

جامعة : دمنهور

كلية : التمريض

قسم : التمريض الباطني و الجراحي

توصيف مقرر دراسي 2018/2019

1-بيانات المقرر

second : الفرقة/ المستوى : year/second term.	اسم المقرر: تمريض باطنى وجراحي 2	الرمز الكودي :
Theoretical 4 hours/week/15week Practical 16 hours/week/15week	عدد الوحدات الدراسية : نظري	التخصص
2-هدف المقرر : This course is designed to provide a foundation for the scientific aspects of medical surgical nursing II; including care of patients with respiratory disorders, cardiovascular disorders, blood diseases, pain, burned patient, cancer, perioperative management.		
3-المستهدف من تدريس المقرر:		
a.1. label the phases of perioperative management a.1.1. Define the three phases of perioperative managements. a.1.2List conditions requiring surgery. a.1.3 Recognize appropriate NANDA nursing diagnosis and planning for the perioperative phases. a.1.4 Outline the appropriate preoperative patient management. a.1.5 Identify common postoperative discomforts and complications and its appropriate nursing care. a.2.Review the pathology, clinical manifestations and treatment of selected cardiovascular diseases. a.2.1 Define hypertension, heart failure. a.2.2 Recognize the causes, the pathophysiology clinical manifestations and complications of hypertension, heart failure. a.2.3 Define Peripheral Vascular Diseases. a.2.4 Enumerate the causes, risk factors, clinical manifestations, diagnosis, treatment and complications of Peripheral Vascular Diseases a.5.Tabulate different types of anemia {a plastic anemia, iron	ا- المعلومات والمفاهيم	

<p>deficiency anemia, hemolytic anemia, sickle cell anemia, megaloblastic anemia, blood loss anemia, pernicious anemia, , anemia associated with chronic diseases }.</p> <p>a.3. Recognize knowledge related to Pathophysiology of cancer.</p> <p>a.3.1 Define common terms related to oncology</p> <p>a.3.2 Tabulate characteristics of benign and malignant cancer.</p> <p>a.3. Outline clinical manifestations, causes, characteristics of malignant cells, diagnosis and different lines of treatment.</p> <p>a.3.4 Identify the complications of radiation therapy, chemotherapy.</p> <p>a.4. Describe the different nursing measures of patients with respiratory disorders.</p> <p>a.4.1 Define pulmonary tuberculosis.</p> <p>a.4.2 Identify the causative agent for TB.</p> <p>a.4.3 State mode of transmission, classification, pathophysiology, and prevention of pulmonary tuberculosis.</p> <p>a.4.4 Define Pneumonia.</p> <p>a.4.5 List predisposing factors, classification, types, pathophysiology, clinical manifestations, diagnosis, complications and medical management of patient with Pneumonia.</p> <p>a.4.6 Define chronic bronchitis, pulmonary emphysema, asthma, bronchiectasis.</p> <p>a.4.7 Outline causes, pathophysiology, clinical manifestations, diagnosis, and medical management of patient with COPD.</p> <p>a.5: Review an immune system</p> <p>a.5.1 Identify natural of adaptive immune system</p> <p>a.5.2 Recognize allergic reaction</p> <p>a.5.3 Tabulate innate of adaptive immune deficiency disorder</p> <p>a.5.4 Review causes, pathology of immune deficiency disorder</p>	
<p>b.1 Design a nursing care plan for patient undergoing surgery.</p> <p>b.1.1 Discuss preoperative patient preparation</p> <p>b.1.2 characterize categories of surgical procedure</p> <p>b.1.3 Discuss emotional support, safety and asepsis during surgical experience</p>	<p>ب- المهارات الذهنية</p>

<p>b.2. Differentiate between various vascular diseases, causes and Prevention of complications.</p> <p>b.2.1 clarify the causes, the pathophysiology clinical manifestations and complications of hypertension, heart failure.</p> <p>b.2.2 summarize the nursing process to patient with Peripheral Vascular Diseases.</p> <p>b.2.3 Discuss the nursing process to patient diagnosed hypertension, heart failure.</p> <p>b.3.1 Elaborate the causes, risk factors, clinical manifestations, management of oncology patient</p> <p>b. 3.2 Discuss nursing process to oncology patient treated with surgery, radiation therapy and/or chemotherapy.</p> <p>b. 4 Differentiate between various pulmonary infectious conditions.</p> <p>b.4.1 Explain nursing process for patient with pulmonary tuberculosis.</p> <p>b.4.2 Discuss nursing process for patient with Pneumonia</p> <p>b.4.3 Summarize nursing process for patient with chronic obstructive pulmonary disease</p> <p>b.5 Discuss causes, manifestation, management of HIV</p>	
<p>c.1 Demonstrate the nursing tasks required to manage the patient during perioperative.</p> <p>c.1.1 Apply comprehensive nursing intervention for pre and post-operative patients.</p> <p>c.1.2 Subscribe principles of wound dressing.</p> <p>c.1.3 Apply responsibilities for infection control measures</p> <p>c.2 Apply comprehensive nursing intervention for patients with cardiovascular disorders.</p> <p>c.3 Operate comprehensive nursing intervention for patients with cancer.</p> <p>c.4 Apply comprehensive nursing intervention for patients with respiratory disorders.</p> <p>c.5 Determine comprehensive nursing intervention for patient with HIV</p>	<p>ج-المهارات المهنية الخاصة بالمقرر</p>
<p>d.1.Demonstrate abilities of communication skills with health team in hospital setting and colleagues, faculty staff members</p> <p>d.2. Work among group of students, and hospital personnel.</p>	<p>د- المهارات العامة</p>

<p>d.3. Apply problem solving approach.</p> <p>d.4. Provide appropriate level of guidance to patients to maximize health outcomes</p> <p>d.5. Provide professional behaviors, and ethical nursing behavior while in the hospital</p> <p>d.6. Demonstrate, reporting &amp; recording , spills, computer</p>							
<ol style="list-style-type: none"> <li>1. Perioperative nursing management.</li> <li>2. Cardiovascular disorders (hyper tension, coronary artery diseases, heart failure, peripheral vascular diseases, , anemia).</li> <li>3. Introduction to Immune system (nursing management of (HIV)</li> <li>4. Oncology nursing.</li> <li>5. Respirator-y disorders (pulmonary tuberculosis, Pneumonia, pleural effusion, COPD).</li> </ol>	4-محتوي المقرر						
<ol style="list-style-type: none"> <li>1 - Lecture</li> <li>2- Group Discussion</li> <li>3 -Case presentation</li> <li>4- Demonstration</li> <li>5-Clinical conference</li> <li>6 -Clinical practice</li> </ol>	5- اساليب التعليم والتعلم						
<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p> <p>يتم تطبيق أساليب التعليم والتعلم طبقا لآلية الكلية لرعاية الطلاب المتعثرين دراسيا والمعلنة بكل قسم علمي</p>							
<p>7-تقويم الطلاب :</p>							
<ol style="list-style-type: none"> <li>1- Written exam</li> <li>2- Oral exam</li> <li>3- Clinical assessment every rotation ( 3 weeks)</li> <li>4- Clinical exam in the hospital</li> <li>5 -Lab. Exam twice/ term</li> </ol>	ا- الاساليب المستخدمة						
<table border="0"> <tr> <td>Assessment 1- Oral/practical exam</td> <td>Week 15<sup>th</sup></td> </tr> <tr> <td>Assessment 2- Written exam</td> <td>Week 16<sup>th</sup></td> </tr> <tr> <td>Term work</td> <td>all over the term</td> </tr> </table>	Assessment 1- Oral/practical exam	Week 15 <sup>th</sup>	Assessment 2- Written exam	Week 16 <sup>th</sup>	Term work	all over the term	ب- التوقيت
Assessment 1- Oral/practical exam	Week 15 <sup>th</sup>						
Assessment 2- Written exam	Week 16 <sup>th</sup>						
Term work	all over the term						
<p>Weighting of Assessments:</p> <table border="0"> <tr> <td>Term Work/ Mid-term Examination</td> <td>30 %</td> </tr> <tr> <td>Oral exam</td> <td>10%</td> </tr> </table>	Term Work/ Mid-term Examination	30 %	Oral exam	10%	ج-توزيع الدرجات		
Term Work/ Mid-term Examination	30 %						
Oral exam	10%						

Clinical Exam	10 %	
Final-term Examination	50%	
Total	300degree	100%
		8- قائمة الكتب الدراسية والمراجع:
Medical surgical II lecture		امذكرات
Medical surgical II procedure manual		
<ul style="list-style-type: none"> <li>- Hinkle J, Cheever K. Text Book of Medical-Surgical Nursing. 13 th ed. Philadelphia: Lippincott Williams &amp; Wilkins, 2014.</li> <li>- Berman A, Snyder S, Kozier B, Erb G, Abdalrahim M, Abu-Moghli F, Saleh M. Fundamentals of Nursing: Concepts, Process, and Practice, Arab World Edition; 2012.</li> <li>- Smeltzer C., Bare B. Burner and suddarth's textbook of Medical surgical nursing. Philadelphia; J.B. Lippincott Co., 2010.</li> </ul>		ب- كتب ملزمة
<ul style="list-style-type: none"> <li>- Perry G, Potter A. Clinical Nursing Skills and Techniques. 3ed ed. St-Louis, Mosby, 2014</li> <li>- Pudner R. Nursing the surgical patient. Philadelphia: Bailliere Tindall Co, 2012;</li> <li>-Craven R, Hirnle C. Fundamental of nursing: human health and function. 3<sup>rd</sup> ed Philadelphia: JB Lippincott Co, 2010</li> </ul>		ج- كتب مقترحة
<a href="http://www.aacn.org/">http://www.aacn.org/</a> <a href="http://www.americanheart.org/">www.americanheart.org/</a>		د- دوريات علمية او نشرت... الخ

**Course coordinator: Ass. Prof. Dr. Zizi fikry abdelrasol**

## نموذج رقم (12)

جامعة / أكاديمية : دمنهور

كلية : التمريض

قسم : تعليم التمريض

### توصيف مقرر دراسي

#### 1- بيانات المقرر

الفرقة / المستوى : الثانية	اسم المقرر: Educational strategies	الرمز الكودي :
عملي <input type="text"/>	نظري <input type="text" value="2"/>	عدد الوحدات الدراسية : Education التخصص :

The course is designed to help students' process information more deeply, which allows them to relate new information for existing ideas or experiences and prepare them to develop health teaching unit.

2- هدف المقرر :

3- المستهدف من تدريس المقرر:

#### **Knowledge and Understanding**

- A.1. Define education.
- A.2. Explain characteristics of adult learner.
- A.3. Discuss the nine principles of learning that underline effective learning.
- A.4. Mention characteristics of educational objectives.
- A.5. Describe the importance of communication skills in nursing profession.

أ- المعلومات والمفاهيم:

A.6. Describe common technologies that may be used in nursing education.	
A.7. Outline characteristics of effective presentation.	
A.8. Discuss principles of health education.	

<p><b>Intellectual capabilities</b></p> <p>B.1 Differentiate between different learning styles.</p> <p>B.2. Specify four elements of educational objectives.</p> <p>B.3. Categorize stages of counseling.</p> <p>B.4. Classify the educational strategies regarding a selected variables.</p> <p>B.5. Interpret the diagram of students' retention ratio in specified educational strategies.</p> <p>B.6. Compare between traditional and non -traditional educational strategies.</p> <p>B.7. Judge advantages and disadvantages of using educational technology in nursing education.</p> <p>B.8. Select the best educational strategies for different target learners in health education sessions.</p> <p>B.9. Discriminate between different types of evaluation.</p>	<p>ب- المهارات الذهنية :</p>
<p><b>C- Professional and practical skills</b></p> <p>C.1. Design teaching implication based on the principles of adult learning.</p> <p>C.2. Participate in applying principles of learning for successful health education session.</p> <p>C.3. Create audiovisual material based on objectives.</p> <p>C.4. Judge transcript of part of counseling interaction with a client.</p> <p>C.5. Design a health education program of a specified target group.</p> <p>C.6. Apply critical thinking skills in patient care according to its process.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر :</p>

<p><b>General and transferable skills</b></p> <p>D.1. Practice team work and positive participation.</p> <p>D.2. Utilize the grammatical knowledge in the context of medical English.</p> <p>D.3. Use IT in applying searches and works in nursing practice.</p> <p>D.4. Utilize basic principles of health education and counseling.</p> <p>D.5. Apply the communication skills.</p>	<p>د- المهارات العامة :</p>
<ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Educational Objective</li> <li>• Assessment of learners</li> <li>• Assessment of learning environment</li> <li>• Principles of Learning</li> <li>• Interpersonal Communication</li> <li>• Educational strategies in nursing education</li> <li>• Educational Technology (ET)</li> <li>• Presentation Skills</li> <li>• Instructional media</li> <li>• Health education</li> <li>• Evaluation</li> <li>• Critical thinking in nursing</li> </ul>	<p>4- محتوى المقرر:</p>

<ul style="list-style-type: none"> <li>• 5.1-Lecture</li> <li>• 5. 2- Group discussion</li> <li>• 5.3- Role play</li> <li>• 5.4- Assignment</li> </ul>	<p>5- أساليب التعليم والتعلم</p>
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<ul style="list-style-type: none"> <li>5.5- case study</li> </ul>	
<ul style="list-style-type: none"> <li>Peer learning</li> <li>Problem based learning</li> </ul>	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب :	
<ul style="list-style-type: none"> <li>Semester work: project based evaluation</li> <li>Final written exam to assess knowledge &amp; understanding and intellectual skills.</li> </ul>	أ- الأساليب المستخدمة
<ul style="list-style-type: none"> <li>Semester work: week 13</li> <li>Final written exam: week 15</li> </ul>	ب- التوقيت
<ul style="list-style-type: none"> <li>Semester work: 20%.</li> <li>Final written exam: 80%.</li> </ul>	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع :	
7.A- Course notes: Educational strategies note	أ- مذكرات

7.B- Essential Books (Text Books) : Martin, Jay. (2002). The Education of John Dewey: A Biography. NY, NY: Columbia University Press	ب- كتب ملزمة
7.C- Recommended Books: 1. Ellis J, Hartley C L. Nursing in today's world: trends, issues, and management. Philadelphia: Lippincott Williams & Wilkins, 2007. 2. Gueorguiev T. Quality management in higher education. Available at: <a href="http://www.discover6sigma.org/post/2005/10/few-words-on-quality/">http://www.discover6sigma.org/post/2005/10/few-words-on-quality/</a> Retrieved on Feb 17, 2010. 3. Jones M L. Quality Assurance & Benchmarking an Approach for European Dental Schools . Available at: <a href="http://adee.dental.tdc.ie/tf3/QA_Taskforce_3_final.doc">http://adee.dental.tdc.ie/tf3/QA_Taskforce_3_final.doc</a> Retrieved on March 12, 2008. <b>- Facilities Required for Teaching and Learning:</b> - Media (slides projector, films, video tape, posters, and leaflets).	ج- كتب مقترحة
7.D- Periodicals, Websites... etc	د- دوريات علمية أو نشرات

[www.who.org](http://www.who.org)

[www.SAGE.com](http://www.SAGE.com)

Journal of nursing education

... الخ

أستاذ المادة : أعضاء هيئة التدريس بالقسم

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

جامعة : دمنهور

كلية : التمريض.

قسم : تمريض باطني و جراحي

توصيف مقرر دراسي 2018/2019

1-بيانات المقرر

الرمز الكودي	Medicine اسم المقرر:	Second year/ First الفرقة/ المستوى term
التخصص		عدد الوحدات الدراسية : نظري Theoretical 4 hours/week/15wks Practical -
2-هدف المقرر :		
<ul style="list-style-type: none"><li>To provide a foundation for the scientific aspects of medicine. The treatment and care of patient with cardiovascular abnormalities, respiratory system diseases, gastrointestinal tract diseases, renal diseases, blood diseases, metabolic disease and rheumatology.</li></ul>		
3-المستهدف من تدريس المقرر:		
ا- المعلومات والمفاهيم		a.1. Identify normal cardiovascular function. a.2. Recognize cardiovascular abnormalities. a.3. Describe signs and symptoms of respiratory system disease. a.4. List signs and symptoms of gastrointestinal tract problems. a.5. Define the etiology and manifestation of renal system diseases. a.6. Identify diseases of the blood. a.7. Memorize the course, manifestation and diagnosis of disease of joint disease. a.8. Describe the treatment and role of the nurse related to diseases of metabolic disorder.
ب- المهارات الذهنية		b.1. Explain the diagnosis, signs & symptoms and treatment of different diseases. b.2. Summarize cardiovascular abnormalities, respiratory system diseases, gastrointestinal tract diseases, renal diseases, blood diseases, metabolic disease and rheumatology.
ج-المهارات المهنية الخاصة		c.1. Not applicable.

<p>d.1. Working in groups.</p> <p>d.2. Develop communication skills.</p>	<p>د- المهارات العامة</p>
<p>1- Cardiovascular abnormalities:</p> <ul style="list-style-type: none"> <li>- Ischemic heart disease.</li> <li>- Heart failure.</li> <li>- Rheumatic heart disease and hypertension.</li> </ul> <p>2. Respiratory system disease</p> <ul style="list-style-type: none"> <li>- Bronchial asthma.</li> <li>- COPD.</li> </ul> <p>3. Gastrointestinal tract problems:</p> <ul style="list-style-type: none"> <li>- Peptic ulcer.</li> <li>- Gastro-esophageal reflux disease.</li> <li>- Inflammatory bowel diseases.</li> </ul> <p>4. Renal system disease</p> <ul style="list-style-type: none"> <li>- Nephritic and nephrotic syndromes.</li> </ul> <p>5. Disease of the blood</p> <ul style="list-style-type: none"> <li>- Anemia.</li> </ul> <p>6. Metabolic disorder</p> <ul style="list-style-type: none"> <li>- Diabetes mellitus.</li> </ul> <p>7. Rheumatology</p> <ul style="list-style-type: none"> <li>- Rheumatoid arthritis</li> </ul>	<p>4-محتوي المقرر</p>
<p>1-Lecture</p> <p>2- Discussion of assignment.</p>	<p>5- اساليب التعليم والتعلم</p>
<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p> <p>يتم تطبيق أساليب التعليم والتعلم طبقا لآلية الكلية لرعاية الطلاب المتعثرين دراسيا والمعلنة بكل قسم علمي</p>	
<p>7-تقويم الطلاب :</p>	

1- Written exam 2- Oral exam		ا- الاساليب المستخدمة
Assessment 1- Oral exam Assessment 2- Written exam	14 <sup>th</sup> week 15 <sup>th</sup> week	ب- التوقيت
<b>Weighting of Assessments:</b>  Final-term Examination                      80%  Oral Examination                                20%  Other types of assessment                      — % <hr/> Total                      200 degree                      100%		ج-توزيع الدرجات
		8- قائمة الكتب الدراسية والمراجع:
Davidson. Internal medical book “advanced publication”		ا-مذكرات
		ب-كتب ملزمة
<i>Scope and standards of practice</i> ; American Nurses Association. 2012		ج كتب مقترحة
<a href="http://www.medicinenet.com">www.medicinenet.com</a>		د-دوريات علمية او نشرات... الخ

**Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol**

جامعة : دمنهور

كلية : التمريض

قسم: التمريض الباطنى والجراحي

توصيف مقرر دراسى 2018/2019

1-بيانات المقرر

الرمز الكودي	اسم المقرر: General pathology	: Second year / first term الفرقة/ المستوى
التخصص	عدد الوحدات الدراسية : Theoretical 2hour /week/15wks Practical -	
2-هدف المقرر :		
• The course provides nursing students with the general & special precautions in dealing with patients as regard investigations & taking specimens & transporting them to lab.		
3-المستهدف من تدريس المقرر:		
ا- المعلومات والمفاهيم	a. 1. Review the general & special precaution the different tests of investigations. a. 2. list different types of Specimens a. 3. Identify methods of transporting different Specimens a. 4. Describe the medico legal importance of certain investigations a. 5. Recognize the role of laboratory medicine in epidemiological situations.	
ب- المهارات الذهنية	b. 1. Distinguish between the various investigatory tests. b. 2. Describe the characteristics of equipment's needed to take & transport the specimens. b.3.Discuss the different types of specimens.	
ج-المهارات المهنية الخاصة	c.1. Apply nursing interventions with the rational based on the underlying precaution for different tests and investigation.	

d.1. Work in a team.	د- المهارات العامة
d.2. Apply communication skills.	
d.3. Use computer effectively to retrieve and manipulate information.	
1. Lab investigation 2. Specimen 3. Equipment 4. Laboratory medicine 5. Nursing precaution during transplantation of different .	4-محتوي المقرر
Lecture  Group Discussion	5- اساليب التعليم والتعلم
6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة: يتم تطبيق أساليب التعليم والتعلم طبقاً لألية الكلية لرعاية الطلاب المتعثرين دراسياً والمعلنة بكل قسم علمي	
7-تقويم الطلاب :	
5.1- Written exam.	ا- الاساليب المستخدمة
5.2- Oral exam.	
1- Oral exam                      15 <sup>th</sup> wk	ب- التوقيت
2- Written exam                      16 <sup>th</sup> wk	
Weighting of Assessments:  Final-written Examination                      80 %  Oral Examination                      20 % <hr/> Total                      100 degree	ج-توزيع الدرجات
	8- قائمة الكتب الدراسية والمراجع:
	ا-مذكرات Courses notes
<ul style="list-style-type: none"> <li>Kevin A. Roth cellular and molecular biology of disease. 2014.</li> <li>Porth CM. Pathophysiology: concepts of altered health status. 6<sup>th</sup> ed.</li> </ul>	ب-كتب ملزمة

Philadilphia: Lippincott. 2012.	
<ul style="list-style-type: none"> <li>• Porth CM. Essentials of path physiology: concepts of health status. Philadelphia: Lippincott.2014.</li> <li>• Mc Cance KL, Huether SE. The biologic basis for disease in adults and children, 4<sup>th</sup> ed. Philadilphia: Mosby Co.2012.</li> <li>• Cutierez KJ, Peterson PG. Nursing survival guide pathophysiology. USA: Saudes Co. 2010.</li> </ul>	ج كئب مقترحة
<a href="http://www.pathologystudent.com">www.pathologystudent.com</a>	د-دوريات علمية او نشرت... الخ

**Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol**



جامعة : دمنهور.

كلية : التمريض

قسم : تمريض باطني و جراحي

توصيف مقرر دراسي 2018/2019

1-بيانات المقرر

الرمز الكودي	اسم المقرر: تغذية علاجية	الفرقة/ المستوى
		Second year /first term
التخصص	عدد الوحدات الدراسية : نظري	
	Theoretical	2 hour / week/15ws
	Practical	-
2-هدف المقرر :		
<p>This course is designed to introduce the undergraduate student to clinical dietary and nutritional principles, basic concepts of adequate nutrition, the importance and function of food and a well-balanced diet, daily requirement of nutrients for different age group and as well as maintenance of health. This course focusing on diseased in relation to nutrition and it is management .Through the processes of understanding and application students will learn how these factors influence a patients overall health status across the life span.</p>		
3-المستهدف من تدريس المقرر:		
By the end of this course the students will be able to		
1- المعلومات والمفاهيم	a.1 Define terms used in study of nutrition a.2. Identify the basic concepts of adequate nutrition a.3. Outlines the function of food and nutrients. a.4. Identify factors affecting eating habits. a. 5. Recognize different types of nutritional assessment. a .6. Identify the nutritional requirements of each age group to support health. a .7. Recognize the factors which alter nutrient needs and influence	

<p>dietary intake at each stage.</p>	
<p>b.1. Discuss different daily requirements with different life stage nursing process to plan adequate nutrition for healthy individual.</p> <p>b. Describe different nutritional plan for different nutritional related health problems</p> <p>b.3.Discuss nursing process for persons with different nutritional related problems.</p> <p>b.4-Memorize the nutritional requirements of each age group in the human life cycle to support health, as well as the various nutritional problems related aspects.</p>	<p>ب- المهارات الذهنية</p>
<p>c.1.Develop suitable nutritional plan nutritional for patients with related nutritional symptoms as constipations</p> <p>c.2.Explain different causes of nutrition related disease</p>	<p>ج- المهارات المهنية الخاصة</p>
<p>d.1. Utilize skills of team work in groups</p> <p>d.2. Apply communication skills in different medical situations.</p>	<p>د- المهارات العامة</p>
<ol style="list-style-type: none"> <li>1. Nutrition and health</li> <li>2. Basic nutrients (macronutrients )</li> <li>3. Basic nutrients (micronutrients )</li> <li>4. Nutritional assessment</li> <li>5. Nutritional needs during pregnancy</li> <li>6. Nutritional needs during lactation</li> <li>7. Nutritional needs during neonate and infancy period</li> <li>8. Nutritional needs during childhood and adolescent period</li> <li>9. Nutritional needs during adulthood and elderly period</li> <li>10. Dietary management of Diabetes mellitus</li> <li>11. Dietary management of certain diseases (hepatic)</li> <li>12. Dietary management of certain diseases (renal)</li> <li>13. Enteral and parenteral nutrition</li> </ol>	<p>4-محتوي المقرر</p>
<p>1-Lecture</p> <p>.2- Discussion</p>	<p>5- اساليب التعليم والتعلم</p>

3. Illustrated video		
6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة: يتم تطبيق أساليب التعليم والتعلم طبقا لآلية الكلية لرعاية الطلاب المتعثرين دراسيا والمعلنة بكل قسم علمي		
7-تقويم الطلاب :		
1-Written exam		ا- الاساليب المستخدمة
2- Oral exam		
a. Assessment 1 oral exam	Week 15	ب- التوقيت
b. Assessment 2 written exam	Week 16	
Mid-term Examination	—%	ج-توزيع الدرجات
Final-term Examination	80%	
Oral Examination	20%	
Total	50degree	100 %
		8- قائمة الكتب الدراسية والمراجع:
Course note		ا-مذكرات
• Dudeck, SG. nutrition essentials for nursing practice .7 <sup>th</sup> edition. Wolters Kluwer/ Lippincott Williams & Wilkins , Philadelphia ,London. 2014.		ب-كتب ملزمة
• <a href="#">Kathleen M.</a> , <a href="#">Janice L R.</a> ,& <a href="#">Sylvia E S.</a> Krause's Food & the Nutrition Care Process, 13th Edition. Saunders, an imprint of Elsevier Inc. St. Louis, Missouri. 2013.		ج كتب مقترحة
• Grodner M & Roth S. Nutritional Foundations and Clinical Applications: A Nursing Approach 5th Edition. Mosby. (2011)		
• Brown, J.E. 2005. Nutrition Through the Life Cycle. 2nd edition. Wadsworth / Nelson Thomson Learning, Toronto, Ontario.		

<p><a href="http://www.clinicalnutritionjournal.com/">www.clinicalnutritionjournal.com/</a></p> <p><a href="http://www.journals.elsevier.com/clinical-nutrition">www.journals.elsevier.com/clinical-nutrition</a></p> <p><a href="http://www.ajcn.nutrition.org">www.ajcn.nutrition.org</a></p> <p><a href="http://www.nutritioncare.org">www.nutritioncare.org</a></p> <p><a href="http://www.health.gov/dietaryguidelines/dga2005/recommendations">http://www.health.gov/dietaryguidelines/dga2005/recommendations.</a></p> <p><a href="http://www.nutrition.gov">http://www.nutrition.gov</a></p>	<p>د-دوريات علمية او نشرت... الخ</p>
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**Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol**

استاذ المادة : Assist. prof. : Doaa Abd El Salam

جامعة : دمنهور

كلية : التمريض.

قسم : تمريض باطني و جراحي

توصيف مقرر دراسي 2018/2019

1-بيانات المقرر

Second year First term	اسم المقرر: English 3	الرمز الكودي -
Theoretical Practical	عدد الوحدات الدراسية : 2 hour / week/15wks -	التخصص
2-هدف المقرر :		
<ul style="list-style-type: none"><li>To assist the student to gain skills in preparation of material using English language. Learning experiences are planned to give the student opportunities to read English literature, to practice pronunciation and grammar to enrich their vocabulary</li></ul>		
3-المستهدف من تدريس المقرر:		
a.1. Recognize purposeful reading and thus help students read faster. a.2. Outline the reading text. a.3. List medical terms useful in the study of medicine. a.4. Name of the five components of medical words.	ا- المعلومات والمفاهيم	
b.1. Translate both written and oral texts and from visually presented material such as tables and diagrams in order to give practice in using language both active and receptively. b.2. Locate for specific information within reading passages. b.3. Express information transfer from text to label a diagram or fill in a table and vice versa. b.4. Paraphrase words or sentences.	ب- المهارات الذهنية	

<p>b.5. Extend the reader's overall competence of reading.</p> <p>b.6. Summaries and expand notes to reinforce what they have read.</p> <p>b.7. Convert reading to an active process through encourage students to guess, predict, give evidence from the text and discuss their answers in groups.</p> <p>b.8. Classify signs and symptoms and practice giving and recording information about patients.</p> <p>b.9. Express the vocabulary used in making statement about a number of common signs and symptoms of diseases.</p> <p>b.10. Express the vocabulary which refer to position and location. (using locative adjectives/locative verbs/locative prefixes)</p> <p>b.11. Describe of some things that concerns a patient's condition.</p> <p>b.12. Extend the ways of describing human anatomy by introducing the language used in describing its structure.</p> <p>b.13. . Describe the functions of parts of the body; what they do and what they enable a human being to do. (using present simple and passive tenses).</p> <p>b.14. Select statements about ability: what a patient can and cannot do.</p> <p>b.15. Review the relationship between verbs and nouns.</p> <p>b.16. Distinguish between active and passive voice in physiological description and the relationship between sentences.</p> <p>b.17. Express ability to build and edit sentences correctly.</p> <p>b.18. Give example of medical words using (WR/CF) in addition to suffixes and prefixes.</p>	
<p>c.1. Actively use of the English by motivating student .</p> <p>c.2. Apply locative expressions in daily conversational language and specialist anatomical terms of position.</p>	<p>ج-المهارات المهنية الخاصة</p>
<p>d.1. Working in groups.</p> <p>d.2. Develop communication skills.</p>	<p>د-المهارات العامة</p>
<p>1. Medical terminology</p>	<p>4-محتوي</p>

<ol style="list-style-type: none"> <li>2. Components of medical wards</li> <li>3. Outlining</li> <li>4. Translation &amp; paraphrasing and summarizing</li> <li>5. Expressing medical vocabulary</li> <li>6. Patient care and body parts</li> <li>7. Verbs, nouns and voices <ol style="list-style-type: none"> <li>a. Study Skills: Specialist Vocabulary</li> <li>b. Study Skills: Grammar &amp; Writing Review</li> </ol> </li> <li>a. Study Skills: Pronunciation</li> </ol>	المقرر									
1-Lecture	5- اساليب التعليم والتعلم									
<p>6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة:  يتم تطبيق أساليب التعليم والتعلم طبقا لآلية الكلية لرعاية الطلاب المتعثرين دراسيا والمعلنة بكل قسم علمي</p>										
7-تقويم الطلاب :										
<ol style="list-style-type: none"> <li>1- Written exam</li> <li>2- Oral exam</li> </ol>	<ol style="list-style-type: none"> <li>ا- الاساليب المستخدمة</li> </ol>									
<table border="0" style="width: 100%;"> <tr> <td><b>Oral exam</b></td> <td style="text-align: right;">14<sup>th</sup> week</td> </tr> <tr> <td><b>Final term</b></td> <td style="text-align: right;">15<sup>th</sup> week</td> </tr> </table>	<b>Oral exam</b>	14 <sup>th</sup> week	<b>Final term</b>	15 <sup>th</sup> week	ب- التوقيت					
<b>Oral exam</b>	14 <sup>th</sup> week									
<b>Final term</b>	15 <sup>th</sup> week									
<p><b>Weighting of Assessments:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Final-term Examination</td> <td style="width: 20%; text-align: right;">80% (40 mark)</td> <td style="width: 20%;"></td> </tr> <tr> <td>Oral Examination</td> <td style="text-align: right;">20% (10 mark)</td> <td></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> <td></td> </tr> </table>	Final-term Examination	80% (40 mark)		Oral Examination	20% (10 mark)		Total	100%		ج-توزيع الدرجات
Final-term Examination	80% (40 mark)									
Oral Examination	20% (10 mark)									
Total	100%									
	8- قائمة الكتب الدراسية والمراجع:									
<p>-Course Notes</p> <p style="text-align: center; color: red;">- English book</p>	ا-مذكرات									

<p>- English Guide, 2 Volumes:</p> <p>Vol. 1: All you need in grammar.</p> <p>Vol. 2: A guide to conversation</p>	<p>ب-كتب ملزمة</p>
<p>- TOEFL books</p>	<p>ج كتب مقترحة</p>
<p>• Tapes and recorders especially in oral exams.</p>	<p>د-دوريات علمية او نشرت... الخ</p>

**Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol**



جامعة : دمنهور

كلية : التمريض

قسم : التمريض الباطنى والجراحى

توصيف مقرر دراسى 2018/2019

1- بيانات المقرر

الرمز الكودى :	اسم المقرر : تمريض باطنى و جراحى3	الفرقة / المستوى : second year/second term
التخصص :	عدد الوحدات الدراسية :	Theoretical 4 hours/week Practical 16 hours/weeks

2- هدف المقرر

The Overall aim of the course is to help students to provide comprehensive nursing care to patients with urological, neurosurgical, orthopedic disorders and those with burn injury based on scientific knowledge.

3- المستهدف من تدريس المقرر :

أ- المعلومات والمفاهيم

- a.1. Tabulate definition, causes, pathophysiology of renal failure
- a.2. list the stages of acute & chronic renal failure,
- a.3. outline the types of: dialysis, transplanted kidney rejection, fracture.
- a.4. Tabulate types of urinary calculi.
- a.5. List the criteria of donor selection
- a.6. Describe nursing management for patient undergoing kidney transplantation
- a.7. describe different types of fracture
- a.8. review management of fracture
- a.9. study the experience for the patient on cast or traction
- a.10. describe the perioperative experience of patient with THR
- a.11. Mention signs and symptoms of osteomyelitis, rheumatoid arthritis
- a.12. List stages of lumbar disc herniation

<p>a.13. State the nursing management for lumbar disc</p> <p>a.14. review the manifestation for increase intracranial pressure</p> <p>a.15.State the classification of convulsion</p> <p>a.16. recall causes, phases, manifestation and degree</p> <p>a.17.recognize nursing management for patient with burn</p>	
<p>b.1. Distinguish between the causes of: acute &amp; chronic renal failure, and kidney transplantation</p> <p>b.2. different between the factors for osteomyelitis, osteoarthritis.</p> <p>b.3. describe the pathophysiological changes underlying: renal failure, urinary stones (calculi), urinary tract infections, osteomyelitis, rheumatic diseases, lumbar disc herniation, increased intracranial pressure, convulsion.</p> <p>b.4. elaborate the physiologic principles underlying dialysis (hemodialysis &amp; peritoneal dialysis).</p> <p>b.5. Compare different approaches of intracranial surgery in relation to site and incision.</p> <p>b.6. summarize the first aids for sprains, strains, fractures.</p> <p>b.7. explain the complications associated with dialysis, kidney transplantation.</p> <p>b.8. recognize indications and contraindications of treatment modalities and surgical interventions related to total hip replacement</p> <p>b.9. Differentiate between skin and skeletal traction and types of cast</p> <p>b.10. Observe manifestation of burn regarding to its degree</p>	<p>ب - المهارات الذهنية</p>
<p>c.1. Perform assessment for patients with fracture, cast, traction</p> <p>c.2. Demonstrate appropriate skills in applying skin traction.</p> <p>c.3. Classify different types of exercises and gaits with assistive devices for orthopedic patients</p> <p>c.4. Manipulate under strict aseptic technique: for urinary catheterization.</p> <p>c.5. Describe correct skills in positioning patient undergone</p> <p>c.6. Apply seizure precautions for patients with convulsion history.</p> <p>c.7. Customize the nursing process for care of patients with urological, orthopedic, disorders.</p> <p>c.9. Construct individualized nursing care plan for patients with,</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

neurological disorders.	
c.10. Classify the health teaching topics for patients with burn disorder.	
<ol style="list-style-type: none"> <li>1. Demonstrate abilities of communication skills with health team in hospital setting and colleagues</li> <li>2. Work among group of students, and hospital personnel.</li> <li>3. Apply problem-solving approach to complete student tasks in hospital setting.</li> <li>4. provide appropriate level of guidance to patients to maximize health outcomes</li> <li>5. Apply professional behaviors, and ethical nursing behavior in clinical settings.</li> <li>6. Demonstrate accurate reporting &amp; recording of assessment findings, nursing interventions and collaborative interventions with other health care professionals during clinical hours</li> </ol>	د- المهارات العامة

<ol style="list-style-type: none"> <li>1- Nursing management of urinary system disorders: <ol style="list-style-type: none"> <li>1-1. Renal failure</li> <li>1-2. Urinary stones (calculi)</li> <li>1-3. kidney transplantation</li> </ol> </li> <li>2- Nursing management of urinary system disorders: <ol style="list-style-type: none"> <li>2-1. Fracture</li> <li>2-2. Cast</li> <li>2-3. Traction</li> <li>2-4. Total hip replacement</li> <li>2-5. Osteomyelitis</li> <li>2-6. Rheumatoid disorder</li> </ol> </li> <li>3- Nursing management of neurological disorders: <ol style="list-style-type: none"> <li>3-1. lumbar disc herniation</li> <li>3-2. patients undergoing intracranial surgery</li> <li>3-3. patients with convulsive disorders</li> </ol> </li> <li>4- Nursing management of patients with burn injury</li> </ol>	4- محتوى المقرر
<ol style="list-style-type: none"> <li>1. Active Lectures</li> <li>2. Role-plays.</li> <li>3. Role-model.</li> <li>4. Demonstration.</li> <li>5. Clinical conference.</li> <li>6. Clinical practice.</li> </ol>	5- أساليب التعليم والتعلم

Make up exams Open skill lab hours	6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة															
7- تقويم الطلاب :																
1-Written exam: to assess students' knowledge, comprehension, analysis, synthesis and evaluation. 2- Oral exam to assess the students' comprehension and detect misconceptions. 3- Clinical exam every rotation: to assess the students' performance related to rotation specialty 4- Final Clinical exam: to assess the students' performance in a predetermined specialty 5- Checklists: to assess the students' skills	أ – الأساليب المستخدمة															
Assessment 1- Oral exam    Week 14 <sup>th</sup> Assessment 2- Written exam    Week 15 <sup>th</sup>	ب- التوقيت															
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Term Work/ Mid-term Examination</td> <td style="width: 20%; text-align: center;">30 %</td> <td style="width: 30%;"></td> </tr> <tr> <td>Oral exam</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>Clinical Exam</td> <td style="text-align: center;">10 %</td> <td></td> </tr> <tr> <td>Final-term Examination</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td style="border-top: 1px solid black;">Total</td> <td style="border-top: 1px solid black; text-align: center;">300 degree</td> <td style="border-top: 1px solid black; text-align: center;">100%</td> </tr> </table>	Term Work/ Mid-term Examination	30 %		Oral exam	10%		Clinical Exam	10 %		Final-term Examination	50%		Total	300 degree	100%	ج- توزيع الدرجات
Term Work/ Mid-term Examination	30 %															
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Total	300 degree	100%														
8- قائمة الكتب الدراسية والمراجع																
Medical-surgical Nursing III ( theory and clinical procedures)	أ- مذكرات															
-Weber J, Kelley J H. Health Assessment in Nursing. 5 <sup>th</sup> ed: New York. Wolter Kluwer Health, 2014 - Hinkle JL, Cheever KH. Brunner & Suddarth's Textbook of Medical-Surgical nursing. 13th ed. Philadelphia: Wolters Kluwer/ Lippincott Williams & Wilkins, 2014.	ب - كتب ملزمة															
- Dehn RW, Asprey DP. Essential Clinical Procedures: Expert Consult -3 <sup>rd</sup> ed. 2013 - Fauci AS, Kasper DL, Longo DL, Braunwald E, Hauser SL,	ج - كتب مقترحة															

Jameson JL, Loscalzo J. Harrison`s principles of internal medicine. 17 <sup>th</sup> ed. New York: Mc Graw Hill companies, 2010; 2158-65	
European Spine Journal World health organization <a href="http://www.who.org">http:// www.who.org</a> <a href="http://www.who.int">http://www.who.int</a> Journal of the American Heart Association: <a href="http://www.ahajournals.org">www.ahajournals.org</a>	د – دوريات علمية أو نشرات .... إلخ

**Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol**

نموذج رقم (12)

جامعة / أكاديمية : دمنهور

كلية / معهد : التمريض

قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي (2018-2019)

1- بيانات المقرر		
الرمز الكودي : -----	اسم المقرر : تمريض الطوارئ	الفرقة / المستوى : الفرقة الثانية
التخصص : تمريض العناية الحرجة و الطوارئ	عدد الوحدات الدراسية : نظري 2 عملي 6	

This course is designed to give students in depth understanding of the nature of emergency nursing and identify the role of the nurse in meeting different needs of emergency patients and provides students with the knowledge and skills that help them to provide efficient nursing care during emergency and disaster situations	2- هدف المقرر :
3- المستهدف من تدريس المقرر:	
a.1. Recognize basic concepts of emergency nursing care & core concepts of triage a.2. Discuss priority emergency measures instituted for the patient with an emergency condition. a.3. Discusses clinical pictures and diagnostic measures for patient acute coronary syndrome. a.4. Identifies clinical pictures and diagnostic measures for patients with gastrointestinal tract bleeding a.5. Describes clinical pictures and diagnostic measures for patients with different respiratory emergencies care settings (e.g. pulmonary edema, and pulmonary embolism).	ت- المعلومات والمفاهيم:

<p>a.6. Lists nursing interventions for patients with a spinal cord injury.</p> <p>a.7. Discusses nursing management for patients with stroke.</p> <p>a.8. Identifies different types of fatal dysrhythmias</p> <p>a.9. Discusses nursing management for patients with endocrine emergencies.</p> <p>a.10. Labels medications used in emergency care (action, indications, side effects, and nursing implications).</p> <p>a.11. Explain the chain of survival.</p> <p>a.12. Recall the algorithms of basic and advanced life support.</p> <p>a.13. Discuss the management of patients suffering from an emergency situation.</p>	
<p>b.1. Compare different emergency patient conditions based on functional body systems and priority of emergency care.</p> <p>b.2. Categorizes patients with emergencies using triage process.</p> <p>b.3. .Prioritizes nursing care for different emergency conditions</p> <p>b.4. .Analyze selected scenarios of emergency situations to demonstrate an appropriate emergency nursing care.</p> <p>b.5. Correlate emergency patients complain with assessment findings to identify life threatening injuries and develop an appropriate management strategy.</p> <p>b.6. .Interprets different types of dysrhythmias.</p> <p>b.7. .Demonstrates critical thinking skills when making decisions for different emergency conditions.</p> <p>b.8. .Uses reasoning skills in prioritizing action</p>	<p>ث- المهارات الذهنية :</p>
<p>c.1 Apply emergency nursing principles learned in real</p>	<p>ج- المهارات المهنية</p>

<p>situations and in the clinical area.</p> <p>c.2 . Apply appropriate nursing management principles based on assessment findings.</p> <p>c.3 .Assesses patients with immediate life threatening conditions using primary and secondary surveys.</p> <p>c.4 .Document patient’s chief complain, assessment findings, management carried out, and other related findings on nursing notes and patients records.</p> <p>c.5 .Demonstrate the ability to carry out basic life support skills within a team in cardiac arrest situations.</p> <p>c.6 .Implements the American heart association guidelines of basic life support measures in emergency sittings.</p> <p>c.7 .Demonstrate technical skills in managing patients with different types of trauma</p> <p>c.8 .Provides safe patient nursing care.</p> <p>c.9 .Demonstrates skills in handling various equipment utilized in emergency care settings.</p> <p>c.10 .Demonstrates writing skills in recording of implemented nursing actions.</p> <p>c.11 .Measures accurately the outcome of nursing actions which can be reflected by cardiac monitoring, vital signs or improvement in patients' condition.</p> <p>c.12 .Implements bag mask ventilation in emergency situation.</p> <p>c.13 .Insert oropharyngeal airway and nasogastric tube.</p> <p>c.14 .Monitor hemodynamic, oxygenation, blood chemistry and acid base balance of critically ill patient.</p> <p>c.15 .Develop technical skills necessary to function competently within emergency care as a professional nurse.</p> <p>c.16 .Demonstrate technical skills in dealing with advanced technology in emergency setting.</p>	<p>الخاصة بالمقرر :</p>
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<p>d.1 Demonstrate effective communication and decision making skill regarding critical care emergency situations.</p> <p>d.2 .Behave leadership skills and teamwork.</p> <p>d.3 .Utilizes legal and ethical principles for emergency care nursing.</p> <p>d.4 .Manage time effectively in emergency settings.</p> <p>d.5 .Be aware of information technology in emergency nursing practice .</p> <p>d.6 .Use different information resources to provide comprehensive preventive, curative, and rehabilitative health care in emergency Settings.</p> <p>d.7 .Share peers and expertise knowledge and experience.</p> <p>d.8 .Seek feedback from emergency patients/their families, peers and expertise.</p> <p>d.9 .Demonstrate positive attitude towards the profession, patient, health personnel and colleagues.</p> <p>d.10 .Protect patient’s rights, respect, confidentiality, and access to updated data.</p> <p>d.11 .Document data reflecting emergency patient’s conditions.</p>	<p>ذ- المهارات العامة :</p>
<ul style="list-style-type: none"> <li>▪ Principles of Emergency Nursing &amp;Triage</li> <li>▪ Acute Coronary Syndrome</li> <li>▪ GIT Bleeding</li> <li>▪ Respiratory Emergencies <ul style="list-style-type: none"> <li>↳ Pulmonary edema</li> <li>↳ Pulmonary embolism</li> </ul> </li> <li>▪ Spinal Cord Injuries</li> <li>▪ Chest Trauma</li> <li>▪ Multiple Trauma</li> <li>▪ Cerebrovascular Stroke</li> <li>▪ Cardiac Dysrhythmia</li> </ul>	<p>4- محتوى المقرر:</p>

<ul style="list-style-type: none"> <li>▪ Interactive lecture</li> <li>▪ Simulation</li> <li>▪ Role play</li> <li>▪ Clinical training in hospitals.</li> <li>▪ Case study</li> <li>▪ Self-learning strategies</li> <li>▪ Problem based learning strategies</li> <li>▪ Projects- based learning strategies</li> </ul>	<p>5- أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> <li>▪ different methods for presenting information that looks appropriate for all types of learners.</li> <li>▪ Meeting with them in office hours and sometimes in extra hours rather than the office hours.</li> <li>▪ Allowing them to practice in open skill lab hours.</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 exams.</li> <li>▪ Continuous clinical assessment in real situations using observational checklist.</li> <li>▪ Objective Structured Clinical Examination (OSCE).</li> <li>▪ Oral exam.</li> <li>▪ Written assignments.</li> <li>▪ Project- based evaluation.</li> <li>▪ Portfolio.</li> <li>▪ Use of log book.</li> </ul>	<p>ت- الأساليب المستخدمة</p>
<ul style="list-style-type: none"> <li>▪ Midterm exam 7<sup>th</sup> weeks</li> <li>▪ Final (practical/ oral exam) 14<sup>th</sup> week</li> <li>▪ Final written exam 15<sup>th</sup> week</li> </ul>	<p>ث- التوقيت</p>
<ul style="list-style-type: none"> <li>▪ Final written exam (50%)</li> <li>▪ Final oral exam (10%)</li> <li>▪ Final (practical exam) (10%)</li> <li>▪ Midterm exam (5%)</li> <li>▪ Summative clinical work (25%)</li> </ul>	<p>ج- توزيع الدرجات</p>

<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Evaluation in 5<sup>th</sup> weeks (10%)</li> <li>• 2<sup>nd</sup> Evaluation in 9<sup>th</sup> weeks (10%)</li> <li>• Student's project (5%)</li> </ul>	
<b>8- قائمة الكتب الدراسية والمراجع :</b>	
<ul style="list-style-type: none"> <li>▪ Hand out prepared by lecturers</li> <li>▪ Manual of critical nursing care</li> <li>▪ Student guide</li> </ul>	ت- مذكرات
<ul style="list-style-type: none"> <li>▪ Essential emergency procedures/ editor- in- chief Kaushal Shah; associated Editor Chilembwe .Wolters Kluwer Health/Lippincott Williams, 2010.</li> <li>▪ Oxford hand book of Emergency Nursing, Robert Cnouch, Alan Charters, Mary Dawood and paula Bennett, 2009.</li> <li>▪ Emergency Nursing Made Incredibly Easy! By Lippincott Williams &amp; Wilkins; 2007.</li> </ul>	ث- كتب ملزمة
<ul style="list-style-type: none"> <li>▪ Janet RW, Jane HK. Health Assessment in Nursing. 5<sup>th</sup>ed Philadelphia Wolters Kluwer Health/Lippincott Williams &amp; Wilkins; 2014.</li> <li>▪ Saunders nursing survival guide: critical care &amp; emergency nursing, Lori Shumacher, Cynathia Chernecky , Saunders/ Elsevier,2010.</li> </ul>	ج- كتب مقترحة
<ul style="list-style-type: none"> <li>▪ Journal of the American Heart Association: <a href="http://www.ahajournals.org">www.ahajournals.org</a></li> <li>▪ Journal of Emergency Nursing <a href="http://www.jenonline.org">http://www.jenonline.org</a></li> <li>▪ Emergency Nurses Association <a href="https://www.ena.org">https://www.ena.org</a></li> <li>▪ American psychological association disaster response network. <a href="http://www.apa.org/practice">http:// www.apa.org/practice</a></li> <li>▪ Canadian center for emergency preparedness <a href="http://">http://</a></li> </ul>	د- دوريات علمية أو نشرات ... الخ

<p><a href="http://www.ccep.ca">www.ccep.ca</a></p> <ul style="list-style-type: none"><li>▪ Center for disaster management <a href="http://www.cendim.boun.edu.tr">http://www.cendim.boun.edu.tr</a></li><li>▪ Disaster medicine and mental health <a href="http://www.udel.edu/drc">http://www.udel.edu/drc</a></li><li>▪ International nursing coalition for mass casualty education <a href="http://www.vanderbit.edu/nursing">http://www.vanderbit.edu/nursing</a></li><li>▪ Internet disaster information network <a href="http://www.disaster.net/index.html">http://www.disaster.net/index.html</a></li><li>▪ World health organization <a href="http://www.who.org">http://www.who.org</a></li></ul>	
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رئيس القسم

ا.م.د/سحر يونس عثمان

نموذج رقم (12)

جامعة / أكاديمية : دمنهور

كلية / معهد : التمريض

قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي (2018-2019)

1- بيانات المقرر		
الفرقة / المستوى : الفرقة الثانية	اسم المقرر : طب الطوارئ	الرمز الكودي :
نظري	عدد الوحدات الدراسية :	التخصص : تمريض العناية الحرجة و الطوارئ
عملي	2	

<p>This course aims to prepare students to be knowledgeable and clinically skilled to manage the emergency patients. It enables them to develop systematic medical problem solving and patient management abilities in the emergency setting, provide assessment and pre-hospital emergency care to patients experiencing trauma or medical emergencies utilizing evidence based guidelines. Also, make appropriate decisions and provide effective service to ED patients in health care settings.</p>	2- هدف المقرر :
3- المستهدف من تدريس المقرر:	
<p><b>a.1.</b> List the roles and responsibilities of emergency department team.</p> <p><b>a.2.</b> Discuss the role of emergency nurse as part of the emergency medical team.</p> <p><b>a.3.</b> List the definite component of trauma life support team.</p> <p><b>a.4.</b> Discuss the role of trauma team in life support.</p> <p><b>a.5.</b> Identify skills needed for emergency trauma team.</p> <p><b>a.6.</b> Describe the advanced changes in basic and advanced</p>	ج- المعلومات والمفاهيم:

<p>cardiac life support recent guidelines.</p> <p><b>a.7.</b> Recognize the different algorithms in dealing with cardiac life threatening conditions.</p> <p><b>a.8.</b> Describe the clinical presentation and related changes in electrocardiograph of various cardiac dysrhythmias.</p> <p><b>a.9.</b> Identify emergent findings and life threatening problems over different body system.</p> <p><b>a.10.</b> Describe primary line of treatments for emergency life threatening conditions.</p> <p><b>a.11.</b> Describe the pathophysiology of emergent patient with core body system alterations.</p> <p><b>a.12.</b> Explain stabilization techniques for trauma patients.</p> <p><b>a.13.</b> Recognize basic and complex cardiac arrhythmias, including pharmacological and electrical management</p> <p><b>a.14.</b> Define CVS and its management in emergency department.</p>	
<p>b.1. Categorize patient management in the emergency department</p> <p>b.2. Interpret commonly performed diagnostic studies (EKG, radiologic studies, ABG, laboratory studies) in the emergency department.</p> <p>b.3. Classify effectively types of cardiac dysrhythmias.</p> <p>b.4. Prioritize professional duties when faced with multiple patients and problems effectively.</p> <p>b.5. Formulate a differential diagnosis for a patient potentially suffering from a toxic syndrome.</p>	<p>ح- المهارات الذهنية :</p>
<p>c.1 Apply the role of emergency nurse in trauma life support system.</p> <p>c.2 Apply primary assessment for respiratory, cardiovascular, gastrointestinal, and endocrinal system.</p> <p>c.3 Develop technical skills necessary to carry out the role of emergent assessment.</p> <p>c.4 Assess emergency patients' condition during</p>	<p>ج- المهارات المهنية الخاصة بالمقرر :</p>

<p>implementation of emergent intervention to support life</p> <p>c.5 Perform basic and advanced life support manoeuvres following the recent guidelines algorithms.</p> <p>c.6 Employ immediate life-supportive measures for a patient who has sustained life threatening problem.</p> <p>c.7 Interpret ECG paper and take the first line of intervention.</p> <p>c.8 Apply emergent intervention for life threatening conditions for EM patient.</p> <p>c.9 Demonstrate the proper use of advanced airway adjuncts, oxygen therapy and ventilation devices.</p> <p>c.10 Demonstrate the ability to devise and execute appropriate nursing care plans for medical and trauma patients.</p> <p>c.11 Conduct management crisis practices in a calm, prompt and skillful manner.</p> <p>c.12 Perform a complete and appropriate assessment of emergency patient.</p>	
<p>d.1 Communicate effectively during crisis situations in the Emergency Department</p> <p>d.2 Demonstrate ability to efficiently, professionally, and effectively communicate with patients, families and colleagues</p> <p>d.3 Engage patients, their family, and relevant health professionals in shared decision-making to develop a plan of care</p> <p>d.4 Cooperate with others in a multi-disciplinary approach to assess, plan, provide and integrate care for individual patients</p> <p>d.5 Practice the principles of crisis resource management and act as an effective team leader in crisis situations</p> <p>d.6 Respect team ethics, including confidentiality, resource allocation and professionalism</p>	<p>ر- المهارات العامة :</p>

<p>d.7 Use effective coping strategies to deal with the stressors of decision-making and prioritizing interventions in a leadership role</p> <p>d.8 Manage time effectively in the Emergency Department.</p> <p>d.9 Lead and work effectively in a team.</p>	
<ul style="list-style-type: none"> <li>▪ Emergency department basics</li> <li>▪ ECG analysis</li> <li>▪ Life threatening injuries</li> <li>▪ CVS Components</li> <li>▪ Acute abdominal pain</li> <li>▪ Acute poisoning</li> <li>▪ Endocrine emergencies</li> </ul>	<p>4- محتوى المقرر:</p>
<ul style="list-style-type: none"> <li>▪ Interactive Lecture and tutorials</li> <li>▪ Case Study</li> <li>▪ E- Learning</li> <li>▪ Focus group discussion</li> <li>▪ Use of computer projector “data show”</li> </ul>	<p>5- أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> <li>▪ Using different methods for presenting information that looks appropriate for all types of learners.</li> <li>▪ Meeting with them in office hours and sometimes in extra hours rather than the office hours.</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 exams.</li> <li>▪ Oral exam.</li> </ul>	<p>ج- الأساليب المستخدمة</p>
<ul style="list-style-type: none"> <li>▪ Final written &amp; oral exams 15th week</li> </ul>	<p>ح- التوقيت</p>
<ul style="list-style-type: none"> <li>▪ Final written exam (80%)</li> <li>▪ Final oral exam (20%)</li> </ul>	<p>ج- توزيع الدرجات</p>
<p>8- قائمة الكتب الدراسية والمراجع :</p>	
<ul style="list-style-type: none"> <li>▪ Hand out prepared by lecturers</li> </ul>	<p>ج- مذكرات</p>
<ul style="list-style-type: none"> <li>▪ Essential emergency procedures/ editor- in- chief Kaushal</li> </ul>	<p>ح- كتب ملزمة</p>



<p>Shah; associated Editor Chilembwe. Wolters Kluwer Health/Lippincott Williams, 2010.</p> <ul style="list-style-type: none"> <li>▪ Oxford hand book of Emergency Nursing, Robert Cnouch, Alan Charters, Mary Dawood and paula Bennett, 2009.</li> <li>▪ Emergency Nursing Made Incredibly Easy! By Lippincott Williams &amp; Wilkins; 2007.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Janet RW, Jane HK. Health Assessment in Nursing. 5thed Philadelphia Wolters Kluwer Health/Lippincott Williams &amp; Wilkins; 2014.</li> <li>▪ Saunders nursing survival guide: critical care &amp; emergency nursing, Lori Shumacher , Cynathia Chernecky , Saunders/ Elsevier,2010.</li> <li>▪ Essential emergency procedures/ editor- in- chief Kaushal Shah; associated Editor Chilembwe. Wolters Kluwer Health/ Lippincot Williams, 2010.</li> </ul>	ج- كتب مقترحة
<ul style="list-style-type: none"> <li>▪ <a href="http://www.aacn.org/">http://www.aacn.org/</a> <a href="http://www.americanheart.org">www.americanheart.org</a></li> <li>▪ American Journal of Critical Care Medicine</li> <li>▪ WWW. ACCN.com</li> <li>▪ <a href="http://WWW.ChestJournal.com">WWW.ChestJournal.com</a></li> <li>▪ <a href="http://WWW.WHO.org">WWW.WHO.org</a></li> <li>▪ <a href="http://WWW.american heart.org">WWW.american heart.org</a></li> <li>▪ WWW.emedicine.com</li> <li>▪ WWW.pubmed.com</li> </ul>	د- دوريات علمية أو نشرات ... الخ

رئيس القسم

ا.م.د/سحر يونس عثمان

جامعة : دمنهور

كلية : التمريض

قسم : تمريض باطني و جراحي

توصيف مقرر دراسي 2018/2019

1-بيانات المقرر

الفرقة/ المستوى	اسم المقرر: جراحة عامة	الرمز الكودي :
Second years/second term.		
	عدد الوحدات الدراسية :	التخصص
Theoretical 2hour/ week		
Practical -		
2-هدف المقرر		
This course designed to provide nursing students with information about general surgery course and different types of diagnosis that indicate surgery and its related management.		
3-المستهدف من تدريس المقرر:		
a.1. Recognize causes and different types of wounds and related treatment.		ا- المعلومات والمفاهيم
a.2. List degrees of burns and scalds surgical interference.		
a.3. Identify causes, signs and symptoms and surgical interference of fractures.		
a.4. Describe hemorrhage, causes and treatment.		
a.5. Identify different types of shock.		
a.6. Mention indication, precaution and management of blood transfusion.		
a.7. Mention pre-operative preparation.		
a.8. Identify sterilization and disinfection.		
a.9. Define gangrene and gas gangrene and signs and symptoms.		
a.10. Mention venous disorders and pulmonary embolism.		

a.11. Describe different types of hernia. a.12. Identify disorders of thyroid gland.	
b.1. Discuss fluid and electrolyte balance. b.2. Explain postoperative complications. b.3. Compare between benign and malignant tumors and related surgical management	ب- المهارات الذهنية
c.1. Apply pre-operative preparation and post operative management. c.2 Demonstrate sterilization and disinfection. c.3. Practice wound care c.4. Manipulate different types of drains.	ج-المهارات المهنية الخاصة
d.1 Work in group. d.2. Value communication skills	د- المهارات العامة
<ul style="list-style-type: none"> <li>• Fluid and electrolytes</li> <li>• Surgical infection</li> <li>• Inflammation</li> <li>• Hernia and scrotal conditions</li> <li>• Thyroid surgical diseases</li> <li>• Gastro-intestinal surgical conditions</li> <li>• Intestinal obstruction</li> <li>• Common ano-rectal conditions</li> <li>• Acute abdominal conditions</li> <li>• Burn</li> <li>• Common tumors</li> <li>• Bleeding and shock</li> </ul>	4-محتوي المقرر
1. Lecture 2. Discussion	5- اساليب التعليم والتعلم
-----	6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	7-تقويم الطلاب :
1. Written exam. 2. Oral exam.	ا- الاساليب المستخدمة
1- Oral exam Week 15 <sup>th</sup> 2- Written exam Week 16 <sup>th</sup>	ب- التوقيت

Weighting of Assessments:		ج-توزيع الدرجات
Final-term Examination	80%	
Oral Examination	20%	
Total	100%	
		8- قائمة الكتب الدراسية والمراجع:
Surgery handout		ا-مذكرات
Scott D. clinical surgery advanced publication.		ب-كتب ملزمة
Scott D. clinical surgery 2012		ج-كتب مقترحة
<a href="http://www.msncb.org">www.msncb.org</a>		د-دوريات علمية او نشرت... الخ

**Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol**

جامعة : دمنهور

كلية : التمريض

قسم : تمريض باطني و جراحي

توصيف مقرر دراسي(2018/2019)

1-بيانات المقرر

الرمز الكودي :	اسم المقرر:	الفرقة/ المستوى
	أساسيات علم الاجتماع	second year/second term
التخصص		عدد الوحدات الدراسية : Theoretical 2 hrs /15 weeks Practical -
2-هدف المقرر	دراسة علم الأجتماع للتمريض يمثل حلقة الوصل بين علمي (الأجتماع و التمريض) و هو يدرس القضايا الخاصة بالصحة و المرض فى ضوء علاقتها بالنظم الأجتماعية فى المجتمع.	
3-المستهدف من تدريس المقرر:		
ا- المعلومات والمفاهيم	a1- يتعرف الطالب على علم الاجتماع و مجالاته. a2- يصف العلاقة بين الممرضات و المرضى. a3 يعرف الأصول التاريخية، النظرية و المنهجية لعلم الاجتماع . a4- يتعرف على نشأة علم الاجتماع و رواده. a5- يصف العلاقة بين علم الاجتماع و العلوم الاجتماعية الأخرى. a6- تصنيف قواعد البحث فى علم الاجتماع. a7- تصنيف المجتمع و مقوماته البنائية و الثقافية.	
ب- المهارات الذهنية	b1- يشرح الطبقة و التضارب الاجتماعى. b2- يبرز الثقافة و الشخصية. b3- يفحص العلاقة بين علم الاجتماع و دراسة النظم الاجتماعية. b4- يتعرف على الأسرة . b5- يصنف نظم التعليم. b6- يفرق بين الانحراف و التغيير الاجتماعى و التنمية.	
ج-المهارات المهنية الخاصة	c1 -تطبيق الضبط الاجتماعى c2- يحلل العلاقة بين العمل و الفراغ.	
د- المهارات العامة	d1 -يستخدم مهارات التواصل و يتعامل فى فريق	
4-محتوي المقرر	<ul style="list-style-type: none"><li>• مقدمة عامة عن ميدان علم الأجتماع و مجالاته</li><li>• العلاقة بين الممرضات و المرضى</li><li>• التغييرات التى طرأت على العلاقة بين الممرضة و المريض و</li></ul>	

المرضى	
<ul style="list-style-type: none"> <li>• العلاقة البنائية لدور المريض</li> <li>• دور الممرضة فى تنمية الوعى الصحى لدى المريض</li> <li>• التمريض و أهميته</li> <li>• مفهوم المرض و أسبابه و نظرياته</li> <li>• ثبات النسق العلاجى</li> <li>• المعوقات التى تصادف النسق العلاجى</li> </ul>	
5- اساليب التعليم والتعلم	لقاء محاضرة
6- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة	
يتم تطبيق أساليب التعليم والتعلم طبقا لألية الكلية لرعاية الطلاب المتعثرين دراسيا والمعلنة بكل قسم علمي	
7-تقويم الطلاب :	
Final written exam to assess knowledge	ا- الاساليب المستخدمة
Final written exam Week	15 <sup>th</sup> week
Weighting of Assessments:	ج-توزيع الدرجات
Final-term Examination	80 %
term Work	20%
Total	100%
	8- قائمة الكتب الدراسية والمراجع:
كتاب / علم الأجتماع الطبى	ا-مذكرات
	ب-كتب ملزمة
عبدالرحمن ، البدوى. مقدمة فى علم الاجتتماع الاسكندرية 2009	ج كتب مقترحة
الجوهري وآخرون (مترجم)مقدمة فى علم الاجتتماع. دار المعارف – القاهرة 2012	
	د-دوريات علمية او نشرت... الخ

منسق القسم:

أ.م. د. زيزي فكري عبد الرسول

جامعة : دمنهور

كلية : التمريض.

قسم : تمريض باطني و جراحى

توصيف مقرر دراسى 2018/2019

1-بيانات المقرر

الفرقة/ المستوى: <b>second year/second term</b>	اسم المقرر: لغة انجليزية 4	الرمز الكودي
عدد الوحدات الدراسية : Theoretical 2 hrs/wk/15wks		التخصص
2-هدف المقرر : The course is designed to assist the student to gain skills in preparation of material using English language, learning experience are planned to give the student opportunities to read English literature, to practice pronunciation and grammar to enrich their vocabulary.		
3-المستهدف من تدريس المقرر:		
a.1. Identify exercises designed to encourage purposeful reading and thus help students read faster. a.2. Recognized exercises designed to develop and extend students understanding of the details of the text a.3. Memorize the language of medicine without having to worry about the subject. a.4. . Identify the five components of medical words. a.5. Describe of how to take information for both written and oral texts and from visually presented material such as tables and diagrams to give practice in using language both active and receptively	ا- المعلومات والمفاهيم	
b.1. Arrange for specific information within reading passages b.2. Construct diagram or fill in a table from text and vice versa. b.3. Paraphrase matching words or sentences b.4. Predict the use of language and ideas in a reading text.	ب- المهارات الذهنية	

<p>b.5. Summarize and expand notes to reinforce what they have read.</p> <p>b.6. Predict evidence from the text and discuss their answers in groups thus make reading an active process.</p> <p>b.7. Classify signs and symptoms and practice giving and recording information about patients.</p> <p>b.8. Discover a number of common vocabulary signs and symptoms of diseases.</p> <p>b.9. Differentiate ways of describing the functions of parts of the body.</p> <p>b.10. Give examples of what a patient can and cannot do.</p> <p>b.11. Illustrate the relationship between verbs and nouns.</p> <p>b.12. Difference between active and passive voice in physiological description and the relationship between sentences.</p> <p>b.13. Construct medical terms by learning each component of the word.</p> <p>b.14. Evaluate the ability to build medical words in addition to suffixes and prefixes. Students Make statements about ability: what a patient can and cannot do.</p> <p>b.15. Differentiate between active and passive voice in physiological description and the relationship between sentences.</p> <p>b.16. Illustrate building and editing sentences correctly.</p> <p>b.17. Evaluate the ability to build medical words in addition to suffixes and prefixes.</p>	
<p>c.1. Manipulate the students actively in the use of English.</p> <p>c.2. Use locative expressions in daily conversational language and specialist anatomical terms of position.</p> <p>c.3- Prepare visually presented material such as tables and diagrams in order to give practice in using language both active and receptively</p> <p>c.4 -Practice expression which refer to position and location.</p>	ج-المهارات المهنية الخاصة
<p>d.1. Working in groups.</p> <p>d.2. Develop communication skills.</p>	د- المهارات العامة
<p>1. Reading</p> <p>2. Arrangement of information</p> <p>3. Construction of diagram</p> <p>4. Paraphrasing, summerizing and voices</p>	4-محتوي المقرر



5. Medical vocabulary 6. Function of body parts 7. Suffixes and prefixes	
1-Lecture	5- اساليب التعليم والتعلم
7- اساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة يتم تطبيق أساليب التعليم والتعلم طبقا لآلية الكلية لرعاية الطلاب المتعثرين دراسيا والمعلنة بكل قسم علمي	
7-تقويم الطلاب :	
1- Written exam to assess students' linguistic skills 2- Oral exam to assess students conversation ability	ا- الاساليب المستخدمة
<b>Oral exam</b> 15 <sup>th</sup> week <b>Final written exam</b> 16 <sup>th</sup> week	ب- التوقيت
<b>Weighting of Assessments:</b> Final-term Examination 80% Oral Examination 20% <hr/> Total 100%	ج-توزيع الدرجات
	8- قائمة الكتب الدراسية والمراجع:
-Course Notes - English book	ا-مذكرات
- English Guide, 2 Volumes: Vol. 1: All you need in grammar. Vol. 2: A guide to conversation	ب-كتب ملزمة
- TOEFL books	ج كتب مقترحة
• Tapes and recorders especially in oral exams.	د-دوريات علمية او نشرت... الخ

منسق القسم

Course coordinator: Assistant pro. Dr. Zizi fikry Abdrasol

