومات والمفاهيم	<b>a-Knowledge and understanding :</b> a.1-Describe Historical perspectives of nursing theory and science a.2-Demonstrate familiarity with concepts,



<p>models and theories, of nursing.</p> <p>a.3-Discuss the structure, components and development of nursing theories and / or models.</p> <p>a. 4-Discuss the major behavioristic theories</p> <p>a.5- Summarize the basic assumptions of social cognitive theory</p> <p>a.6 -Discuss the application of modeling in facilitation of learning.</p> <p>a.7- Explain the role of motivation in learning.</p> <p>a.8 -Discuss all learning styles.</p> <p>a.9 -Discuss different approaches of humanistic psychology.</p> <p>a.10 -Describe the information processing approaches.</p>	
<p><b>b-Intellectual skills:</b></p> <p>b.1- Analyze theoretical and conceptual frameworks appropriate to nursing science.</p> <p>b.2-Develop strategies to improve health care delivery based on nursing models.</p> <p>b.3-Critically reviews theories and conceptual models from nursing for use in advanced professional nursing practice</p> <p>b.4 Deduce the strengths and potential weaknesses of behaviorist teaching techniques</p> <p>b.5 Distinguish between intrinsic and extrinsic motivation.</p>	<p>ب - المهارات الذهنية</p>

<p>b.6 Differentiate between working, short and long term memory.</p>	
<p><b>c-Practical and professional skills:</b></p> <p>c.1-Formulate nursing care plans utilizing nursing diagnoses, interventions and outcomes classifications.</p> <p>c.2-Utilize critical thinking skills in the application of nursing theories/models in a variety of clinical environments.</p> <p>c.3-Select teaching strategies based on students' learning styles.</p> <p>c.4-Apply motivation principles in the teaching-learning process.</p> <p>c.5-Apply principles of adult learning in classroom.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>d-General and transferable skills:</b></p> <p>d.1-Work successfully in groups</p> <p>d.2-Communicate effectively with all categories of staff</p> <p>d.3-Follow legal and ethical principles in all aspects of nursing education and practice</p> <p>d.4-Master the use of recent technologies in the field of nursing education, research and practice</p> <p>d.5-Follow principles of documentation of all nursing activities</p> <p>d.6-Apply the basic principles of behaviorism in different educational settings</p>	<p>د- المهارات العامة</p>

<p>d.7-Use principles of humanism in classroom.</p> <p>d.8- Appreciate the benefit of self-directed learning</p> <p>D.9- Use computer skills.</p> <p>d.10-Follow ethical principles in dealing with misbehaving student</p> <p>d.11-Manage time effectively</p>	
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<p>1-Historical perspectives of nursing theory and science</p> <p>2-Concept development and analysis</p> <p>3-Nursing theory development, analysis and evaluation</p> <p>4-Nursing models</p> <p>5-Application of nursing theories / models in a variety of clinical environments</p> <p>6-Nursing philosophies:</p> <ul style="list-style-type: none"> <li>- Watson’s philosophy in nursing practice</li> <li>- Benner’s philosophy in nursing practice</li> </ul> <p>7-Critical thinking skills in nursing</p> <p>8-Patient-centered nursing care</p> <p>9-Nursing interventions classification and nursing outcomes classification.</p> <p>10-Approaches to learning:</p> <ul style="list-style-type: none"> <li>- Behaviorist learning theory</li> <li>- Cognitive approaches:</li> <li>- Humanistic approaches:</li> </ul>	<p><b>-113</b>      <b>محتوى المقرر</b></p>
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11-Motivation in learning 12-Learning styles 13-Adult learning	
1- Seminars. 2- Directed readings. 3- Problem-based learning scenarios including course work.	D- أساليب التعليم والتعلم
1- Providing list of references 2- Periodic meetings 3- Constructive feedback	6-أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة
1- Individual and group assignments 2- Teamwork tasks to assess transferable skills 3- Individual and group oral presentations 4- Final written exam	7- تقويم الطلاب:  أ – الأساليب المستخدمة
Assessment 1 Guided seminar presentation Weekly/15 wk Assessment 2 Group discussion Weekly / 15 wk Assessment 3 Final written exam. Week 16 <sup>th</sup>	2- التوقيت
Semester Work 40 % Final- Term Examination 60 % Total 100 %	ج- توزيع الدرجات
	8- قائمة الكتب الدراسية والمراجع - ص- مذكرات
1-Cherry B, Jacob S. Contemporary nursing: issues, trends, & management. 3 <sup>rd</sup> ed. Philadelphia: Elsevier Mosby Co., 2005.	ب - كتب ملزمة

<p>2-Robinson D, Kish CP. Core concepts in advanced practice nursing. St. Louis: Mosby Co., 2001.</p> <p>3-Mangal SK. Advanced educational psychology. 2nd ed. New Delhi: Prentice Hall of India, 2002.</p> <p>4-Schunk DH. Learning theories: an educational Perspective. 2nd ed. New Jersey: Prentice Hall, Inc., 1996.</p> <p>5-Ruggiero VR. Becoming a critical thinker. New York: Houghton Mifflin Company 2006.</p> <p>6-Santrock JW. Educational psychology. 2nd ed. Boston: McGraw-Hill, Inc., 2006.</p> <p>7-Garnett S. using brainpower in the classroom: five steps to accelerate learning. London: Routledge Taylor &amp; Francis Group 2005.</p>	
<p>1-Potter PA, Perry AG. Fundamentals of nursing. 6<sup>th</sup> ed. St. Louis: Mosby Co., 2008.</p> <p>2-Craven RF, Hirnle CJ. Fundamentals of nursing: Human health and function. 3<sup>rd</sup> ed. Philadelphia: Lippincott Co., 2000.</p> <p>3-Long M. The psychology of education. London: Routledge Falmer, 2000.</p>	<p>ج - كتب مقترحة</p>
<p><a href="http://en.wikipedia.org/wiki/nursingtheory.htm">http://en.wikipedia.org/wiki/nursingtheory.htm</a>.</p> <p><a href="http://www.joannabriggs.com">www.joannabriggs.com</a></p> <p><a href="http://www.bmj.com">www.bmj.com</a></p> <p><a href="http://www.evidencebasednursing.com">www.evidencebasednursing.com</a></p> <p><a href="#">Journal of Nursing Education</a></p> <p><a href="#">Nursing Education Today</a></p> <p><a href="#">Journal of Educational Psychology</a></p>	<p>د – دوريات علمية أو نشرات إلخ....</p>



أستاذ المادة :  
رئيس مجلس القسم العلمي : أ.م.د/ عبير عبد الفتاح محمود

## نموذج رقم (أ)

جامعة / أكاديمية: Damanshour

كلية / معهد: Nursing

قسم: Nursing Education

Philosophy of nursing education	مسمي المقرر
809E11	كود المقرر

### (أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
1- Historical perspectives of nursing theory and Science	1	a.1- a.2	-	-	-
2-Concept development and analysis					
3- Nursing theory development, analysis and evaluation	2	a.3	b.1	.-	-

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
4- Nursing models	3	a.3	b.2	-	-
5- Application of nursing theories / models in a variety of clinical environments	4	a.6	b.3		d.4
6- - Nursing philosophies: *Watson's philosophy in nursing practice * Benner's philosophy in nursing practice	5-6	-	-	-	d.3-d.5
7- Critical thinking skills in nursing	7	-	-	c.2	-



المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
8- Patient-centered nursing care	8	-	-	c.1	d.1-d.2
9- Nursing interventions classification and Nursing outcomes classification. Application	9	-	-	c.1	-
10- Approaches to learning: - Behaviorist learning theory - Cognitive approaches - Humanistic approaches	10-11	a.4-a.5 -a.9-a.10	b.4-b.6	-	d.6-d.7
11- Motivation in	12	a.7	b.5	c.4	-

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
<b>learning</b>					
12- Learning styles	13	a.8	-	c.3	d.10
13- Adult learning	14	-	-	c.5	d.8-d.9-d.11

رئيس مجلس القسم العلمى : أ.م.د عبير عبدالفتاح

## Curriculum Map

**Course title: Philosophy of nursing education**

**Code No: 809E111**

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
1- Historical perspectives of nursing theory and science 2- Concept development and analysis	1	a.1- a.2	-	-	-	Reciprocal and Deliberative discussions.	Discussion, presentations, weekly assignments, (40%) Final written exam (60%)	<ul style="list-style-type: none"> <li>Self evaluation rubric for presentations.</li> <li>Paper of final exams</li> </ul>
3- Nursing theory development, analysis and Evaluation	2	a.3	b.1	-	-	Presentations Reciprocal and Deliberative discussions		
4- Nursing models	3	a.3	b.2	-	-	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
5- Application of nursing theories / models in a variety of clinical environments	4	a.6	b.3		d.4	Presentations Reciprocal and Deliberative discussions		
6- - Nursing philosophies: *Watson's philosophy in nursing practice * Benner's philosophy in nursing practice	5-6	-	-	-	d.3-d.5	Presentations Reciprocal and Deliberative discussions		
7- Critical thinking skills in nursing	7	-	-	c.2	-	Presentations Reciprocal and Deliberative discussions		
8- Patient-centered nursing care	8	-	-	c.1	d.1-d.2	Presentations Reciprocal and		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						Deliberative discussions		
9- Nursing interventions classification and nursing outcomes classification. Application	9	-	-	c.1	-	Presentations Reciprocal and Deliberative discussions		
11- Approaches to learning: - Behaviorist learning theory - Cognitive approaches - Humanistic approaches	10-11	a.4-a.5 -a.9-a.10	b.4-b.6	-	d.6-d.7	Presentations Reciprocal and Deliberative discussions		
12- Motivation in learning	12	a.7	b.5	c.4	-	Presentations Reciprocal and Deliberative discussions		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
13- Learning styles	13	a.8	-	c.3	d.10	Presentations Reciprocal and Deliberative discussions		
14- Adult learning	14	-	-	c.5	d.8-d.9-d.11	Presentations Reciprocal and Deliberative discussions		

رئيس مجلس القسم العلمي : أ.م.د عبير عبدالفتاح محمود

أستاذ المادة :

نموذج رقم ( )

 جامعة / أكاديمية: .....دمنهور.....  
 كلية /معهد: .....التمريض.....  
 قسم: .....تعليم التمريض.....

توصيف مقرر دراسي 2018-2019

114- بيانات المقرر

الفرقة / المستوى : Doctoral degree of Nursing- 2 <sup>nd</sup> semester	اسم المقرر : Quality in Educational process (Elective)	الرمز الكودي : 809E12
عملية: -	عدد الوحدات الدراسية نظري: 2	التخصص : Nursing education department

The course provides an overview of related key concepts of quality in nursing education, principles, practices and techniques. Evaluation of the educational systems through self-assessment and peer review will be introduced. The role of the nurse educational manager to ensure educational quality will be discussed.	115- هدف المقرر
116- المستهدف من تدريس المقرر :	
<b>Knowledge and understanding:</b> a.1. Discuss quality management concepts in nursing education, related principles and techniques. a.2. Describe the role of the nurse educational manager in preparing graduate conforming to internationally recognized standards / enhance their competitive. Capacity in the national and regional labor market.	خ- المعلومات والمفاهيم

<p><b>Intellectual skills:</b></p> <p>b.1. Analyze the essential features of an educational program , different constraint and purpose possible solutions.</p> <p>b.2. Appreciate the need for quality management nursing education to ensure quality and gain community confidence in the faculty and its graduates</p>	<p>ب - المهارات الذهنية</p>
<p><b>Professional and practical skills:</b></p> <p>c.1. Evaluate the educational program through self-assessment, peer review and related the outcomes and future changes to ensure continuous improvement.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p><b>General and transferrable skills:</b></p> <p>d.1 Apply the suggested solution where possible to overcome the different constraint facing the educational program.</p>	<p>د- المهارات العامة</p>
<ul style="list-style-type: none"> <li>-Introduction to course objectives, content and evaluation</li> <li>- Quality management concepts in nursing education</li> <li>- Principles and techniques of quality management concepts in nursing education</li> <li>-Dimensions of quality management in nursing education</li> <li>- The role of nurse educational manager in preparing graduate</li> <li>- Methods of evaluation quality in nursing education</li> <li>- Program evaluation</li> <li>- Monitoring and evaluator of the educational programs</li> </ul>	<p>117- محتوى المقرر</p>



<ul style="list-style-type: none"> <li>- Constraint facing the educational program and possible solution</li> <li>- Revision</li> </ul>											
<ul style="list-style-type: none"> <li>- Lecture / discussion</li> <li>- Individual and group presentations.</li> <li>- Assignment- problem solving.</li> </ul>	118- أساليب التعليم والتعلم										
	6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة										
7- تقويم الطلاب :											
Written exam : to assess the ability comprehend, interpret and apply the scientific background <table border="1" data-bbox="167 1037 986 1731" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">participation in class</td> <td>To asses knowledge and understanding</td> </tr> <tr> <td>individual and group presentation</td> <td>To asses knowledge and understanding</td> </tr> <tr> <td>semester activities</td> <td>To asses application of knowledge</td> </tr> <tr> <td>ability for analysis</td> <td>To asses intellectual skills</td> </tr> <tr> <td>practice exercise</td> <td>To asses professional and practical skills</td> </tr> </table>	participation in class	To asses knowledge and understanding	individual and group presentation	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	أ – الأساليب المستخدمة
participation in class	To asses knowledge and understanding										
individual and group presentation	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										

Assessment 1st Week 4th	Assignment		دد- التوقيت
Assessment 2nd	Presentation / seminar	Week 5th	
Assessment 3rd	Presentation / seminar	Week 6th	
Assessment 4th	Presentation / seminar	Week 7th	
Assessment 5th	Quizzes	Week 8th	
Assessment 6th	teamwork tasks	Week 12th	
Assessment 8th 15th	Final written exam	Week	
Mid-term (written)	20 marks	40%	ج- توزيع الدرجات
Final-Examination (written)	60 marks	60 %	
Total %	100	100	
			8- قائمة الكتب الدراسية والمراجع
- Course notes			ض- مذكرات
1. Hoy W, Miskel C. Educational administration: theory, research, and practice. 6 <sup>th</sup> ed. New York: McGraw; 2001. 2. Evans J, Lindsay W. The management and control of quality. 6 <sup>th</sup> ed. New York: Thomson Corporation; 2005. 3. Preedy M , Levacic R. Educational management : strategy , quality and resources. Philadelphia: Open University Press; 1997.			ب - كتب ملزمة
- James P. Total quality management: in introductory			ج - كتب مقترحة

text. London: Prentice Hall; 1996. - Oakland J. Total quality management text with cases. 3 <sup>rd</sup> ed. London: Elsevier Butterworth-Heinemann; 2003	
- www.ecu.edu/pir/ARBS/ Academic units. -www.sacscoc.org - Journal of nursing administration. - Journal of nursing management. - www.nursingcenter.com - www.rcn.org	د – دوريات علمية أو نشرات إلخ....

أستاذ المقرر :

رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود

نموذج رقم (أ)

Quality in Educational process	مسمى المقرر
809EL12	كود المقرر

جامعة / أكاديمية : دمنهور  
كلية / معهد : التمريض  
قسم : تعليم تمريض

(أ) مصفوفة المعارف والمهارات المستهدفة من المقرر الدراسي

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
-Introduction to course objectives, content and evaluation	1	a.1	b.1.		
- Quality management concepts in nursing education	2	a.1,a.2	b.3	c.2.	d.1
- Principles and techniques of quality management concepts in nursing education	3	a.1,a.2,a.3	b.3.	c.2.	d.1
-Dimensions of quality management in nursing education	4	a.2	b.3.	c.1.,c.2	d.1
- The role of nurse educational manager in	5	a.2	b.3.	c.1.	d.1

المحتويات الرئيسية للمقرر	أسبوع الدراسة	المعارف	مهارات ذهنية	مهارات مهنية	مهارات عامة
preparing graduate					
- Methods of evaluation quality in nursing education	6	a.1	b.1.	c.1.	d.1
- Program evaluation	7-8	a.1	b.3	c.1.	d.1
- Monitoring and evaluator of the educational programs	9-10	a.3	b.3	c.1.,c.2	d.1
- Constraint facing the educational program and possible solution	-11-12	a.3	b.3	c.1.,c.2	d.1
- Revision	-13-14	a.3	b.3	c.1.,c.2	d.1

أستاذ المقرر :  
رئيس مجلس القسم العلمى : ا.م.د/ عبير عبد الفتاح محمود

## Curriculum Map

**Course title:** Quality in educational process

**Code No:** 809EL12

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
-Introduction to course objectives, content and evaluation	1	a.1	b.1.			Reciprocal and Deliberative discussions.	Activities (presentation, project)	-Final-term Exam (60%)  -Presentation and Project (40%)
- Quality management concepts in nursing education	2	a.1,a.2	b.3	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions	-Final written exam	
- Principles and techniques of quality management concepts in nursing education	3	a.1,a.2,a.3.	b.3.	c.2.	d.1.	Presentations Reciprocal and Deliberative discussions		
-Dimensions of quality management in nursing education	4	a.2	b.3.	c.1.,c.2	d.1.	Presentations Reciprocal and Deliberative discussions		
- The role of nurse educational manager in preparing graduate	5	a.2	b.3.	c.1.	d.1.	Presentations Reciprocal and Deliberative		

Content	week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
		Knowledge & understanding	Intellectual	Practical & professional	General & transferable			
						discussions		
- Methods of evaluation quality in nursing education	6	a.1	b.1.	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		
- Program evaluation	7-8	a.1	b.3	c.1.	d.1.	Presentations Reciprocal and Deliberative discussions		
- Monitoring and evaluator of the educational programs	9-10	a.3	b.3	c.1.,c.2	d.1.	Presentations Reciprocal and Deliberative discussions		
- Constraint facing the educational program and possible solution	-11-12	a.3	b.3	c.1.,c.2	d.1.	Presentations Reciprocal and Deliberative discussions		
- Revision	-13-14	a.3-	b.3	c.1.,c.2	d.1.	Presentations Reciprocal and Deliberative discussions		

رئيس مجلس القسم العلمي : ا.م.د/ عبير عبد الفتاح محمود

أستاذ المقرر :



الهيئة القومية لضمان جودة التعليم والاعتماد





الهيئة القومية لضمان جودة التعليم والاعتماد