



ملف المقررات



أولاً: مقررات دبلوم تمريض العناية الحرجة و الطوارئ

List of diploma courses

- (١) أساسيات تمريض العناية المركزة العامة (١)
- (٢) باثوفسيولوجى
- (٣) علم الادوية
- (٤) تقييم صحى لمرضى العناية المركزة
- (٥) تمريض العناية المركزة المتقدم (٢)
- (٦) اداب المهنة والتشريعات القانونية
- (٧) طب الحالات الحرجة
- (٨) الأمان البيئى فى وحدات العناية الحرجة
- (٩) التمريض القائم على الدلائل
- (١٠) الجوانب النفسية لمرضى العناية الحرجة
- (١١) المشورة فى وحدات العناية الحرجة

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي: 602Ns01	اسم المقرر: أساسيات تمريض العناية المركزة العامة (١)	الفرقة / المستوى : دبلوم
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملى ٦

<p>This course aims to provide postgraduate students with the most recent trends in Critical Care Nursing practice, enable student to updating their knowledge and skills that are related to Critical Care Nursing sciences in all of educational, research and practical issues, also this course is aimed to obtain knowledge, skills and acquire attitude, which are required to provide comprehensive preventive, curative, and rehabilitative care for critically ill patient and their families.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>A1. Explain the pathophysiology of core body systems alterations. A2. Identify risk factors and causes for critically ill patients' various pathological conditions. A3. Describe the components of the history for assessment of various pathological conditions. A4. List the clinical presentation and related diagnostic findings of various pathological conditions. A5. Identify critically ill patients and family's needs and problems. A6. Describe the complications of core body systems alterations.</p>	<p>أ - المعلومات والمفاهيم</p>

<p>A7. Discuss the management of critically ill patients' various pathological conditions</p> <p>A8. Clarify the different types of therapeutic modalities for critically ill patients.</p> <p>A9. Discuss the nursing role during therapeutic management of the critically ill patients.</p> <p>A10. Mention the nursing interventions for patients with various pathological conditions.</p>	
<p>B1. Interpret data reflecting critically ill patient condition based on patients' assessment.</p> <p>B2. Synthesis assessment data compiled to formulate nursing diagnose for critically ill patients with core body systems alteration.</p> <p>B3. Integrate theory, principles, nursing concepts, anatomy physiology, and pathophysiology within the context of the patient and family into competent nursing practice in an acute care environment.</p> <p>B4. Identify the appropriate nursing action for critical situations.</p> <p>B5. Prioritize nursing action according to the critical ill patient's needs</p> <p>B6. Formulate nursing care plans for patients with core body systems alterations syndromes.</p> <p>B7. Interpret results of tests used to diagnose critically ill patients.</p> <p>B8. Differentiate the assessment findings and the therapeutic management modalities of patients with various pathological conditions.</p> <p>B9. Analyze the differences in equipment and procedures used for therapeutic management of patients with various pathological conditions.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Monitor hemodynamic, oxygenation, blood chemistry and base balance of critically ill patient.</p> <p>C2. Assess physical , psychological, and cultural needs of critically</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>ill patients' with various pathological conditions.</p> <p>C3. Develop technical skills necessary to function competently within critical care as a professional nurse.</p> <p>C4. Implement nursing process to provide high quality nursing care to critical care patient.</p> <p>C5. Apply effectively interventions identified to meet different needs for patients, families, and nursing team, and organizational system in a safe and ethical manner according to priority.</p> <p>C6. Prepare patients for therapeutic management modalities for core body systems alterations.</p> <p>C7. Evaluate critically ill patients' condition during implementation of therapeutic modalities for core body systems alterations.</p> <p>C8. Demonstrate technical skills in managing trauma patients.</p>	
<p>D1. Communicate effectively with patients, their families and other colleagues.</p> <p>D2. Develop confidence in clinical decision – making in the critical care setting.</p> <p>D3. Document assessment cues indicating core body system alterations in patients' record.</p> <p>D4. Demonstrate professional attitude toward the profession, patient , families, health care personnel.</p> <p>D5. Protect patients' rights, respect, confidentiality and access to updated knowledge.</p> <p>D6. Incorporate health promotion, health protection, and injury prevention for core body systems.</p>	<p>د- المهارات العامة</p>

<p>1. Cardiovascular System</p> <ul style="list-style-type: none"> ▪ Acute coronary syndrome ▪ Acute Heart Failure <p>2. Respiratory System</p> <ul style="list-style-type: none"> ▪ Acute respiratory failure. ▪ Acute respiratory distress syndrome (ARDS) ▪ Pulmonary edema& Pulmonary embolism <p>3. Nervous System</p> <ul style="list-style-type: none"> ▪ Traumatic Brain Injury ▪ Spinal Cord Injury ▪ Stroke <p>4. Renal System</p> <ul style="list-style-type: none"> ▪ Acute kidney Injury ▪ Hemodialysis <p>5. Endocrine System</p> <ul style="list-style-type: none"> ▪ Emergencies for Patients With Diabetes Mellitus` ▪ Glycemic control in ICU <p>6. Gastrointestinal System</p> <ul style="list-style-type: none"> ▪ Acute Gastrointestinal Bleeding ▪ Acute Hepatic Failure <p>7. Hematology</p> <ul style="list-style-type: none"> ▪ Anemia in ICU 	<p>٤. محتوى المقرر</p>
<p>1. Interactive presentation / computer presentation</p> <p>2. Case study</p> <p>3. Group discussion</p> <p>4. Web/ Internet search</p> <p>5. Practical Training</p> <ul style="list-style-type: none"> ▪ Real situation (hospital) ▪ Simulated practice with model (lab) 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>

٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Oral exam ▪ Objective Structured Clinical Evaluation (OSCE) Written assignments 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 120 Mark ▪ Final written exam 180 Mark ▪ Final oral exam 20 Mark ▪ Total 300 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Burns S. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2014. ▪ Shumacher L, Chernecky C. Saunders nursing survival guide: critical care & emergency nursing, Saunders/ Elsevier,2010. ▪ Lou Sole M, Klein D, Marthe J. Introduction to critical care nursing, Saunders/ Elsevier, 2009. ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2009. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ www.americanheart.org ▪ www.ccmjournal.org / Critical Care Medicine 	د – دوريات علمية أو نشرات إلخ



<ul style="list-style-type: none">▪ www.Pubmed. Com▪ http://www .aacn.org/▪ www. sccm.org. American Journal of Critical Care Nursing	
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رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :



مصنوفة محتوى مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠١٩-٢٠٢٠

Course title: أساسيات تمريض العناية المركزة

Code No: 602Ns01

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General & transferable d
1	Cardiovascular System	1	a.1__a.10	b.1__b.9	c.1__c.8	d.1__d.6
2	Respiratory System	2	a.1__a.10	b.1__b.9	c.1__c.8	d.1__d.6
3	Nervous System	3-4	a.1__a.10	b.1__b.9	c.1__c.8	d.1__d.6
4	Renal System	5	a.1__a.10	b.1__b.9	c.1__c.8	d.1-__d.6
5	Endocrine System	6	a.1__a.10	b.1__b.9	c.1__c.8	d.1__d.6
6	Gastrointestinal System	6-7	a.1__a.10	b.1__b.9	c.1__c.8	d.1__d.6



No	Content	No/ week	Intended learning outcomes of course			
7	Hematology	8	a.1__a.10	b.1__b.9	c.1__c.8	d.1__d.6

رئيس القسم ا.م.د سحر يونس



جامعة دمنهور
كلية التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: أساسيات تمريض العناية المركزة

Code No: 602Ns01

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Cardiovascular System <ul style="list-style-type: none">Acute coronary syndromeAcute Heart Failure	1	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9- a.10	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.3- c.4-c.4-c.5-c.6- c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6	Lecture	-Activities (presentation, case study)	-Final-term Exam (60%)
2	Respiratory System <ul style="list-style-type: none">Acute respiratory failure.Acute respiratory distress syndrome	2	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9- a.10	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.4- c.5-c.6-c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6	Lecture	-Final written exam	-



No	Content	No/ week	Intended learning outcomes of course						
	(ARDS) ▪ Pulmonary edema & Pulmonary embolism								Presentation
3	Nervous System ▪ Traumatic Brain Injury ▪ Spinal Cord Injury ▪ Stroke	3-4	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9- a.10	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.4- c.5-c.6-c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6	Lecture Group discussion	-case study (40%)	
4	Renal System ▪ Acute kidney Injury ▪ Hemodialysis	5	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9- a.10	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.4- c.5-c.6-c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6	Lecture		
5	Endocrine System ▪ Emergencies for Patients With Diabetes Mellitus` ▪ Glycemic control in ICU	6	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9- a.10	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.4- c.5-c.6-c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6	Lecture Group discussion		
6	Gastrointestinal System ▪ Acute Gastrointestinal Bleeding	6-7	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9-	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.4- c.5-c.6-c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6	Group discussion		



No	Content	No/ week	Intended learning outcomes of course							
	▪ Acute Hepatic Failure		a.10					Lecture		
7	Hematology ▪ Anemia in ICU	8	a.1- a.2 - a.3 -a.4- a.5- a.6- a.7- a.8- a.9- a.10	b.1-b.2-b.3- b.4-b.5-b.6- b.7-b.8-b.9	c.1-c.2-c.3-c.4- c.5-c.6-c.7-c.8	d.1-d.2-d.3-d.4 -d.5- d.6		Problem solving		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة و الطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١ - بيانات المقرر

الرمز الكودي : 602Md02	اسم المقرر : باثوفسيولوجي	الفرقة / المستوى : دبلوم
التخصص : تمريض العناية الحرجة و الطوارئ	عدد الوحدات الدراسية نظري	عملي
	١	

<p>٢ - هدف المقرر</p> <p>This course is a convergence of pathology with physiology. It enables post graduate students to describe conditions typically observed during critical illness and to explain the physiological processes or mechanisms whereby such condition develops and progresses</p>	
<p>٣ - المستهدف من تدريس المقرر :</p>	
<p>ب - المعلومات والمفاهيم</p> <p>A.1. Recognize the different causes of coma. A.2. Illustrate the pathophysiology of coma. A.3. Explain the pathophysiology and risk factors for IHD and arrhythmias. A.4. Identify physiological and pathophysiological conditions that produce a shock. A.5. Describe the compensatory mechanisms that occur and relate them to manifestations of shock. A.6. Compare the pathophysiology of neurogenic shock, anaphylactic shock, and septic shock as they relate to the pathophysiology of distributive shock. A.7. Explain the pathophysiology mechanisms resulting in shock states.</p>	

<p>A.8.Identify the pathophysiological basis for the clinical manifestations of pulmonary embolism.</p> <p>A.9. Illuminate the pathophysiology of fluid and electrolytes disturbance.</p> <p>A.10.Clarify the pathophysiology of different cardiac dysrhythmia.</p> <p>A.11.Explain the pathophysiology of acid base disturbance.</p> <p>A.12.Identify the pathophysiology of endocrinal alterations.</p> <p>A.13.understand the pathophysiological processes behind a Disseminated intravascular coagulation.</p> <p>A.14. know and expect the clinical manifestations of systemic inflammatory response syndrome.</p>	
<p>B.1.Predict the effect of certain factors on disease progression based on their pathophysiological knowledge.</p> <p>B.2.Expect what kind of long term complications can result from such pathophysiological changes.</p> <p>B.3.. predict expected outcomes for therapeutic management of patients with coma</p> <p>B.4.Recognize expected outcomes for therapeutic management of patients with shock, IHD and arrhythmias to pathophysiological process.</p> <p>B.5.Describe the pathophysiology of respiratory failure and associated signs and symptoms found on physical examination and rationales for the interventions.</p> <p>B.6.Relate the assessment and diagnostic findings of pulmonary embolism to the pathophysiological processes.</p>	<p>ب - المهارات الذهنية</p>
<p>C.1.Apply knowledge in critical care units.</p> <p>C.2.Analyse clinical cases based on their knowledge .</p> <p>C.3. Expect the effect of certain parameters on common pathophysiological processes.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D.1.Follow the legal and ethical principles in critical care.</p> <p>D.2.Collaborate with critically ill patients, their families, and</p>	<p>د- المهارات العامة</p>

interdisciplinary team in the planning and delivery of care. D.3. Integrate communication skills in providing comprehensive care to persons with complex needs.	
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Pathophysiology of 1. Coma 2. Ischemic heart disease 3. Shock 4. Respiratory failure 5. Fluid and electrolytes disturbance 6. Cardiac dysrhythmias 7. Acid base disturbance 8. Pulmonary embolism 9. Endocrine emergencies 10. Disseminated intravascular coagulation 11. Systemic inflammatory response syndrome	٤-محتوى المقرر
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Attendance with guidance in Intensive Care unit 	٥-أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
	٧- تقويم الطلاب :
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. ▪ Oral exam 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب-التوقيت

<ul style="list-style-type: none"> ▪ Final written exam 60 Mark ▪ Semester work 40 Mark ▪ Total 100 Mark 	<p>ج- توزيع الدرجات</p>
<p>٨- قائمة الكتب الدراسية والمراجع</p>	
<p>أ-مذكرات</p>	
<ul style="list-style-type: none"> ▪ Robbins and cotran (2005).Pathologic basis of diseases.7th edition. Elsevier Saunders. ▪ Gyton (2005). Human physiology and mechanism of disease. 10th edition. J.B. Lippinocott Company. U.S. 	<p>ب - كتب ملزمة</p>
<ul style="list-style-type: none"> ▪ All advanced Human physiology textbooks available at the library. 	<p>ج – كتب مقترحة</p>
<ul style="list-style-type: none"> ▪ http://www.aacn.org/ ▪ www.americanheart.org ▪ www.AJN.com ▪ American Journal of Critical Care Nursing ▪ www.BJN.com ▪ www.ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org ▪ National Institute for Health and Clinical Excellence (NICE), (UK). ▪ http://www.nice.org.uk ▪ Royal College of Nursing (UK), ▪ http://www.rcn.org.uk, ▪ www.americanheart.org ▪ www.emedicine.com 	<p>د – دوريات علمية أو نشرات ...إلخ</p>



الهيئة القومية لضمان جودة التعليم والاعتماد



مصنوفة محتوى مقرر دبلومه فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠١٩/٢٠٢٠

Course title: باثوفسيولوجي

Code No: 602Ns06

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable d
1	<u>Pathophysiology of:</u> Coma	1	a.1-a.2	b.1- b.2- b.3	c.1- c.2 c.3	d.1-d.2-d.3
2	Ischemic heart disease	2-3	a.3	b.1- b.2- b.4	c.1- c.2 c.3	d.1-d.2-d.3
3	Shock	3	a.4-a.5-a.6-a.7	b.1 –b.2-b.4	c.1- c.2 c.3	d.1-d.2-d.3
4	Respiratory failure	4	a.8	b. 1 b.2- b.5	c.1- c.2 c.3	d.1-d.2-d.3
5	Fluid and electrolytes disturbance	4-5	a.9	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3
6	Cardiac dysrhythmias	5	a.3- a.10	b.1-b.2- b.4	c.1- c.2 c.3	d.1-d.2-d.3
7	Acid base disturbance	6	a.11	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3



No	Content	No/ week	Intended learning outcomes of course			
8	Pulmonary embolism	6	a.8	b.1- b.2- b.6	c.1- c.2 c.3	d.1-d.2-d.3
9	Endocrine emergencies	7	a.12	b.1-b.2	c.1- c.2 c.3	d.1-d.2-d.3
10	Disseminated intravascular coagulation	7-8	a.13	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3
11	Systemic inflammatory response syndrome	8	a.14	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3

رئيس القسم ا.م.د سحر يونس



خريطة مقرر الباثوفسيولوجي تخصص دقيق للعام الجامعي ٢٠١٩/٢٠٢٠

Course title: باثوفسيولوجي

Code No: 602Ns06

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	<u>Pathophysiology of:</u> Coma	1	a.1-a.2	b.1- b.2- b.3	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials	Semester's work(Written assignments, presentation, Midterm exam) -Final written exam	-Final written exam 60% - Semester's work 40%
2	Ischemic heart disease	2-3	a.3	b.1- b.2- b.4	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials		
3	Shock	3	a.4-a.5-a.6-a.7	b.1 –b.2-b.4	c.1- c.2 c.3	d.1-d.2-d.3	Group discussion		
4	Respiratory failure	4	a.8	b. 1 b.2- b.5	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials		
5	Fluid and electrolytes disturbance	4-5	a.9	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials		



No	Content	No/ week	Intended learning outcomes of course						
			a.3- a.10	b.1-b.2- b.4	c.1- c.2 c.3	d.1-d.2-d.3			
6	Cardiac dysrhythmias	5	a.3- a.10	b.1-b.2- b.4	c.1- c.2 c.3	d.1-d.2-d.3	-Interactive Lecture and tutorials -problem solving		
7	Acid base disturbance	6	a.11	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials		
8	Pulmonary embolism	6	a.8	b.1- b.2- b.6	c.1- c.2 c.3	d.1-d.2-d.3	Group discussion		
9	Endocrine emergencies	7	a.12	b.1-b.2	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials		
10	Disseminated intravascular coagulation	7-8	a.13	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3	Interactive Lecture and tutorials		
11	Systemic inflammatory response syndrome	8	a.14	b.1- b.2	c.1- c.2 c.3	d.1-d.2-d.3	-Interactive Lecture and tutorials -problem solving		

رئيس القسم: ا.م.د/ سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة و الطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١ - بيانات المقرر

الرمز الكودي : 602Md03	اسم المقرر : علم الادويه للحالات الحرجه	الفرقة / المستوى : دبلوم
التخصص: تمريض العناية الحرجة و الطوارئ	عدد الوحدات الدراسية نظري <input type="text" value="١"/>	عملي <input type="text"/>

This course aims to provide the post graduate nursing students with an in depth understanding of the pharmacology of drugs frequently used in critical care settings. This course focuses on the Pharmacologic effects and clinical uses of selected drug therapy in emergency and critical care. Pharmacological mechanisms in association with drug interactions, incompatibilities, side effects, contra indications and client education are addressed.	٢ - هدف المقرر
	٣ - المستهدف من تدريس المقرر :
A.1. Define general terms used in pharmacology. A.2. Identify commonly used drugs in the emergency & critical care units. A.3. Describe the mode of action of commonly used drugs in emergency & critical care units. A.4. Recognize the methods drugs administration commonly used in the ICU. A.5. Identify side effects of commonly used drugs in emergency & critical care units.	ت - المعلومات والمفاهيم
B1. Correlate between the medical condition of the	ب - المهارات الذهنية



<p>patient and the drug that will be used for treatment.</p> <p>B2. Evaluate the appropriate dosing of drugs according to the different characteristics of patient.</p> <p>B3. Evaluate the different pharmacotherapies of acid-base balance disorders.</p> <p>B4. Compare the efficacy and effectiveness of the different analgesic and sedative drugs.</p> <p>B5. Assess the different drug adverse reaction and toxicities.</p> <p>B6. Analyze and evaluate medical information and relate it to medical problems solving in pharmacology</p>	
<p>C1. Administer prescribed medication according to patient condition, severity of illness and accompanying diseases.</p> <p>C2. Avoid /or manage drug interactions and adverse effects.</p> <p>C3. Report the different drug adverse the reaction and toxicities.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Use different learning resources to get knowledge and information</p> <p>D2. Demonstrate ability to efficiently, professionally, and effectively communicate with patients, families and colleagues</p> <p>D3. Use information technology in clinical practice.</p> <p>D4. Work with others in a multi-disciplinary approach to assess, plan, provide and integrate care for individual patients</p>	<p>د- المهارات العامة</p>



<p>D5. Manage time effectively in the Emergency Department.</p> <p>D6. Lead and work effectively in a team</p>	
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<ol style="list-style-type: none"> 1. Introduction to pharmacology 2. pharmacokinetics 3. Autonomic drugs <ul style="list-style-type: none"> ▪ Sedatives, hypnotics & Muscle relaxant. ▪ Analgesics & Anti-inflammatory. ▪ Brain Stimulants. ▪ Convulsions therapy 4. Cardiovascular drugs <ul style="list-style-type: none"> ▪ Heart Failure Treatment ▪ Acute coronary syndromes Therapy ▪ Hypertension Treatment ▪ Cardiac Dysrhythmia Therapy ▪ Iv infusion therapy ▪ Treatment of Shock. 5. Respiratory drugs <ul style="list-style-type: none"> ▪ Respiratory Failure Treatment. ▪ COPDS (Asthma) Treatment. ▪ Antibiotics in ICU. 6. Endocrine drugs <ul style="list-style-type: none"> ▪ Diabetes Mellitus. ▪ Thyroid Crisis. 7. Chemotherapeutic drugs 8. Toxicology 	<p>٤-محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises ▪ Real situation (hospital) ▪ Simulated practice with model (lab 	<p>٥-أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all 	<p>٦- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>



types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour.	
	٧-تقويم الطلاب :
▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Written assignments	أ - الأساليب المستخدمة
▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week	ب-التوقيت
▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark	ج- توزيع الدرجات
٨- قائمة الكتب الدراسية والمراجع	
▪ Hand out prepared by students	أ-مذكرات
▪ Spencer R, Nichols L, Likin G. Clinical pharmacology and nursing management. 4th ed, Philadelphia, J.B. Lippincott Company, 1993. ▪ Adams, P., Holland, L. & Urban, C. Pharmacology for Nurses: a pathophysiologic approach. 3rd, 2011. ▪ Basic and Clinical Pharmacology 10th Edition. Ed:Bertram G. Katzung; Appleton & Lange , 2007.	ب - كتب ملزمة
▪ All advanced Clinical Pharmacology textbooks available at the library.	ج - كتب مقترحة
▪ British J. of pharmacology	د - دوريات علمية أو نشرات ....إلخ



<ul style="list-style-type: none">▪ American J. of pharmacology▪ / www.americanheart.org▪ www. AJN .com▪ American Journal of Critical Care Nursing▪ www. BJN.com▪ www. ACCN.com	
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رئيس مجلس القسم العلمى : ا.م.د/سحريونس

أستاذ المادة :



مصفوفة محتوى مقرر دبلومه فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠١٩/٢٠٢٠

Course title: علم الادويه للحالات الحرجه

Code No: 602Md03

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable d
1	Introduction to pharmacology	1	a.1- a.2	b.1- b.2	c.1	d.1-d.2
2	Pharmacokinetics	2-3	a.2 - a.3	b.1 - b.2 - b.3	c.1	d.1- d.2
3	Autonomic drugs	4-5	a.2 - a.3	b.1 - b.2 - b.3 –b.4	c.1	d.1- d.2
4	Cardiovascular drugs	6	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5
5	Endocrine drugs	6-7	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5
6	Chemotherapeutic drugs	7	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5
7	Toxicology	8	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5

رئيس القسم ا.م.د سحر يونس

خريطة مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩**Course title:** علم الادويه للحالات الحرجه**Code No:** 602Md03

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Introduction to pharmacology	1	a.1- a.2	b.1- b.2	c.1	d.1-d.2	Lecture	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%) -Presentation
2	pharmacokinetics	2	a.2 - a.3	b.1 - b.2 - b.3	c.1	d.1- d.2	Lecture		
3	Autonomic drugs <ul style="list-style-type: none">▪ Sedatives, hypnotics & Muscle relaxant.▪ Analgesics & Anti-inflammatory.▪ Brain Stimulants.▪ Convulsions therapy	3-4	a.2 - a.3	b.1 - b.2 - b.3 –b.4	c.1	d.1- d.2	Lecture		
4	Cardiovascular drugs <ul style="list-style-type: none">▪ Heart Failure Treatment▪ Acute coronary syndromes Therapy	4-5	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5	Lecture		



No	Content	No/ week	Intended learning outcomes of course					
	<ul style="list-style-type: none"> ▪ Hypertension Treatment ▪ Cardiac Dysrhythmia Therapy ▪ Iv infusion therapy ▪ Treatment of Shock. 						Group discussion	
5	Respiratory drugs <ul style="list-style-type: none"> ▪ Respiratory Failure Treatment. ▪ COPDS (Asthma) Treatment. ▪ Antibiotics in ICU 	5-6	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5	Lecture Group discussion	-case study (40%)
6	Endocrine drugs <ul style="list-style-type: none"> ▪ Diabetes Mellitus. ▪ Thyroid Crisis 	6-7	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5	Lecture	
7	Chemotherapeutic drugs	7	a.3 - a.4-a.5	b.2	c.1-c.2	d.3 - d.4-d.5	Lecture	
8	Toxicology	8	a.2-a.3-a.5	b.2-b.5- b.6	C.2- c.3	d.2- d.5- d.6	Lecture	

رئيس القسم ا.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي : 602 Ns04	اسم المقرر: تقييم صحتى لمرضى العناية المركز	الفرقة / المستوى : الدبلومة
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظرى ١	عملى ٣

<p>This course introduces diploma nursing students to assessment concepts and skills to determine health status of the adult client in the intensive care units. Emphasis is placed on collection and interpretation of patient's health practices, clinical data review from history taking and physical examination as well as diagnostic studies and lab findings and also focuses on the discussion of selected problems as way of demonstrating deviations from the parameters of normal health.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1 . Understand the concept of health assessment for critically ill patient A2 . Discuss the role of assessment as part of the nursing process A3 . Define components of physical assessment A4 . Recognize skills needed for assessment A5 . Identify the different approach of health assessment for critically patient A6 . Describe the components of the history for assessment of various physiological and mental conditions. A7 . Label the clinical presentation and related diagnostic findings</p>	ث -المعلومات والمفاهيم

<p>of various pathological conditions</p> <p>A8 . Detect critically ill patients needs and problems</p> <p>A9 Describe primary nutrients and caloric requirements for critically ill patients</p> <p>A10 Define dietary guidelines based on the Food Guide Pyramid</p> <p>A11 .Identify different scoring system and their importance in health evaluation</p>	
<p>B1 Differentiate nursing assessment from medical assessment</p> <p>B2 Identify the role of assessment in all levels of preventive healthcare</p> <p>B3 Distinguish subjective and objective data</p> <p>B4 Identify the key questions for a symptom analysis</p> <p>B5 Differentiate primary and secondary data sources</p> <p>B6 Classify tools used during the physical examination</p> <p>B7 Identify fine the four techniques of physical assessment</p> <p>B8 Interpret data reflecting critically ill patient condition based on patients' assessment</p> <p>B9 Synthesis assessment data compiled to formulate nursing diagnose for critically ill patients with core body systems alteration</p> <p>B10 Integrate theory, principles, nursing concepts, anatomy physiology, and pathophysiology within the context of the patient and family into competent nursing practice in an acute care environment</p> <p>B11 Interpret results of tests used to diagnose critically ill patients</p> <p>B12 Differentiate the assessment findings and the therapeutic management modalities of patients with various pathological conditions</p>	<p>ب - المهارات الذهنية</p>

<p>C1. Monitor hemodynamic, oxygenation, blood chemistry and base balance of critically ill patient</p> <p>C2. Assess physical, psychological, and cultural needs of critically ill patients with various pathological conditions</p> <p>C3. Develop technical skills necessary to assess critically ill patient competently as a professional nurse</p> <p>C4. Assess critically ill patients' condition during implementation of therapeutic modalities for core body systems alterations</p> <p>C5. Demonstrate physical assessment technique</p> <p>C6. Implement a nutritional assessment</p> <p>C7. Calculate adequate caloric requirements for critically ill patients.</p> <p>C8. Apply different scoring systems in evaluating the health condition for critically ill patient</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1 Develop confidence in clinical decision – making in the critical care setting</p> <p>D2 Communicate effectively with patients, their families and other colleagues</p> <p>D3 Document assessment cues indicating core body system alterations in patients' record</p> <p>D4 Demonstrate professional attitude toward the profession , patient , families, health care personnel</p> <p>D5 Protect patients' rights, respect, confidentiality and access to updated knowledge</p> <p>D6 Incorporate health promotion, health protection, and injury prevention for core body systems</p>	<p>د- المهارات العامة</p>
<ol style="list-style-type: none"> 1. Health assessment in nursing. 2. Health history and mental health assessment 3. Respiratory system assessment. 4. cardiovascular system assessment. 	

<ol style="list-style-type: none"> 5. Neurovascular system assessment. 6. Gastrointestinal system assessment. 7. Integumentary system assessment. 8. Nutritional assessment. 9. Scoring system in ICU 	٤. محتوى المقرر
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises ▪ Real situation (hospital) ▪ Simulated practice with model (lab) 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Written assignments 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب- التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 80 Mark ▪ Final written exam 120 Mark ▪ Total 200 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. 	ب - كتب ملزمة



<ul style="list-style-type: none">▪ Nursing health assessment▪ Arlson K. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2009.▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004.	
<ul style="list-style-type: none">▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	د – دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

أستاذ المادة :



مصفوفة محتوى مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠١٩/٢٠٢٠

Course title: تقييم صحتى لمرضى العناية المركز

Code No: 602 Ns04

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1	Health assessment in nursing	1	a.1- a.2 - a.3 –a.4- a.5	b.1-b.2-b.3-b.4	c.1	d.1
2	Health history and mental health assessment	2-3	a.5 - a.6	b.3 - b.4 - b.5 - b.6	c.2	d.1- d.2
3	Respiratory system assessment.	4	a.7-a.8	b.6 –b.7-b.8-b.9-b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5
4	Cardiovascular system assessment.	5	a.7-a.8	b.6 –b.7-b.8-b.9-b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5



No	Content	No/ week	Intended learning outcomes of course			
5	Neurovascular system assessment.	6	a.7-a.8	b.6 –b.7-b.8-b.9-b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5
6	Gastrointestinal system assessment	7	a.7-a.8	b.6 –b.7-b.8-b.9-b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5
7	Integumentary system assessment.	8	a.7-a.8	b.6 –b.7-b.8-b.9-b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5
8	Nutritional assessment.	8-9	a.9 -a.10	b.6 –b.7-b.8-b.9-b.10- b.11-b.12	c.3-c.4-c.5-c.6-c-7	d.3-d.4-d.5
9	Scoring system in ICU	10	a.11	b.11	C.8	d.6

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه فى تمريض العناية الحرجة والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: تقييم صحى لمرضى العناية المركز

Code No: 602 Ns04

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding A	Intellectual skills B	Professional skills c	General &transferable D	Teaching and learning activities	Method of assessment	Evidence
1	Health assessment in nursing	1	a.1- a.2 - a.3 -a.4- a.5	b.1-b.2-b.3- b.4	c.1	d.1	Lecture	-Activities (presentation, case study)	-Final-term Exam (60%)
2	Health history and mental health assessment	2-3	a.5 - a.6	b.3 - b.4 - b.5 - b.6	c.2	d.1- d.2	Lecture		
3	Respiratory system assessment.	4	a.7-a.8	b.6 -b.7- b.8-b.9- b.10-	c.3-c.4-c.5	d.3-d.4-d.5	Lecture			-Final written



No	Content	No/ week	Intended learning outcomes of course						exam	- Presentation -case study (40%)
				b.11-b.12						
4	Cardiovascular system assessment.	5	a.7-a.8	b.6 –b.7- b.8-b.9- b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5	Lecture			
5	Neurovascular system assessment.	6	a.7-a.8	b.6 –b.7- b.8-b.9- b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5	Lecture			
6	Gastrointestinal system assessment	7	a.7-a.8	b.6 –b.7- b.8-b.9- b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5	Lecture			
7	Integumentary system assessment.	8	a.7-a.8	b.6 –b.7- b.8-b.9- b.10- b.11-b.12	c.3-c.4-c.5	d.3-d.4-d.5	Lecture			



No	Content	No/ week	Intended learning outcomes of course						
8	Nutritional assessment.	8-9	a.9 -a.10	b.6 –b.7- b.8-b.9- b.10- b.11-b.12	c.3-c.4-c.5- c.6-c-7	d.3-d.4-d.5	Lecture Group discussion		
9	Scoring system in ICU	10	a.11	b.11	C.8	d.6	Brain storming Group discussion		

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : الدبلومة	اسم المقرر: تمريض العناية الحرجة المتقدم (٢)	الرمز الكودي: 602Ns05
عملي ٩	عدد الوحدات الدراسية نظري ٣	التخصص: تمريض العناية الحرجة والطوارئ

<p>This course is a continuation of critical care nursing (1). Other body system disorders and functional alterations will be further emphasized and holistic nursing intervention will be discussed and applied. This course is also intended to integrate theory with clinical practice emphasizing the demonstration of the competencies necessary for the safe practice in the various support strategies employed in attempting to overcome life threatening situations and to integrate knowledge from nursing and other disciplines to formulate nursing intervention strategies for patients experiencing critical health disruptions. This course is also geared towards enhancement of the candidate's cognitive and clinical skills in diagnosing and management of the adult critically ill patients and end of life caring.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>A1 Identify the principles for triaging the critically ill patients in the emergency settings.</p> <p>A2 Discuss the management of critically ill patients' various pathological conditions.</p>	<p>ج -المعلومات والمفاهيم</p>

<p>A3 Explain the different types of therapeutic modalities for critically ill patients</p> <p>A4 Recognize the new trends and advanced algorithms for managing critically ill patients health threatening problems.</p> <p>A5 Classify risk factors and causes for critically ill patients' various pathological conditions.</p> <p>A6 Identify the new advanced technology in management critically ill patient's health problem.</p> <p>A7 Describe the clinical presentation and related diagnostic findings of various pathological conditions</p> <p>A8 Define the new terms related to advanced technology and devices in intensive care units.</p> <p>A9 Mention the ethical consideration during the care of end of life for patients in ICU.</p>	
<p>B1 Categorize the critically ill patients according to various triage systems .</p> <p>B2 Identify the appropriate nursing action for critical situations.</p> <p>B3 Prioritize nursing action according to the critical ill patient's needs.</p> <p>B4 Analyze the advancement in the equipment and procedures used for therapeutic management of patients with various pathological conditions.</p> <p>B5 Correlate between the traditional and the advanced maneuver in order to reach the high quality in caring of critically ill patients.</p> <p>B6 Differentiate between the traditional and the advanced algorithms for treatment of threatening health problems .</p> <p>B7 Integrate theory, principles, nursing concepts, anatomy physiology, and pathophysiology within the context of the</p>	<p>ب - المهارات الذهنية</p>

<p>patient and family into competent nursing practice in an acute care environment</p> <p>B8 Recognize the importance to know how to deal with the advanced devices in ICU to achieve high quality of nursing care.</p> <p>B9 Investigate the different factors that promote or hinder the communication on ICU</p> <p>B10 Recognize the ethical issues and end of life caring as a part of patient's rights.</p>	
<p>C1 Triage critically ill patients in emergency settings according to their severity of illness using different triage systems .</p> <p>C2 Appliance nursing care for critically ill patients who are attached with new advanced devices to provide high quality nursing care.</p> <p>C3 Applying the new developed algorithms in treating life threatening problems in a real situation in ICU .</p> <p>C4 Implement effectively interventions identified to meet different needs for patients, families, and nursing team , and organizational system in a safe and ethical manner according to priority</p> <p>C5 Prepare patients for new therapeutic management modalities for core body systems alterations</p> <p>C6 Provide caring for new technologies and devices in ICU.</p> <p>C7 Communicate with critically ill patients according to their special needs.</p> <p>C8 Consider the ethical issues in treating the critically ill patients at the end of life and achieve the concept of holism in ICU.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>D1 Communicate effectively with patients, their families and other colleagues</p> <p>D2 Develop confidence in clinical decision – making in the critical care setting</p> <p>D3 Document assessment cues indicating core body system alterations in patients' record</p> <p>D4 Demonstrate professional attitude toward the profession , patient , families, health care personnel</p> <p>D5 Protect patients' rights, respect, confidentiality and access to updated knowledge</p> <p>D6 Incorporate health promotion, health protection, and injury prevention for core body systems</p>	<p>د- المهارات العامة</p>
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<ol style="list-style-type: none"> 1. Principals of Triage. 2. Nursing management for cardiac dysrhythmias. 3. Basic and advanced cardiac life support. 4. Cardiac catheterization. 5. Heart surgeries: <ul style="list-style-type: none"> ▪ Vascular diseases. ▪ Open Heart Surgery 6. Nursing care for Mechanically Ventilated patients 7. Nursing role in continuous Renal Replacement Therapy. 8. Nursing consideration for Nutrition in ICU. 9. Fluid, Electrolytes and Acid base balance in ICU 10. Bundle of care. 11. Nursing care for Sleep Deprivation among critically Ill patients. 12. Nursing management of Stress in ICU. 13. Nursing management of Delirium in ICU. 14. Communication in ICU. 15. Ethical issues & Death in Critical care Nursing. 	<p>٤. محتوى المقرر</p>
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<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises ▪ Real situation (hospital) ▪ Simulated practice with model (lab 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. ▪ Oral exam ▪ Practical/Laboratory Work 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 120 Mark ▪ Final written exam 180 Mark ▪ Total 300 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Arlson K. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2009. ▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th 	ب - كتب ملزمة



ed. New York, Mosby, 2004.	
▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة
▪ http://www .aacn.org/ www.americanheart.org ▪ www. AJN .com ▪ American Journal of Critical Care Nursing ▪ www. BJN.com ▪ www. ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org ▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk ▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk ,	د – دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

أستاذ المادة :



مصفوفة محتوى مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: تمريض العناية الحرجة المتقدم (٢)

Code No: 602Ns05

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1	Principals of Triage	1	a.1- a.٢- a.3	b.1- b.2-b.3 b.4	c.1- c.2	d.1-d.2
2	Nursing management for cardiac dysrhythmias	2	a.3 –a.4	b.5-b.3	c.3-c.4- c.5-c.6 -c.7	d.2-d.3-d.4 -d.5- d.6
3	Basic and advanced cardiac life support	3	a.2 - a.3 - a.5	b.3-b.4-b.6	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.5- d.6
4	Cardiac catheterization	3-4	a.3 –a.4- a.3- a.6	b.2-b.3-b.7	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.6- d.7-d.8



No	Content	No/ week	Intended learning outcomes of course			
5	Heart surgeries <ul style="list-style-type: none"> ▪ Vascular diseases. ▪ Open Heart Surgery 	4	a.7 –a.8	b.2-b.3-b.4-b.7	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.6- d.7- d.8
6	Nursing care for Mechanically Ventilated patients	5	a.2 –a.3-a.4-a.6	b.3-b.4- b.5- b.7	c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 -d.5- d.6
7	Nursing role in continuous Renal Replacement Therapy.	5-6	a.3 - a.4-a.6	b.2-b.3-b.4	c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 -d.5- d.6
8	Nursing consideration for Nutrition in ICU.	6	a.4 -a.3	b.2-b.3 -b.4	c.3-c.4- c.5 -c.6- c.7- c.8	d.2-d.3-d.4 -d.5- d.6
9	Fluid, Electrolytes and Acid base balance in ICU	7	a.4- a.3	b.2-b.3 -b.4	c.3-c.4- c.5 -c.6- c.7- c.8	d.2-d.3 - d.6
10	Bundle of care.	7-8	a.2- a.3-a.4- a.6	b.2-b.3 -b.4	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.5- d.6
11	Nursing care for Sleep Deprivation among critically Ill patients.	8	a.2- a.3-a.4- a.6	b.2-b.3 -b.4	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.5- d.6



No	Content	No/ week	Intended learning outcomes of course			
12	Nursing management of Stress in ICU.	9	a.2- a.3-a.4- a.6 -a.6	b.2-b.3 -b.8	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.5- d.6
13	Nursing management of Delirium in ICU.	9-10	a.2- a.3-a.4- a.6	b.2-b.3 -b.8	c.2-c.3-c.4- c.6-c.7- c.8	d.2-d.3-d.4 -d.5- d.6
14	Communication in ICU.	10	a.2- a.3-a.4-a.5- a.6	b.4 -b.9	c.5- c.6-c.7-c.8	d.1- d.2-d.3-d.4 - d.5- d.6
15	Ethical issues & Death in Critical care Nursing.	11	a.9	b.2-b.8-b.10	c.5- c.6-c.8-c.9	d.2-d.3-d.4 -d.5- d.6

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: تمريض العناية الحرجة المتقدم (٢)

Code No: 602Ns05

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Principals of Triage	1	a.1- a.٢- a.3	b.1- b.2-b.3 b.4	c.1- c.2	d.1-d.2	Lecture	-Activities (presentation, case study)	-Final-term Exam (60%)
2	Nursing management for cardiac dysrhythmias	2	a.3 –a.4	b.5-b.3	c.3-c.4- c.5- c.6 -c.7	d.2-d.3-d.4 - d.5- d.6	Lecture		
3	Basic and advanced cardiac life support	3	a.2 - a.3 - a.5	b.3-b.4-b.6	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Lecture			-Final written exam



No	Content	No/ week	Intended learning outcomes of course						
4	Cardiac catheterization	3-4	a.3 –a.4- a.3- a.6	b.2-b.3-b.7	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.6- d.7-d.8	Lecture		-Presentation
5	Heart surgeries <ul style="list-style-type: none"> ▪ Vascular diseases. ▪ Open Heart Surgery 	4	a.7 –a.8	b.2-b.3-b.4- b.7	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.6- d.7- d.8	Lecture		-case study (40%)
6	Nursing care for Mechanically Ventilated patients	5	a.2 –a.3-a.4- a.6	b.3-b.4- b.5- b.7	c.3-c.4- c.6- c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Group discussion		
7	Nursing role in continuous Renal Replacement Therapy.	5-6	a.3 - a.4-a.6	b.2-b.3-b.4	c.3-c.4- c.6- c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Brain storming		
8	Nursing consideration for Nutrition in ICU.	6	a.4 -a.3	b.2-b.3 -b.4	c.3-c.4- c.5 -c.6-c.7- c.8	d.2-d.3-d.4 - d.5- d.6	Group discussion		
9	Fluid, Electrolytes and Acid base balance in ICU	7	a.4- a.3	b.2-b.3 -b.4	c.3-c.4- c.5 -c.6-c.7- c.8	d.2-d.3 - d.6	Group discussion Problem		



No	Content	No/ week	Intended learning outcomes of course						
								solving	
10	Bundle of care.	7-8	a.2- a.3-a.4- a.6	b.2-b.3 -b.4	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Lecture Group discussion		
11	Nursing care for Sleep Deprivation among critically Ill patients.	8	a.2- a.3-a.4- a.6	b.2-b.3 -b.4	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Group discussion		
12	Nursing management of Stress in ICU.	9	a.2- a.3-a.4- a.6 -a.6	b.2-b.3 -b.8	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Group discussion		
13	Nursing management of Delirium in ICU.	9-10	a.2- a.3-a.4- a.6	b.2-b.3 -b.8	c.2-c.3-c.4- c.6-c.7-c.8	d.2-d.3-d.4 - d.5- d.6	Group discussion		
14	Communication in ICU.	10	a.2- a.3-a.4- a.5- a.6	b.4 -b.9	c.5- c.6-c.7- c.8	d.1- d.2-d.3- d.4 -d.5- d.6	Lecture Group discussion		
15	Ethical issues & Death in	11	a.9	b.2-b.8-b.10	c.5- c.6-c.8- c.9	d.2-d.3-d.4 - d.5- d.6	Lecture Problem		



No	Content	No/ week	Intended learning outcomes of course						
	Critical care Nursing.						solving		

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي : 602Ns06	اسم المقرر: اداب المهنة والتشريعات القانونية	الفرقة / المستوى : دبلوم
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ١	عملي <input type="checkbox"/>

<p>This course aims to assist post graduate students in developing in-depth knowledge and practice in the field of ethical and legal issues in critical care settings. The student will explore the most pressing legal and ethical issues and concerns related to the delivery of patient care, and the administration of nursing services. It will also stimulate higher levels of awareness regarding the need to develop departmental and organizational compliance programs which address adherence to legal/ethical issues, and also assist student in taking on a more active role within institutional settings regarding legal/ethical dilemmas in practice.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>A1. Identify the legal, moral and ethical constraints influencing in critical care nursing practice. A2. Define ethics, bioethics, and nursing ethics. A3. Identify ethical principles that guide health care decision making. A4. Enumerate importance of Documentation of nursing practice. A5. Explain the difference between intentional and unintentional</p>	<p>ح -المعلومات والمفاهيم</p>

<p>illegal and unethical nursing practices.</p> <p>A6. Understand the theories of law and ethics as related to critical care nursing delivery.</p> <p>A7. Understand the methodologies used to deal effectively with ethical dilemmas in practice.</p> <p>A8. Summarize the role of nurse in caring of the dying person.</p>	
<p>B1. Compare between different ethical concepts and principles,</p> <p>B2. Discuss the different ethical and legal aspects governing cardiopulmonary resuscitation.</p> <p>B3. Debate strategies that can be employed to address legal and ethical issues in nursing practice</p> <p>B4. Describe current literature related to legal and ethical nursing practice dilemmas.</p> <p>B5. Discuss strategies that can be employed to address legal and ethical issues in nursing practice.</p> <p>B6. Discuss specific legislation that applies to nursing practice.</p> <p>B7. Compare between different strategies for resource allocation in critical care units.</p> <p>B8. Define the different needs of the dying patient.</p> <p>B9. Discuss an approach for withholding life support treatment.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Provide ethically & legally competent nursing care to the critically ill client.</p> <p>C2. Apply and evaluate knowledge of ethics and the law to specific issues pertinent to nurses.</p> <p>C3. Evaluate ethical theory, principles and values that guide decision-making in nursing practice.</p> <p>C4. Apply and evaluate knowledge of ethics and the law to specific bioethical issues.</p> <p>C5. Apply the skills of planning, problem solving and decision making within the context of nursing.</p> <p>C6. Assess and solve general problems in administration of medication in ICU.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

- D1.** Relate specific legal and ethical issues to the Texas Nurse Practice Act.
- D2.** Recognize the imperatives of advanced practice nurses in administrative practice to advocate for the legal rights of patients
- D3.** Understand the need to educate and train staff on legal and ethical compliance in critical care nursing delivery.
- D4.** Communicate with dying patient and his / her family.
- D5.** Acknowledges the imperatives of advanced practice nurses in administrative practice to advocate for the ethical delivery of critical care nursing. .
- D6.** Practices problem solving skills.
- D7.** Participates in ongoing educational activities related to professional issues.

د- المهارات العامة

- 1. Nursing Ethics in Critical Care Nursing**
 - Ethical theory, principles and values in nursing practice.
 - The Code of Ethics for nurses
 - Ethics and decision making.
 - Processes for ethical decision making
 - Framework (Model) For Ethical Decision Making
 - Ethics committees
- 2. Nursing Practice in Critical Care Nursing**
 - Liability in Professional Practice
 - Documentation of nursing practice
- 3. Critical Care Nursing and The Law**
- 4. Tort law and its Relationship to Nursing Practice:**
 - Negligence and malpractice.
 - Vicarious liability
 - Assault and battery
 - Consent
 - False imprisonment
- 5. Legal and Ethical Issues Pertinent to Critical Care Nursing:**
 - Patient's Rights
 - Nurse's Rights
 - Privacy
 - Confidentiality
- 6. Bioethical Issues related to Critical Care Nursing Delivery:**
 - Use of restraints

٧. محتوى المقرر

<ul style="list-style-type: none"> ▪ End of life Issues in ICUs: ▪ Do Not (Attempt) Resuscitate (Resuscitation) (DNR/DNAR) Orders. ▪ Criteria of Brain Death ▪ Organ Donation and Transplantation ▪ Legal Aspects of Drugs Administration in ICU: ▪ Principle in administration of medications ▪ Problems in administration of medications ▪ Supervision in administration of medications 	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	٨. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٩. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
١٠. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
١١. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Aiken, T. (2004). Legal, Ethical, and political issues in nursing (2nd Edition). Philadelphia: F.A. Davis. 	ب - كتب ملزمة

<ul style="list-style-type: none"> ▪ American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th ed.). American Psychological Association: Washington, DC ▪ Laurie J and Douglas S. Ethics: 2010 American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care. Circulation. 18(suppl.3):S665-75 	
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ http:// www.slideshare.net/.../legal-and-ethical-issues-in-critical. ▪ http://www. ir.uitm.edu.my/id/eprint/3206/contents ▪ Available at: ir.uitm.edu.my/id/eprint/3206/contents ▪ http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf ▪ American journal of Critical Care Nursing ▪ http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Courage-and-Distress/Understanding-Moral-Distress.html 	د – دوريات علمية أو نشرات إلخ



مصفوفة محتوى مقرر دبلومه فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: اداب المهنة والتشريعات القانونية

Code No: 602Ns06

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills C	General &transferable d
1	Nursing Ethics in Critical Care Nursing	1	a.1- a.2- a.3	b.1-b.2	c.1- c.2- c.3 -c.4-c.5	d.1
2	Nursing Practice in Critical Care Nursing	2-3	a.4- a.5	b.3- b.4- b.5- b.6	c.3	d.1- d.2
3	Critical Care Nursing and The Law	4	a.6	b.3 –b.6	c.2- c.4	d.2
4	Tort law and its Relationship to Nursing Practice	5-6	a.4-a.7	b. 7	c.1	d.1- d3



No	Content	No/ week	Intended learning outcomes of course			
5	Legal and Ethical Issues Pertinent to Critical Care Nursing	7	a.1- a.3	b.3- b.5	c.1- c.3	d.1- d.2
6	Bioethical Issues related to Critical Care Nursing Delivery	8	a.5- a.8	b.1-b.8- b.9	c.5- c.6	d.3- d.4- d.5- d.6- d.7

رئيس القسم ا.م.د سحر يونس



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه فى تمريض العناية الحرجة والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: اداب المهنة والتشريعات القانونية

Code No: 602Ns06

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills B	Professional skills c	General & transferable D	Teaching and learning activities	Method of assessment	Evidence
1	Nursing Ethics in Critical Care Nursing <ul style="list-style-type: none">Ethical theory, principles and values in nursing practice.The Code of Ethics for nursesEthics and decision making.Processes for ethical decision makingFramework (Model) For Ethical Decision MakingEthics committees	1	a.1- a.2- a.3	b.1-b.2	c.1- c.2- c.3 -c.4- c.5	d.1	Lecture	-Activities (presentation, case study)	-Final-term Exam (60%)



No	Content	No/ week	Intended learning outcomes of course						
2	Nursing Practice in Critical Care Nursing <ul style="list-style-type: none"> ▪ Liability in Professional Practice ▪ Documentation of nursing practice 	2-3	a.4- a.5	b.3- b.4- b.5- b.6	c.3	d.1- d.2	Lecture	-Final written exam	- Presentatio n
3	Critical Care Nursing and The Law	4	a.6	b.3 –b.6	c.2- c.4	d.2	Lecture		-case study (40%)
4	Tort law and its Relationship to Nursing Practice <ul style="list-style-type: none"> ▪ Negligence and malpractice. ▪ Vicarious liability ▪ Assault and battery ▪ Consent ▪ False imprisonment 	5-6	a.4-a.7	b. 7	c.1	d.1- d3	Group discussion		
5	Legal and Ethical Issues Pertinent to Critical Care Nursing <ul style="list-style-type: none"> ▪ Patient's Rights ▪ Nurse's Rights ▪ Privacy ▪ Confidentiality 	7	a.1- a.3	b.3- b.5	c.1- c3	d.1- d2	Group discussion		



No	Content	No/ week	Intended learning outcomes of course								
6	<p>Bioethical Issues related to Critical Care Nursing Delivery</p> <ul style="list-style-type: none"> ▪ Use of restraints ▪ End of life Issues in ICUs: ▪ Do Not (Attempt) Resuscitate (Resuscitation) (DNR/DNAR) Orders. ▪ Criteria of Brain Death ▪ Organ Donation and Transplantation ▪ Legal Aspects of Drugs Administration in ICU: ▪ Principle in administration of medications ▪ Problems in administration of medications ▪ Supervision in administration of medications 	8	a.5- a.8	b.1-b.8- b.9	c.5- c.6	d.3- d.4- d.5- d.6- d.7	Group discussion				
							Brain storming				
							Problem solving				

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي: 602Md07	اسم المقرر: طب الحالات الحرجة	الفرقة / المستوى : دبلوم
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري <input type="text" value="٢"/>	عملي <input type="text"/>

<p>This course aims to prepare post graduate nursing students to be knowledgeable, independent and clinically competent to manage the patient with different body system alterations. Also, it enables students to develop systematic medical problem solving and patient management abilities in the emergency setting. This course presents subject matter from medical, immunology and traumatology principles fundamental to life threatening conditions.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Explain scientific knowledge of etiology, clinical picture, diagnosis and prevention of diseases and situations related to critical illness.</p> <p>A2. Recognize the underlying pathophysiology of health problems commonly encountered in the critically ill patients.</p> <p>A3. Identify the different monitoring systems in the critical care settings.</p> <p>A4. State the impact of common health problems in the field of critical care medicine on the society and how good clinical practice improve these problems.</p> <p>A5. Describe the scientific basis of therapeutic interventions</p>	خ -المعلومات والمفاهيم

<p>commonly employed in the management of the critically ill patients.</p> <p>A6. Mention the recent and update developments in the pathogenesis, diagnosis, prevention and treatments of common diseases in the critical care setting.</p>	
<p>B1. Correlate the facts of relevant basic and clinically supportive science with clinical reasoning, diagnosis and management of common diseases of critically ill patients.</p> <p>B2. Synthesis assessment data compiled to formulate diagnose for critically ill patients with core body systems alteration.</p> <p>B3. Interpret data reflecting critically ill patient condition based on patients' assessment.</p> <p>B4. Practice an investigatory and analytic approach (problem solving) to clinical situations that is commonly occurred in the critical care settings.</p> <p>B5. Formulate the management plans and alternative decisions for the critically ill patients with different systems alteration</p> <p>B6. Recognize potential risk and intervene to prevent, where possible, complications occurring.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Obtain proper history and examine patients and in caring and respectful behaviors.</p> <p>C2. Demonstrate well developed systematic health assessment skills for critically ill patients.</p> <p>C3. Apply knowledge related to essential monitoring of critical ill patients into Critical care settings.</p> <p>C4. Carry out patient management plans for common conditions related to critical illness.</p> <p>C5. Provide health care services aimed at preventing health problems related to critical illness.</p> <p>C6. Perform competently non invasive and invasive procedures considered essential for critical care.</p> <p>C7. Demonstrate commitment to practicing in a sensitive and non-</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>discriminatory manner that promotes the primacy, dignity, welfare and human rights of patients, clients and care giver.</p>	
<p>D1. Communicates with patient / client with a respect for different values, cultures, intellectual levels and emotional state.</p> <p>D2. Protects patient/ client rights to autonomy, respect, privacy, dignity and access to information.</p> <p>D3. Follow the legal and ethical principles in critical care.</p> <p>D4. Develop confidence in clinical decision – making in the critical care setting.</p> <p>D5. Collaborate with critically ill patients, their families, and interdisciplinary team in the planning and delivery of care.</p>	<p>د- المهارات العامة</p>

<p>8. Cardiovascular System</p> <ul style="list-style-type: none"> ▪ Advanced cardiac life support ▪ Cardiac Dysrhythmias ▪ Pace maker ▪ Hypertensive Crisis <p>9. Respiratory System</p> <ul style="list-style-type: none"> ▪ Airway Management ▪ Exacerbation of Chronic Obstructive Pulmonary Disease ▪ Mechanical Ventilation ▪ VAP ▪ O₂ Therapy <p>10. Nervous System</p> <ul style="list-style-type: none"> ▪ Coma & Altered Level of Consciousness ▪ Myasthenia Gravis & Guillain-Barre ▪ Pain & Sedation in ICU <p>11. Renal System</p> <ul style="list-style-type: none"> ▪ Kidney Transplantation <p>12. Endocrine System</p> <ul style="list-style-type: none"> ▪ Thyroid Crisis ▪ <p>13. Gastrointestinal System</p> <ul style="list-style-type: none"> ▪ Acute abdomen 	<p>٤. محتوى المقرر</p>
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<ul style="list-style-type: none"> ▪ Acute pancreatitis ▪ Re-feeding syndrome <p>14. Multisystem Dysfunction</p> <ul style="list-style-type: none"> ▪ Shock ▪ Sepsis & Systemic Inflammatory Response Syndrome(SIRS) <p>15. Hematology</p> <ul style="list-style-type: none"> ▪ Coagulopathy 	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ BPL ▪ Simulation ▪ Practical and clinical cases ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises Projects- based learning 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Oral exam ▪ Written assignments 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final written exam 16th week 	<p>ب- التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 80 Mark ▪ Final written exam 120 Mark ▪ Total 200 Mark 	<p>ج- توزيع الدرجات</p>
<p>٨. قائمة الكتب الدراسية والمراجع</p>	

<ul style="list-style-type: none">▪ Hand out prepared by students	أ-مذكرات
<ul style="list-style-type: none">▪ Marino P. Marino's The ICU Book. 4th e., Lippincot Williams & Wilkins, 2014.▪ Clinical Emergency Medicine 2nd. S.v Mahadevan Gasm. Garmel,2012.▪ Handbook of evidence based critical care, Paul Ellis Marik. Springer, 2010▪ Intensive care: A consise textbook/ Charles Hinds, David Waston. Saunders/ Elsevier, 2008	ب - كتب ملزمة
<ul style="list-style-type: none">▪ All advanced Critical Care Medicine textbooks available at the library.	ج - كتب مقترحة
<ul style="list-style-type: none">▪ www.americanheart.org▪ www.ccmjournal.org / Critical Care Medicine▪ www.Pubmed. Com▪ www. Research gate .net▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk	د - دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :

مصفوفة محتوى مقرر دبلومه في تمريض العناية الحرجه والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩**Course title:** طب الحالات الحرجة**Code No:** 602Md07

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1	Cardiovascular System	1	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5-c.6-c.7	d.1-d.2-d.3-d.4-d.5
2	Respiratory System	2	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5-c.6-c.7	d.1-d.2-d.3-d.4-d.5
3	Nervous System	3-4	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5- c.6-c.7	d.1-d.2-d.3-d.4-d.5
4	Renal System	5	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5- c.6-c.7	d.1-d.2-d.3-d.4-d.5
5	Endocrine System	6	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4-	d.1-d.2-d.3-d.4-d.5



No	Content	No/ week	Intended learning outcomes of course			
					c.5- c.6-c.7	
6	Gastrointestinal System	6-7	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5- c.6-c.7	d.1-d.2-d.3-d.4-d.5
7	Multisystem Dysfunction	8	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5- c.6-c.7	d.1-d.2-d.3-d.4-d.5
8	Hematology	1	a.1- a.2 - a.3-a.4-a.5-a.6	b.1- b.2-b.3-b.4-b.5-b.6	c.1- c.2-c.3-c.4- c.5- c.6-c.7	d.1-d.2-d.3-d.4-d.5

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: طب الحالات الحرجة

Code No: 602Md07

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Cardiovascular System <ul style="list-style-type: none">Advanced cardiac life supportCardiac DysrhythmiasPace makerHypertensive Crisis	1	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5-c.6- c.7	d.1-d.2-d.3- d.4-d.5	Lecture Group discussion	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%)
2	Respiratory	2	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4-	c.1- c.2-c.3- c.4-c.5-c.6-	d.1-d.2-d.3- d.4-d.5	Lecture	-Final written exam	-



No	Content	No/ week	Intended learning outcomes of course						
	System <ul style="list-style-type: none"> ▪ Airway Management ▪ Exacerbation of Chronic Obstructive Pulmonary Disease ▪ Mechanical Ventilation ▪ VAP ▪ O₂ Therapy 			b.5-b.6	c.7		Group discussion		Presentation
3	Nervous System <ul style="list-style-type: none"> ▪ Coma & Altered Level of Consciousness ▪ Myasthenia Gravis & Guillain-Barre ▪ Pain & Sedation in ICU 	3-4	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5- c.6- c.7	d.1-d.2-d.3- d.4-d.5	Lecture		-case study (40%)



No	Content	No/ week	Intended learning outcomes of course						
4	Renal System <ul style="list-style-type: none"> ▪ Kidney Transplantation 	5	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5- c.6- c.7	d.1-d.2-d.3- d.4-d.5	Lecture		
5	Endocrine System <ul style="list-style-type: none"> ▪ Thyroid Crisis 	6	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5- c.6- c.7	d.1-d.2-d.3- d.4-d.5	Lecture		
6	Gastrointestinal System <ul style="list-style-type: none"> ▪ Acute abdomen ▪ Acute pancreatitis ▪ Re-feeding syndrome 	6-7	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5- c.6- c.7	d.1-d.2-d.3- d.4-d.5	Group discussion		
7	Multisystem Dysfunction <ul style="list-style-type: none"> ▪ Shock ▪ Sepsis & 	8	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5- c.6- c.7	d.1-d.2-d.3- d.4-d.5	Lecture		
							Problem		



No	Content	No/ week	Intended learning outcomes of course						
	Systemic Inflammatory Response Syndrome(SIRS)						solving		
8	Hematology <ul style="list-style-type: none">Coagulopathy	1	a.1- a.2 - a.3- a.4-a.5-a.6	b.1- b.2- b.3-b.4- b.5-b.6	c.1- c.2-c.3- c.4-c.5- c.6- c.7	d.1-d.2-d.3- d.4-d.5	Lecture		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : الدبلوم	اسم المقرر: Environmental safety in ICU الامان البيئي في وحدة العناية المركزه	الرمز الكودي : 602E108
عملى ٣	عدد الوحدات الدراسية نظرى ١	التخصص: تمريض العناية الحرجة والطوارئ

This course covers the recognition of the hazards critically ill patients may be exposed to and the measures to improve patient safety in the critical care environment as well as the occupational hazards, injuries and diseases health care workers may be exposed to and the principles of occupational safety including safety regulations and standards and models of accident causation in the critical care unit.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A12Identify types of ICU design</p> <p>A13Emphasize the safe use of intensive care unit medical devices and technology</p> <p>A14Recognize the important intensive care unit patient safety concerns and solutions to address the concerns.</p> <p>A15Identify methods to minimize exposure to the blood and body fluids.</p> <p>A16Know potential situations for needle-stick injury.</p> <p>A17Explain the occupational hazards critical care nurses are exposed to and strategy to prevent these hazards.</p>	د - المعلومات والمفاهيم

<p>A18 Describe environmental factors that increase the risk of back injury.</p> <p>A19 Define sources of noise in ICU.</p> <p>A20 Distinguish methods to control infection in ICU.</p> <p>A21 Enumerate methods of patients' safety in ICU.</p>	
<p>B13 Describe the ideal ICU design.</p> <p>B14 Synthesis guidelines for the safe use of intensive care unit medical devices and technology</p> <p>B15 Develop guidelines for safety practices for intensive care unit patients and health care providers based on evidence.</p> <p>B16 Classify conditions predisposing nurses to musculoskeletal injury in relation to physical, emotional, and preferential.</p> <p>B17 Develop a strategy to prevent occupational hazards in ICU.</p> <p>B18 Examine the hazards in ICU environment.</p> <p>B19 Formulate strategies to control infection in ICU.</p> <p>B20 Design methods to promote patients safety in the ICU.</p>	<p>ب - المهارات الذهنية</p>
<p>C1 Apply knowledge gained in theory to improve patient's safety in Critical care units.</p> <p>C2 Relate the principles of occupational safety in Critical care units.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>16. Appreciate the impact of intensive care unit environment design on patient safety.</p> <p>17. Follow electrical safety precaution in the ICU.</p> <p>18. Communicate effectively with the infection control committee to minimize the risk of infection transmission</p>	<p>د- المهارات العامة</p>

<p>19. ICU Design</p> <p>20. Device & Technology safety in the ICU</p> <p>21. Occupational health hazards in the ICU</p> <p>22. Environmental hazards</p> <p>23. Infection control in ICU</p>	
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<p>24. Patients' safety in the ICU</p> <ul style="list-style-type: none"> ▪ Medical restraints ▪ Falls ▪ Medication errors ▪ Prevention of bed sores ▪ Thromboembolism ▪ Documentation. 	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises ▪ Real situation (hospital) ▪ Simulated practice with model (lab) 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Written assignments 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	<p>ب- التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	<p>ج- توزيع الدرجات</p>
<p>٨. قائمة الكتب الدراسية والمراجع</p>	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	<p>أمذكرات</p>
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. 	<p>ب - كتب ملزمة</p>



<ul style="list-style-type: none">▪ Nursing health assessment▪ Arlson K. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2009.▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004.	
<ul style="list-style-type: none">▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	د – دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

أستاذ المادة :



مصفوفة محتوى مقرر دبلومه في تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: Environmental safety in ICU

Code No: 602EI08

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1	ICU Design	1	a.1	b.1	c.1	d.1
2	Device & Technology safety in the ICU	2-3	a.2-a.3	b.2	c.1	d.1
3	Occupational health hazards in the ICU	4-5	a.4-a.5-a.6	b.3-b.4-b.5	c.2	d.2
4	Environmental hazards	6	a.7-a.8	b.6	c.1	d.1
5	Infection control in ICU	7	a.9	b.3-b.4-b.7	c.1	d.3
6	Patients' safety in the ICU	8	a.3-a.10	b.3-b.8	c.1	d.1

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومته في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Environmental safety in ICU

Code No: 602E108

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable D	Teaching and learning activities	Method of assessment	Evidence
1	ICU Design	1	a.1	b.1	c.1	d.1	Lecture Brain storming	-Activities (presentation, case study)	-Final-term Exam (60%) -Presentation
2	Device & Technology safety in the ICU	2-3	a.2-a.3	b.2	c.1	d.1	Lecture Group discussion		
3	Occupational health hazards in the ICU	4-5	a.4-a.5-a.6	b.3-b.4-b.5	c.2	d.2	Lecture		
4	Environmental hazards	6	a.7-a.8	b.6	c.1	d.1	Lecture	-Final	



No	Content	No/ week	Intended learning outcomes of course						
			a.9	b.3-b.4-b.7	c.1	d.3	Lecture	written exam	-case study
5	Infection control in ICU	7	a.9	b.3-b.4-b.7	c.1	d.3	Lecture	written exam	-case study (40%)
6	Patients' safety in the ICU <ul style="list-style-type: none">▪ Medical restraints▪ Falls▪ Medication errors▪ Prevention of bed sores▪ Thromboembolism▪ Documentation	8	a.3-a.10	b.3-b.8	c.1	d.1	Lecture Group discussion		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي: 602E109	اسم المقرر: التمريض القائم على الدلائل	الفرقة / المستوى : دبلوم
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري <input type="text" value="٢"/> عملي <input type="text"/>	

<p>This course will explore the intersection between research and quality improvement in critical care units. Upon completion of this course, students will have developed and can apply a framework for systematic Evidence-Based Quality Improvement (EBQI) that leads to improvement for one or more targeted conditions.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>A1. Define evidence-based practice (EBP). A2. List types of evidence in critical care practice. A3. Describe the best evidence into critical care nursing evidence. A4. Identify an answerable clinical question.. A5. Define tracking down available evidence. A6. Explain critical appraisal of available critical care nursing evidence. A7. Describe the importance of EBP to nursing practice and high-quality patient care. A8. Explain the auditing and critical appraisal of current concepts and practices in critical nursing in relation to the evidence. A9. Identify barriers of applying evidence base critical care nursing practices.</p>	<p>١- المعلومات والمفاهيم</p>

<p>A10. Discuss facilitators of applying evidence base critical care nursing practices.</p>	
<p>B1. Plan Evidence Based Practice in critical care B2. Formulate an answerable clinical question. B3. Differentiate between evidence-based practice, research, research utilization, and quality improvement. B4. Track down available evidence. B5. Audit and appraise the current concepts and practices in critical care nursing in relation to the evidence base. B6. Integrate of best evidence into critical care nursing practice. B7. Formulate evidence based practice to improve quality of care. B8. Analyze barriers of applying evidence base critical care nursing practices.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Use information technology to locate articles to support practice: including research evidence, systematic reviews, and clinical practice guidelines. C2. Use available evidence in order to choose and evaluate the needed intervention safely and effectively. C3. Implement clinical practice based on clinical evidence with effective documentation. C4. Examine the place of specific forms of evidence and research evidence in supporting practice. C5. Evaluate the outcomes of using EBP in a real-world clinical setting. C6. Thrive and lead dynamic change in the patient care environment. C7. Apply strategies to overcome barriers of applying evidence base critical care nursing practices. C8. Assess and modify the strategies that were applied to overcome barriers of applying evidence base critical care nursing practices.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>D1. Develop the responsibility of searching, finding the information and data using.</p> <p>D2. Share the results of evidence-based practice process.</p> <p>D3. Communicate, manage knowledge, mitigate error, and support decision making using information technology.</p> <p>D4. Develop confidence in clinical decision – making based on available research evidence in the critical care setting.</p> <p>D5. Function effectively and efficiently as both leader and manager in a team based care delivery context.</p>	<p>د- المهارات العامة</p>

<ol style="list-style-type: none"> 1. Introduction to Evidence Based Practice in critical care 2. Formulation of answerable question 3. Types of evidence in critical care practice 4. Tracking down available evidence 5. Critical appraisal of available critical care nursing evidence. 6. Integration of best evidence into critical care nursing evidence. 7. Quality care in critical nursing practice and evidence based guidelines. 8. Auditing and critical appraisal of current concepts and practices in critical nursing in relation to the evidence. 9. Barriers and facilitators of applying evidence based critical care nursing practice. 	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Directed readings ▪ Focus group discussion ▪ Use of computer projector “data show” 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks 	<p>٦. أساليب التعليم والتعلم</p>

appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour.	للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
▪ Written exam ▪ Presentation ▪ Participation in Group discussion	أ – الأساليب المستخدمة
▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week	ب-التوقيت
▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
▪ Hand out prepared by students	أمذكرات
▪ Marik PE. Handbook of evidence based critical care, Springer, 2010. ▪ Craig, J. V., and Symth, R. L. The Evidence –Based Practice Manual for Nurses.2nd ed., Elsevier Science Limited Churchill Livingstone, 2012 . ▪ Melnyk B and Fineout–Overholt E: Evidenced Based Practice in Nursing and Healthcare: Guide to best practice., 2nd, Lippincott Williams and Wilkins, Philadelphia, 2011.	ب - كتب ملزمة
▪ All advanced Evidence –Based Practice textbooks available at the library.	ج – كتب مقترحة
▪ National Guideline Clearing House at www.guideline.gov ▪ Cochrane Library database ▪ www.Pumped.com ▪ www.ScienceDirect.com ▪ www.springerlink.com/books/ ▪ www.WHO.org	د –دوريات علمية أو نشرات إلخ



مصفوفة محتوى مقرر دبلومه فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠١٩/٢٠٢٠

Course title: التمريض القائم على الدلائل

Code No: 602EI09

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1	Introduction to Evidence Based Practice in critical care	1	a.1-a.2-a.3	b.1	c.1- c.2	d.1
2	Formulation of answerable question	2	a.4	b.2	c.1- c.2 c.3- c.4	d.2-d.3-d.4-d.5
3	Types of evidence in critical care practice	3	a.1-a.2	b.3	c.3- c.4	d.2-d.3-d.4-d.5
4	Tracking down available evidence	4	a.5	b. 4	c.1- c.2 c.3	d.2-d.3-d.4-d.5
5	Critical appraisal of available	4	a.6	b.5	c.1- c.2 c.3- c.4	d.2-d.3-d.4-d.5



No	Content	No/ week	Intended learning outcomes of course			
	critical care nursing evidence.					
6	Integration of best evidence into critical care nursing evidence.	5	a.1-a.2-a.3	b.6	c.1- c.2 c.3- c.4	d.2-d.3-d.4-d.5
7	Quality care in critical nursing practice and evidence based guidelines.	6	a.7	b.7	c.5- c.6	d.2-d.3-d.4-d.5
8	Auditing and critical appraisal of current concepts and practices in critical nursing in relation to the evidence.	7	a.8	b.5	c.1-c.2	d.2-d.3-d.4-d.5
9	Barriers and facilitators of applying evidence based critical care nursing practice.	8	a.9-a.10	b.8	c.7- c.8	d.2-d.3-d.4-d.5

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور

كلية: التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠١٩/٢٠٢٠

Course title: التمريض القائم على الدلائل

Code No: 602EI09

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General & transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Introduction to Evidence Based Practice in critical care	1	a.1-a.2-a.3	b.1	c.1- c.2	d.1	Lecture	-Activities (presentation, case study)	-Final-term Exam (60%)
2	Formulation of answerable question	2	a.4	b.2	c.1- c.2 -c.3- c.4	d.2-d.3-d.4-d.5	Lecture		
3	Types of evidence in critical care practice	3	a.1-a.2	b.3	c.3- c.4	d.2-d.3-d.4-d.5	Lecture		
4	Tracking down available	4	a.5	b. 4	c.1- c.2 c.3	d.2-d.3-d.4-d.5	Lecture	-Final written	



No	Content	No/ week	Intended learning outcomes of course						exam	- Presentation
	evidence									
5	Critical appraisal of available critical care nursing evidence.	4	a.6	b.5	c.1- c.2 c.3- c.4	d.2-d.3-d.4-d.5	Lecture		-case study (40%)	
6	Integration of best evidence into critical care nursing evidence.	5	a.1-a.2-a.3	b.6	c.1- c.2 c.3- c.4	d.2-d.3-d.4-d.5	Lecture			
7	Quality care in critical nursing practice and evidence based guidelines.	6	a.7	b.7	c.5- c.6	d.2-d.3-d.4-d.5	Lecture			
8	Auditing and critical appraisal of current concepts and practices in critical nursing in relation to the evidence.	7	a.8	b.5	c.1-c.2	d.2-d.3-d.4-d.5	Lecture			



No	Content	No/ week	Intended learning outcomes of course						
9	Barriers and facilitators of applying evidence based critical care nursing practice.	8	a.9-a.10	b.8	c.7- c.8	d.2-d.3-d.4-d.5	Lecture		
							Group discussion		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : دبلوم	اسم المقرر: الجوانب النفسية لمرضى العناية الحرجة	الرمز الكودى : 602E110
عملى <input type="checkbox"/>	نظري <input type="checkbox"/> ٢	التخصص: تمريض العناية الحرجة والطوارئ

<p>This course aims to assist post graduate students in developing in-depth knowledge and practice in the field of psychological aspect in critical care settings. It will allow students to develop their knowledge to an advanced level in all aspects of critical care. It will provide the opportunity to explore critical care as a multidimensional phenomenon through the module assignments and through taught components. Students will participate in seminars and directed reading focusing on approaches to recognizing and preventing psychological problems related to critically care patients and ICU environmental exposures and their health effects on critical care nurse.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Define the critically ill patient. A2. List the Psychological features of ICU and the critically ill patient A3. Mention Psychological features of ICU and the critically ill patient's family. A4. Explain the difference between dementia and Delirium.</p>	١. المعلومات والمفاهيم

<p>A5. Enumerate importance of Needs of critically ill patient.</p> <p>A6. Identify ICU psychosis.</p> <p>A7. Mention Psychological features of ICU and the critical care nurse.</p> <p>A8. Define Sleep deprivation.</p> <p>A5. Enumerate Psychological features of ICU Environment.</p> <p>A9. Understand Patient reaction in the ICU.</p>	
<p>B1. Describe the different needs of the critically ill patient.</p> <p>B2. Compare between dementia and delirium.</p> <p>B3. Discuss psychological features in ICU & critically care patient.</p> <p>B4. Explain psychological features on critical care nurse in ICU.</p> <p>B5. Term Psychological features of ICU and the critically ill patient's family.</p> <p>B5. Compare between different strategies improve critical care nurse psychological Health.</p> <p>B6. Debate the different Psychological aspect in ICU Environment.</p> <p>B7. Discuss measures to create A Healing ICU Environment.</p> <p>B8. Describe Essential Elements in Healthy Work Environment.</p> <p>B9. Discuss general guidelines to improve patient safety.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Provide Psychological features of ICU & the critically ill patient.</p> <p>C2. Assess Psychological features of ICU for critically ill patient.</p> <p>C3. Evaluate and solve Psychological problems for critical care nurse.</p> <p>C4. Relate Technique to improve critical care nurse Emotional Health.</p> <p>C5. Apply knowledge of professional intervention to relive psychological stress to nurse, patient and their family.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>C6. Evaluate knowledge of Essential Elements in Healthy Work Environment.</p> <p>C7. Provide high quality and safe care to the critically ill patient.</p>	
<p>D1. Define The Vicious Cycle.</p> <p>D2. Appreciate importance of improve patient safety.</p> <p>D3. Know the need to educate and train staff to relieve psychological problems for critically ill patients.</p> <p>D4. Communicate with psychological features of ICU and the critically ill patient's family.</p> <p>D5. Recognize Sleep deprivation.</p> <p>D6. Detect sensory deprivation among critically ill patient.</p>	<p>د- المهارات العامة</p>

<ol style="list-style-type: none"> 1. Psychological features of ICU and the critically ill patient: <ul style="list-style-type: none"> ▪ Delirium ▪ ICU psychosis ▪ Stress ▪ Depression ▪ Dementia ▪ Anger ▪ Agitation ▪ confusion 2. Psychological features of ICU and the critical care nurse: <ul style="list-style-type: none"> ▪ Psychological stress ▪ Death and dying ▪ Conflict ▪ Staffing /Working conditions ▪ Depression ▪ Anxiety ▪ Irritability ▪ Guilt ▪ Hasty decision making 3. Psychological features of ICU and the critically ill patient's family. 4. Psychological features of ICU Environment: <ul style="list-style-type: none"> ▪ Noise and sensory overload ▪ Light and Sensory overload ▪ Communication ▪ Creating A Healing ICU Environment: 5. Promoting Sleep 6. Caring Behaviors 7. Improve Patient Safety. 	<p>٤. محتوى المقرر</p>
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<p>8. General guidelines to improve patient safety. 9. Steps to Improve Patient Safety. 10. Strategies to improve critical care nurse psychological Health</p>	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	<p>ب-التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	<p>ج- توزيع الدرجات</p>
<p>٨. قائمة الكتب الدراسية والمراجع</p>	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	<p>أ-مذكرات</p>
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013 ▪ Conzalez CE, Elliott JS, Fitzgerald PA, Vallent HJ. Visiting preferences of patients in the intensive care unit and in a complex care medical unit. AM J CRIT CARE 2004; 13(3):194-8. ▪ American Psychological Association. (2010). Publication 	<p>ب - كتب ملزمة</p>

<p>manual of the American Psychological Association. (6th ed.). American Psychological Association: Washington, DC</p> <ul style="list-style-type: none"> ▪ Hartshon J, Lamborn M, Noll MI. Introduction to critical care nursing. Philadephia: WB saunders company, 2003; 3-5. ▪ Nichols K. Psychological Care in Physical Illness.2nd ed. Britain: Chapman & Hall, 1993; 17-8 ▪ Suzan DR, Jeanette GK, Joan TD. Dolan's critical care nursing: clinical management through the nursing process.2nd ed. Philadelphia: F.A. Davis Company, 1991; 57- 8. ▪ Potter PA, Griffen A. Fundamentals of Nursing.5th ed. USA: Mosby, 2001; 102-10 	
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	<p>ج – كتب مقترحة</p>
<ul style="list-style-type: none"> ▪ Elsevier health.com/ Journals/ ICCN). ▪ psychcentral.com/...psychological...ICU.../46418.htm ▪ www.nursing.jhu.edu/academics/resources/course_listings) ▪ American journal of Critical Care Nursing ▪ www.curationis.org.za/index. Php /curationis/.../365 ▪ www.theguardian.com ▪ https://www.psychologytoday.com 	<p>د – دوريات علمية أو نشرات إلخ</p>

مصفوفة محتوى مقرر دبلومه فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩**Course title:** الجوانب النفسية لمرضى العناية الحرجة**Code No:** 602EI10

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable D
1	Psychological features of ICU and the critically ill patient	1	a.1-a.2- a.3-a.4-a.5-a.6	b.1-b.2-b.3	C.1-C.2	d.1-d.2-d.3
2	Psychological features of ICU and the critical care nurse	2	a.7	b.4	c.3-c.4	d.1- d.3
3	Psychological features of ICU and the critically ill patient's family	3	a.8	b.5	c.5	d.4
4	Psychological features of ICU Environment	4	a.9	b.6-b.7-b.8	c.6	d.1-d.3-d.5-d.6
5	Promoting Sleep	5	a.3	b.6-b.7-b.8	c.6	d.5-d.6
6	Caring Behaviors	5-6	a.5-a.6-a.10	b.7-b.8	c.1-c.4	d.1-d.3



No	Content	No/ week	Intended learning outcomes of course			
7	Improve Patient Safety	6	a.2-a.3-a.5-a.10	b.1- b.6	c.7	d.2
8	General guidelines to improve patient safety.	7-8	a.2-a.6-a.5-a.10	b.9	c.7	d.2
9	Steps to Improve Patient Safety	9	a.2-a.6-a.5-a.10	b.1-b.2-b.3-b.9	c.4-c.7	d.2
10	Strategies to improve critical care nurse psychological Health	10	a.4	b.5	c.4-c.7	d.1- d.2-d.3

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دبلومه في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: الجوانب النفسية لمرضى العناية الحرجة

Code No: 602EI10

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General & transferable D	Teaching and learning activities	Method of assessment	Evidence
1	Psychological features of ICU and the critically ill patient <ul style="list-style-type: none">DeliriumICU psychosisStressDepressionDementiaAngerAgitationConfusion	1	a.1-a.2- a.3-a-4-a.5-a.6	b.1-b.2-b.3	C.1-C.2	d.1-d.2-d.3	Lecture Group discussion	-Activities (presentation, case study)	-Final-term Exam (60%)
2	Psychological features of ICU and the critical care nurse <ul style="list-style-type: none">Psychological stress	2	a.7	b.4	c.3-c.4	d.1- d.3	Lecture	-Final written exam	-



No	Content	No/ week	Intended learning outcomes of course						Presentation
	<ul style="list-style-type: none"> ▪ Death and dying ▪ Conflict ▪ Staffing /Working conditions ▪ Depression ▪ Anxiety ▪ Irritability ▪ Guilt ▪ Hasty decision making 						Group discussion		
3	Psychological features of ICU and the critically ill patient's family	3	a.8	b.5	c.5	d.4	Lecture		-case study (40%)
4	Psychological features of ICU Environment <ul style="list-style-type: none"> ▪ Noise and sensory overload ▪ Light and Sensory overload ▪ Communication ▪ Creating A Healing ICU Environment 	4	a.9	b.6-b.7-b.8	c.6	d.1-d.3-d.5-d.6	Lecture		
5	Promoting Sleep	5	a.3	b.6-b.7-b.8	c.6	d.5-d.6	Lecture		



No	Content	No/ week	Intended learning outcomes of course						
6	Caring Behaviors	5-6	a.5-a.6-a.10	b.7-b.8	c.1-c.4	d.1-d.3	Lecture		
7	Improve Patient Safety	6	a.2-a.3-a.5- a.10	b.1- b.6	c.7	d.2	Lecture		
8	General guidelines to improve patient safety.	7-8	a.2-a.6-a.5- a.10	b.9	c.7	d.2	Group discussion		
9	Steps to Improve Patient Safety	9	a.2-a.6-a.5- a.10	b.1-b.2-b.3- b.9	c.4-c.7	d.2	Group discussion		
10	Strategies to improve critical care nurse psychological Health	10	a.4	b.5	c.4-c.7	d.1- d.2-d.3	Lecture		

رئيس مجلس القسم العلمى : أ.م.د سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض عناية حرجه وطوارئ

توصيف مقرر دراسي للعام الجامعي
٢٠٢٠/٢٠١٩

١ - بيانات المقرر

الفرقة / المستوى :الدبلوم	اسم المقرر: Counseling in Icu	الرمز الكودي : 602E11
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/>	التخصص: تمريض عناية حرجه وطوارئ

This course aims to increase awareness of how the delivery and acceptance of health care may be influenced by social, cultural, and environmental factors. It will provide an overview of how these factors influence a person's response to stressors, daily health and living needs.	٢ - هدف المقرر
٣ - المستهدف من تدريس المقرر :	
A.1. list types of delirium A.2. Mention causes of ICU psychosis. A.3. Describe Physical Therapy Utilization in Intensive Care Units. A.4. Classify needs of critical ill patients and how should they be met. A.5. Identify Follow-up and counseling services for trauma patients. A.6. Ascertain the most important needs for stroke patients and family. A.7. Describe life quality of patients with heart failure.	١- المعلومات والمفاهيم



<p>A.8. Identify Follow-up and counseling services for patients with coronary syndrome.</p> <p>A.9. Define end of life care.</p> <p>.</p>	
<p>B.1. Predict early manifestation of patients with delirium.</p> <p>B.2. Make decisions regarding causes for ICU psychosis.</p> <p>B.3. Assess patients' needs and feeling.</p> <p>B.4. Make decisions regarding proper counseling techniques.</p> <p>B.5. Discuss concerns of family members and allow them to ask questions.</p>	<p>ب - المهارات الذهنية</p>
<p>C.1. Manage family members of patients in the ICU through pastoral care or social workers and implement a faster and more effective reintegration into the active and productive society.</p> <p>C.2. Develop appropriate professional communication and problem solving techniques</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>



<p>D.1.Follow the legal and ethical principles in critical care.</p> <p>D.2.Collaborate with critically ill patients, their families and interdisciplinary team in The planning and delivery of care.</p> <p>D.3.Integrate communication skills in providing comprehensive care to persons with complex needs.</p> <p>D.4.Appreciate working with a team</p> <p>D.6.Participate in opportunities to share skills, knowledge, and strategies for patient care and system improvements with peers and/or health team members.</p> <p>D.7. Work effectively in a team.</p> <p>D.8.Use web browsing to locate and use on-line data base.</p>	<p>د- المهارات العامة</p>
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<ol style="list-style-type: none">1. Delirium2. Icu psychosis3. ICU-acquired weakness4. Counseling for trauma patient5. Counseling for stroke patient and family.6. Counseling of heart failure patients7. Counseling for acute coronary syndrome8. Post-intensive Care Syndrome9. End of life care	<p>٤-محتوى المقرر</p>
<ul style="list-style-type: none">▪ Interactive Lecture and tutorials▪ Case Study▪ E- Learning▪ Focus group discussion▪ Use of computer projector “data show”▪ Individual and group exercises	<p>٥-أساليب التعليم والتعلم</p>



<ul style="list-style-type: none">▪ Simulated practice with model (lab)	
<ul style="list-style-type: none">▪ Using different methods for presenting information that looks appropriate for all types of learners▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour.	٦- أساليب التعلم للطلاب ذوي القدرات المحدودة
٧-تقويم الطلاب :	
<ul style="list-style-type: none">▪ Written Exam▪ Ongoing clinical assessment in real situations.▪ Written assignments	أ – الأساليب المستخدمة
<ul style="list-style-type: none">▪ Midterm exam 8-10th weeks▪ Final written exam 15th week	ب-التوقيت
<ul style="list-style-type: none">▪ Summative semester work 40 Mark▪ Final written exam 60 Mark▪ Total 100 Mark	ج- توزيع الدرجات
٨- قائمة الكتب الدراسية والمراجع	
Hand out prepared by students	أ-مذكرات
<ul style="list-style-type: none">▪ Hazinski MF, Cummins RO, Field JM (eds): 2000 Handbook of Emergency Cardiovascular Care for Healthcare Providers. Dallas,▪ Corey, Gerald. Theory and Practice of Counseling and Psychotherapy, 6th Edition.	ب - كتب ملزمة
<ul style="list-style-type: none">▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة



<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	<p>د – دوريات علمية أو نشرات إلخ</p>
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رئيس مجلس القسم العلمي : ا.م.د سحر يونس

أستاذ المادة :



الهيئة القومية لضمان جودة التعليم والاعتماد

مصفوفة محتوى مقرر المشورة فى تمريض العناية الحرجه والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩**Course title:** Counseling in ICU**Code No:** 602EI11

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1	Delirium	1	a.1	b.1	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
2	ICU psychosis	2	a.2	b.2	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
3	ICU-acquired weakness	3	a.3-a.4	b.3	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
4	Counseling for trauma patient	4	a.5	b.4	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
5	Counseling the stroke patient and family	5	a.6	b.4	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
6	Counseling of heart failure patients	6	a.7	b.4	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
7	Counseling for acute coronary syndrome	6-7	a.8	b.4	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8



No	Content	No/ week	Intended learning outcomes of course			
8	Post-intensive Care Syndrome	8	a.4-a.5	b.3-b.5	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8
9	End of life care	9	a.9	b.5	c.1- c.2	d.1-d.2-d.3-d.4-d.5-d.6-d.7-d.8

رئيس القسم ا.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

خريطة مقرر المشورة في تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Counseling in ICU

Code No: 602E111

No	Content	No/ week	Intended learning outcomes of course						
			Knowledge & understanding a	Intellectual skills B	Professional skills c	General &transferable d	Teaching and learning activities	Method of assessment	Evidence
1	Delirium	1	a.1	b.1	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Group discussion	-Activities (presentation, case study)	-Final-term Exam (60%)
2	ICU psychosis	2	a.2	b.2	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Group discussion		
3	ICU-acquired weakness	3	a.3-a.4	b.3	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Problem solving	-Final written	



No	Content	No/ week	Intended learning outcomes of course						
			a.5	b.4	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Brain storming	exam	-
4	Counseling for trauma patient	4	a.5	b.4	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Brain storming	exam	
5	Counseling the stroke patient and family	5	a.6	b.4	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Group discussion		
6	Counseling of heart failure patients	6	a.7	b.4	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Group discussion		-case study (40%)
7	Counseling for acute coronary syndrome	6-7	a.8	b.4	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture Group discussion		
8	Post-intensive Care Syndrome	8	a.4-a.5	b.3-b.5	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture		
9	End of life care	9	a.9	b.5	c.1- c.2	d.1-d.2-d.3- d.4-d.5-d.6- d.7-d.8	Lecture		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس



ثانياً: مقررات ماجستير تدريب العناية الحرجة و الطوارئ

List of master courses

- (١) الاتجاهات الحديثة فى التمريض
- (٢) تمريض العناية الحرجة (١)
- (٣) الطب الحرج
- (٤) علم الادوية للحالات الحرجة
- (٥) تمريض عناية الحرجة (٢)
- (٦) طب الطوارئ
- (٧) علم النفس التعليمى
- (٨) دراسة المجتمع ومشاكله الصحية
- (٩) الجوانب النفسية لمرضى العناية الحرجة
- (١٠) التقنية التطبيقية فى تمريض العناية الحرجة والطوارئ
- (١١) الامان البيئى فى وحدات العلاج المركز
- (١٢) مفاهيم معاصرة فى تمريض العناية الحرجة والطوارئ
- (١٣) التمريض القائم على الدلائل

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
(٢٠١٩/٢٠١٨)

١ - بيانات المقرر

الفرقة / المستوى : ماجستير	اسم المقرر : الاتجاهات الحديثة في تمريض العناية الحرجة و الطوارئ New Trends in Critical Care and Emergency Nursing	الرمز الكودي : 702Ns05
تطبيقي	عدد الساعات المعتمدة نظري 2	التخصص : تمريض العناية الحرجة والطوارئ
-	2	

This course is geared toward master students in order to equip them with new trends in critical care environment, different approaches of caring for critically ill patients. Technological development that necessitate the application of professional performance standards, utilizing nursing theories and models, standards-based and evidence-based accreditation in critical care nursing.	٢ - هدف المقرر
٣ - المستهدف من تدريس المقرر :	
<p>A.1. Define Integrative nursing practices</p> <p>A.2. Discuss the significance of Integrative nursing practices use for acute and critical care nurses.</p> <p>A.3. Discuss barriers to the use of Integrative nursing practices in clinical practice.</p> <p>A.4. Discuss the philosophy of family visitation policies in intensive care units.</p> <p>A.5. Identify relationship between pre-habilitation and health promotion</p> <p>A.6. Identify the required capabilities of the Outreach personal.</p> <p>A.7. Discuss nursing Iatrogenic complications in ICU.</p> <p>A.8. Describe the issues associated with the critical care environment</p>	ذ - المعلومات والمفاهيم

<p>and optimal patient outcomes.</p> <p>A.9. Discuss strategies that can facilitate healing environments for the critically ill patient.</p> <p>A.10. Discuss technology role in mediating and facilitating critically ill patient care.</p> <p>A.11. Identify optimal patient outcomes that may be achieved through creation of an evidence-based healing ICU environment.</p> <p>A.12. Describe the tele-health in critical care practice, effects and management.</p> <p>A.13. Discuss roles of the tele-ICU nurse.</p> <p>A.14. Identify of importance of applying ICU standards.</p> <p>A.15. List three driving and restraining forces for nurse led protocols in the acute care setting.</p> <p>A.16. Describe quality improvement program.</p> <p>A.17. Describe purposes of accreditation.</p> <p>A.18. Explain the steps of accreditation process.</p>	
<p>B1. Compare between types of Integrative nursing practices.</p> <p>B.2. Verify importance of applying guidelines for patient- family centered care.</p> <p>B.3. Appraise Relationship between pre-habilitation and health promotion for critically ill patients.</p> <p>B.4. Appraise pre-habilitation program among critically ill patients.</p> <p>B.5. Evaluate the response of critically ill patient to different nursing led protocols being utilized in the acute care setting</p> <p>B.6. Differentiate between nurse led Vs. Physician led CCOS.</p> <p>B.7. Design a healing environment suitable to the electronic innovative technologies in ICU.</p> <p>B.8. Criticize “Sustaining Life in The Complex Care Environment of An Intensive Care Unit” in relation to its application feasibility.</p> <p>B.9. Map different strategies for promoting a healing environment in the ICU.</p>	<p>ب - المهارات الذهنية</p>

<p>B.10. Differentiate between different academic standards.</p> <p>B.11. Appraise both academic and practical standards for meeting the predetermined criteria.</p> <p>B.12. Criticize a quality improvement program</p> <p>B.13. Appraise the quality of critically ill patient care according to ICU description theory.</p> <p>B.14. Verify importance of quality improvement program for acquiring accreditation</p> <p>B.15. Design a healing ICU environment using the accreditation standards.</p> <p>B.16. Assess ICU standards required for accreditation.</p> <p>B.17. Evaluate the accreditation of ICU in Egypt</p>	
<p>C1. Apply of Integrative nursing practices.in clinical settings. Apply ICU description theory in clinical settings to create a healing environment.</p> <p>C.2. Apply patient- family centered care guidelines in ICUs.</p> <p>C.3. Apply of pre-habilitation program among critically ill patients in ICU.</p> <p>C.4.Apply Core Elements of CCOS.</p> <p>C.5. Apply nursing informatics and health information system in critical care nursing.</p> <p>C.6. Modify strategies of work dynamics to achieve best patients' outcome.</p> <p>C.7. Manipulate critical care environment to overcome drawbacks of ICU technology.</p> <p>C.8. Apply E- portfolio for critically ill patients, critical care nurses, and institution.</p> <p>C.9. Design and implement a quality improvement project in ICU.</p> <p>C.10. Apply the accreditation standards in the ICU.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D.1. Consider the ethical principle when applying innovations in critical care units.</p> <p>D.2.Appreciate the role of family in critically ill patient care.</p>	<p>د- المهارات العامة</p>

<p>D.3. Communicate effectively with patient, family and health care providers through tele-ICU & access to updated data.</p> <p>D.4. Use critical thinking skills in developing different concept maps for caring of critically ill patients.</p> <p>D.5. Work collaboratively with other health care team member guided with the administrative strategies.</p> <p>D.6. Assume responsibility in adherence to the standards of care for the critically ill patient.</p> <p>D.7. Practice within ethical principles & professional practice standards.</p> <p>D.8. Adhere to quality improvement principles to provide quality critical care service.</p> <p>D.9. Follow the accreditation guidelines for evaluating the health care and educational system.</p>	
٤ - محتوى المقرر	
Topics	
<p>1- Trends in critically ill patients' therapy</p> <ul style="list-style-type: none"> ■ <u>Integrative nursing practices</u> <ul style="list-style-type: none"> ● Biologically based therapy (example: biological wound dressing) ● Mind body therapy (example: placebo analgesia) ● Manipulative and body based therapies (example: play therapy) ● Energy therapies (example: reflexology) ■ <u>Patient and family centered care</u> <ul style="list-style-type: none"> ● Guidelines for patient- family centered care ● Implementation strategies in clinical settings ● Steps of implementation in ICU environment ■ <u>Pre-habilitation</u> <ul style="list-style-type: none"> ● Old concept made new ● Relationship between pre-habilitation and health promotion ● Application of pre-habilitation among critically ill patients ● Pre-habilitation Program ● System of care (example: music therapy) <p>2- Trend in critical care nursing</p> <ul style="list-style-type: none"> ■ <u>Critical Care Outreach Services (CCOS)</u> <ul style="list-style-type: none"> ● Critical Care Teams 	

- Nurse led Vs. Physician led CCOS.
- Core Elements of CCOS
- Operational Standards and Competencies for Critical Care Outreach Services (2015) adapted from The National Outreach Forum (NOF), The United Kingdom.
- The ICU Outreach Nurse role.
- CCOS evidence based
- Moving outreach forward

■ **Nursing Iatrogenic complications in ICU**

- Infections
- Malnutrition
- Disuse syndrome
- Hyperglycemia
- GI disturbance
- Aspiration
- Delirium
- Acute Liver Failure
- Acute kidney Injury
- MODS

3- Trend in intensive care environment

■ **Innovation in ICU environment**

- Smart intensive care units
- Innovative designs for intensive care units
- Information management system in intensive care units
 - Electronic ICU (Tele ICU) examples (E-portfolio, E-record)
 - Technology and device safety in ICU
 - Virtual ICU
 - Mobile phones and information captures in the workplace

■ **Trends in critical care administrative environment**

- Standard of care
 - Practical standards
 - Academic standards

<ul style="list-style-type: none"> • Quality improvement in critical care nursing practice <ul style="list-style-type: none"> - Quality improvement program - Measuring quality in intensive care units - Relationship between quality and standards of care • Accreditation <ul style="list-style-type: none"> - Health care facility accreditation standards - Accreditation in Egypt 	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	٦. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧- تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Reading assignment ▪ Discussion ▪ Quiz ▪ Final written exam 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Final written exam 16th week 	ر - التوقيت
<ul style="list-style-type: none"> ▪ On-going assessment (assignment presentation /skill acquisition, discussion, quiz) 40 % ▪ Final written examination 60 % ▪ Total 100 % 	ج- توزيع الدرجات
٨- قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Course Notes 	أ - مذكرات
<ul style="list-style-type: none"> ▪ Urden L, Stacy K, Lough M. Critical care nursing: Diagnosis and management. 7th ed. Canada: Elsevier; 2014. ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & Wilkins; 2013. 	ب - كتب ملزمة

<ul style="list-style-type: none"> ▪ Arlson K. AACN advanced critical care nursing. St. Louis: Saunders Elsevier; 2009. ▪ Urden LD., Stacy KM, lough ME. Priorities in critical care nursing. 4th ed. New York, Mosby; 2004. ▪ Chulay M, Burns S. AACN essentials of Critical Care Nursing. 2nd ed. New York; 2010 ▪ Hartshorn J. introduction to critical care nursing. New York, W.B. Saunders Company, 1993. ▪ Criner GJ. Critical care study guide: text and review, 2002. 	
<ul style="list-style-type: none"> ▪ Janice E. Nursing in today's world. New York, Lippincott Williams & Wilkins, 2004. ▪ Courtney M. Evidence for Nursing Practice. Churchill Livingstone: Sydney, 2005. 	<p>ج - كتب مقترحة</p>
<ul style="list-style-type: none"> ▪ American Journal of Critical Care Nursing ▪ Critical Care Nurse ▪ Dimension of Critical Care Nursing ▪ Heart and Lung ▪ Critical Care Medicine ▪ Intensive Care Medicine ▪ Websites www.aacn.org ▪ http://www.aacn.org/ ▪ www.americanheart.org 	<p>د - دوريات علمية أو نشرات إلخ</p>



مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ للعام الجامعي ٢٠١٨/٢٠١٩

الاتجاهات الحديثة في تمريض العناية الحرجة و الطوارئ

Course title: New Trends in Critical Care and Emergency Nursing

Code No: 702Ns05

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General &transferable D
	A. Trends in critically ill patients' therapy	1-3				
1	<i>1. Integrative nursing practices</i> <ul style="list-style-type: none">• Biologically based therapy (example: biological wound dressing)• Mind body therapy (example: placebo analgesia)• Manipulative and body based therapies (example: play therapy)• Energy therapies (example: reflexology)•	1	A.1__A.3	B.1	C.1	D.1 , D.4 , D.5



No	Content	No/ week	Intended learning outcomes of course			
2	<p>2. <u>Patient and family centered care</u></p> <ul style="list-style-type: none"> Guidelines for patient- family centered care Implementation strategies in clinical settings Steps of implementation in ICU environment 	2	A.4	B.2	C.2	D.3
3	<ul style="list-style-type: none"> <u>Pre-habilitation</u> Old concept made new Relationship between pre-habilitation and health promotion Application of pre-habilitation among critically ill patients Pre-habilitation Program System of care (example: music therapy) 	3	A.5	B.3 , B.4	C.3	D.4 , D.5
	B. Trend in critical care nursing	4-7				
4	<p>4. <u>Critical Care Outreach Services (CCOS)</u></p> <ul style="list-style-type: none"> Critical Care Teams Nurse led Vs. Physician led CCOS. Core Elements of CCOS 	4-5	A.6	B.5 , B.6	C.4	D.4 , D.5



No	Content	No/ week	Intended learning outcomes of course			
	<ul style="list-style-type: none"> • Operational Standards and Competencies for Critical Care Outreach Services (2015) adapted from The National Outreach Forum (NOF), The United Kingdom. • The ICU Outreach Nurse role. • CCOS evidence based • Moving outreach forward 					
5	<p>5. <u><i>Nursing Iatrogenic complications in ICU</i></u></p> <ul style="list-style-type: none"> • Infections • Malnutrition • Disuse syndrome • Hyperglycemia • GI disturbance • Aspiration • Delirium • Acute Liver Failure • Acute kidney Injury • MODS 	6-7	A.7	—	—	D.4 , D.5



No	Content	No/ week	Intended learning outcomes of course			
	C. Trend in intensive care environment	8-10				
	<p>6. <u>Innovation in ICU environment</u></p> <ul style="list-style-type: none"> • Smart intensive care units • Innovative designs for intensive care units • Information management system in intensive care units <ul style="list-style-type: none"> - Electronic ICU (Tele ICU) examples (E-portfolio, E-record) - Technology and device safety in ICU - Virtual ICU - Mobile phones and information captures in the workplace 	<p>8</p> <p>9-10</p>	A.8__A.13	B.7__B.9	C.5__C.8	D.3__D.5
	D. Trends in critical care administrative environment	10-13				



No	Content	No/ week	Intended learning outcomes of course			
7	7. Standard of care <ul style="list-style-type: none">• Practical standards• Academic standards	10	A.14, A.15	B.10 , B.11	—	D.6, D.7
8	8. Quality improvement in critical care nursing practice <ul style="list-style-type: none">• Quality improvement program• Measuring quality in intensive care units• Relationship between quality and standards of care	11	A.16	B.14	C.9	D.8
9	9. Accreditation <ul style="list-style-type: none">• Health care facility accreditation standards• Accreditation in Egypt	12	A.17. A.18	B.15__B.17	C.10	D.9

رئيس القسم: أ.م.د سحر يونس

خريطة مقرر ماجستير في تمريض العناية الحرجة و الطوارئ للعام الجامعي ٢٠١٨/٢٠١٩

الاتجاهات الحديثة في تمريض العناية الحرجة و الطوارئ

Course title: New Trends in Critical Care and Emergency Nursing**Code No: 702Ns05**

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			
	E. Trends in critically ill patients' therapy	1-3						-Semester's work	-Final written exam
1	3. <u>Integrative nursing practices</u> <ul style="list-style-type: none">Biologically based therapy (example: biological wound dressing)Mind body therapy (example: placebo analgesia)Manipulative and body based therapies (example: play therapy)Energy therapies (example: reflexology)	1	A.1__A.3	B.1	C.1	D.1 , D.4 , D.5	Interactive Lecture and tutorials	(Written assignments, presentation)	60% -Semester's work 40%
	4. <u>Patient and family centered care</u> <ul style="list-style-type: none">Guidelines for patient- family						Interactive		



No	Content	No /	Intended learning outcomes of course						
			A.4	B.2	C.2	D.3			
2	centered care <ul style="list-style-type: none"> Implementation strategies in clinical settings Steps of implementation in ICU environment 	2	A.4	B.2	C.2	D.3	Lecture and tutorials		
3	<ul style="list-style-type: none"> <u>Pre-habilitation</u> Old concept made new Relationship between pre-habilitation and health promotion Application of pre-habilitation among critically ill patients Pre-habilitation Program System of care (example: music therapy) 	3	A.5	B.3 , B.4	C.3	D.4 , D.5	Interactive Lecture and tutorials		
	F. Trend in critical care nursing	4-7							
4	<u>10. Critical Care Outreach Services (CCOS)</u> <ul style="list-style-type: none"> Critical Care Teams Nurse led Vs. Physician led CCOS. Core Elements of CCOS Operational Standards and Competencies for Critical Care Outreach Services (2015) adapted 	4-5	A.6	B.5 , B.6	C.4	D.4 , D.5	Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course						
	from The National Outreach Forum (NOF), The United Kingdom. <ul style="list-style-type: none"> • The ICU Outreach Nurse role. • CCOS evidence based • Moving outreach forward 								
5	<u>11. Nursing Iatrogenic complications in ICU</u> <ul style="list-style-type: none"> • Infections • Malnutrition • Disuse syndrome • Hyperglycemia • GI disturbance • Aspiration • Delirium • Acute Liver Failure • Acute kidney Injury • MODS 	6-7	A.7	—	—	D.4 , D.5	Focus group discussion		
	G. Trend in intensive care environment	8-10							
	<u>12. Innovation in ICU environment</u> <ul style="list-style-type: none"> • Smart intensive care units 		A.8__A.13	B.7__B.9	C.5__C.8	D.3__D.5	Interactive Lecture and		



No	Content	No /	Intended learning outcomes of course						
	<ul style="list-style-type: none"> • Innovative designs for intensive care units • Information management system in intensive care units <ul style="list-style-type: none"> - Electronic ICU (Tele ICU) examples (E-portfolio, E-record) - Technology and device safety in ICU - Virtual ICU - Mobile phones and information captures in the workplace 	8 9- 10					tutorials Individual and group exercises		
	H. Trends in critical care administrative environment	10- 13							
7	13. Standard of care <ul style="list-style-type: none"> • Practical standards • Academic standards 	10	A.14, A.15	B.10 , B.11	—	D.6, D.7	Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course						
8	14. Quality improvement in critical care nursing practice <ul style="list-style-type: none">• Quality improvement program• Measuring quality in intensive care units• Relationship between quality and standards of care	11	A.16	B.14	C.9	D.8	Interactive Lecture and tutorials		
9	15. Accreditation <ul style="list-style-type: none">• Health care facility accreditation standards• Accreditation in Egypt	12	A.17. A.18	B.15__B.17	C.10	D.9	Interactive Lecture and tutorials		

رئيس القسم: أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : ماجستير	اسم المقرر: Critical Care Nursing^١ (CCN1) تمريض العناية الحرجة (١)	الرمز الكودي : 702Ns06
عدد الوحدات الدراسية نظري ٢ عملي ٣	التخصص: تمريض العناية الحرجة والطوارئ	

<p>This course aims to provide candidates with the most recent trends in CCN practice; also it enables them to update their knowledge and skills that are related to CCN sciences in all of educational, research and practical issues. In addition this course helps candidates to obtain knowledge, skills and acquire attitude, which are required to provide comprehensive preventive, curative, and rehabilitative care for critically ill patients and their families.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Illustrate professional ethics & legal aspects of critical care nursing A2. Indicate ethical aspects of critically ill patient care and end-of-life issues. A3 Describe the mutual effect of professional practice of critical care nursing and surrounding environment. A4. Name the most common scoring system which utilized in CCU. A5. Recognize different evidence based guidelines in dealing with critically ill patients. A6. Identify effective caring skills in dealing with patients' pain in the ICUs.</p>	ز - المعلومات والمفاهيم

<p>A7. Acquire appropriate knowledge to cope with the psychological and social effects of critical illness on patients and their relatives.</p> <p>A8. List factors contributing to the experience of pain & post-traumatic stress in critical care settings.</p> <p>A9. State causes of sleep & sensory deprivation in critical care settings</p> <p>A10. Discuss contributing factors for the development of delirium in critical care settings.</p> <p>A11. Recite the different types of therapeutic modalities and advanced technology for critically ill patients</p> <p>A12. Identify nursing guidelines for patient's safety in critical care settings.</p> <p>A13. Indicate the principles for triaging the critically ill patients in the emergency settings.</p> <p>A14. Predict problems peculiar to the transportation of the critically ill & traumatized patients.</p> <p>A15. Explain the components of a successful response to a mass casualty incident</p>	
<p>B1. Apply effective problem solving and decision making techniques in critical care settings.</p> <p>B2. Categorize the critically ill patients according to various triage systems</p> <p>B3. Organize nutritional regimen for critically ill patient.</p> <p>B4. Deduce & formulate the management strategy for critically ill patients.</p> <p>B5. Synthesize communication methods to interact with critically ill patients.</p> <p>B6. Compare between the traditional and the advanced maneuver in order to reach the high quality in caring of critically ill patients.</p> <p>B7. Differentiate between the traditional and the advanced algorithms for treatment of threatening health problems</p> <p>B8. Adapt different scientific knowledge to solve professional problems in Critical Care Nursing.</p> <p>B9. Formulate a rehabilitation schedule for critically ill patients.</p>	<p>ب - المهارات الذهنية</p>

<p>C1. Implement effectively interventions identified to meet different needs for patients, families, and nursing team, and organizational system in a safe and ethical manner according to priority.</p> <p>C2. Perform skilfully in high technological critical care environment.</p> <p>C3. Demonstrate technical skills necessary to function competently within critical care as a professional nurse.</p> <p>C4. Employ evidence based guidelines in treating life threatening problems in the ICUs.</p> <p>C5. Use effective communication strategies with critically ill patients and their families according to their special needs.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Demonstrate effective communication and decision making skill regarding critical care emergency situations.</p> <p>D2. Behave leadership skills and teamwork.</p> <p>D3. Manage time effectively in critical care settings.</p> <p>D4. Be aware of information technology in practice Critical Care Nursing.</p> <p>D5. Acquire different information resources to provide comprehensive preventive, curative, and rehabilitative health care in Critical Care Settings.</p> <p>D6. Interact with multi-disciplinary team efficiently.</p> <p>D7. Serve as a role model and mentor to students and health care providers.</p> <p>D8. Acquire computer skills necessary to make use of medical data bases and use the internet for communication</p>	<p>د- المهارات العامة</p>
<ol style="list-style-type: none"> 1. Ethical and legal issues in critical care nursing practice 2. Healthy Critical Care Work Environment Standards 3. Scoring system of critically ill patients 4. Nutritional support for critically ill patients 5. Stress response to critical illness 6. Pain and sedation management 	

<p>7. Sleep deprivation – implications for recovery 8. Delirium in ICU 9. Therapeutic communication in in Critical Care Settings 10.Rehabilitation in ICU 11.End of Life Issues in critical care units 12.New issues of Critical Care Nursing in education, research and practice A. Evidence based guidelines in critical care settings B. Bundle of care C. Clinical pathway 13.Burnout among critical care nursing staff and its coping strategies 14.Mass-Casualty Competencies A. Mass-Casualty Preparation B. Triage application in emergency room C. Transportation of the critically ill and traumatized patients</p>	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ BPL ▪ Simulation ▪ Practical and clinical cases ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises ▪ Projects- based learning 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Oral exam ▪ Objective Structured Clinical Evaluation (OSCE) ▪ Written assignments 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final oral exam 16th week 	<p>ب-التوقيت</p>

<ul style="list-style-type: none"> ▪ Summative semester work 60 Mark ▪ Final written exam 120 Mark ▪ Final oral exam 20 Mark ▪ Total 200 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Arlson K.. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2009. ▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004. ▪ Perry AG. Et al. Clinical Nursing Skills & Techniques. St. Louis: Missouri. 2010 ▪ Shumacher L, Chernecky C. Saunders nursing survival guide: critical care & emergency nursing, Saunders/ Elsevier,2010. ▪ Lou Sole M, Klein D, Marthe J. Introduction to critical care nursing, Saunders/ Elsevier, 2009. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ Elliot, D, Aitken, L & Chaboyer, W, ACCCN's critical care nursing, Mosby Elsevier, Sydney, 2011. ▪ Schilling j. Critical Care Challenges : disorders, treatment and procedures ,Lippincott Williams and Wilkins- A Wolters Kluwer company, Philadelphia, 2003. ▪ Carlson, Karenk, AACN Advanced Critical Care Nursing. Elsevier Inc. 2009. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ http://www.aacn.org/ www.americanheart.org ▪ www. AJN .com ▪ American Journal of Critical Care Nursing ▪ www. BJN.com ▪ www. ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org ▪ National Institute for Health and Clinical Excellence (NICE), (UK). 	د – دوريات علمية أو نشرات إلخ



<http://www.nice.org.uk>

- Royal College of Nursing (UK), 0, <http://www.rcn.org.uk>,

أستاذ المادة :

رئيس القسم العلمي : أ.م.د/ سحر يونس



مصفوفة محتوى مقرر ماجستير فى تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

تمريض العناية الحرجة (١)

Course title: Critical Care Nursing1 (CCN1)

Code No: 702Ns06

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills B	Professional skills c	General &transferable d
1	Ethical and legal issues in critical care nursing practice	1	a.1,a2	b.1	c.1	d.7
2	Healthy Critical Care Work Environment Standards	1	a.3	b.1	c.2	d.2__ d.7
3	Scoring system of critically ill patients	2	a.4	b.2	c.3	d.7
5	Nutritional support for critically ill patients	3	a.5	b.1,b.3	c.1	d.5-,d.7
6	Stress response to critical illness	4	a.6,a.7,a8	b.1,b.4	c.1	d.5,d.7
7	Pain and sedation management	4	a.6,a8	b.1,b.4	c.1	d.5,d.7
8	Sleep deprivation – implications for recovery	5	a.9,a10	b.1,b.4	c.1	d.5



No	Content	No/ week	Intended learning outcomes of course			
9	Delirium in ICU	5	a.9,a11,a10	b.1,b.4	c.1	d.5
10	Therapeutic communication in Critical Care Settings	6	a.12	b.5	c.3,c.5	d.1,d.6,d.8
4	Rehabilitation in ICU	6	a.5,a.7,a.11	b.1,b.9	c.1	d.4,d.5 ,d.7,d.8
11	End of Life Issues in critical care units	7	a.2	b.1,b.4	c.1	d.1,d.6
12	New issues of Critical Care Nursing in education, research and practice <ul style="list-style-type: none"> ▪ Evidence based guidelines in critical care settings ▪ Bundle of care ▪ Clinical pathway 	8,9	a.5,a12	b.6,b.7	c.4	d.7
13	Burnout among critical care nursing staff and its coping strategies	10	a.8	b.8	c.1	d.7
14	Mass-Casualty Competencies <ul style="list-style-type: none"> ▪ Mass-Casualty Preparation ▪ Triage application in emergency room ▪ Transportation of the critically ill 	11— 14	a.13---a.15	b.1,b.2,b.4	c.3,c.1	d.1_d.7



No	Content	No/ week	Intended learning outcomes of course			
	and traumatized patients					

رئيس القسم العلمي : أ.م. د/ سحر يونس

جامعة: دمنهور
كلية: التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر تمريض العناية الحرجة (1) ٢٠٢٠/٢٠١٩

Course title: Critical Care Nursing1 (CCN1)

Code No: 702Ns06

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	Ethical and legal issues in critical care nursing practice	1	a.1,a2	b.1	c.1	d.7	-Interactive Lecture and tutorials	-Summative semester work (Written assignments, presentation, OSCE)	-Summative semester work 30% - Final written exam 60%
2	Healthy Critical Care Work	1	a.3	b.1	c.2	d.2__ d.7	-Interactive		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
							Lecture and tutorials		
	Environment Standards						Lecture and tutorials	- Final written exam	-Final oral exam 10%
3	Scoring system of critically ill patients	2	a.4	b.2	c.3	d.7	-Interactive Lecture and tutorials	- Final oral exam	
4	Rehabilitation in ICU	2	a.5	b.1,b.3	c.1	d.5-,d.7	-Interactive Lecture and tutorials		
5	Nutritional support for critically ill patients	3	a.6,a.7,a8	b.1,b.4	c.1	d.5,d.7	-Interactive Lecture and tutorials		
6	Stress response to critical illness	4	a.6,a8	b.1,b.4	c.1	d.5,d.7	-Interactive Lecture and tutorials		
7	Pain and sedation management	4	a.9,a10	b.1,b.4	c.1	d.5	-Interactive Lecture and		



No	Content	No /	Intended learning outcomes of course				Teaching and learning tutorials	Method of assessment	Evidence
8	Sleep deprivation – implications for recovery	5	a.9,a11,a10	b.1,b.4	c.1	d.5	-Interactive Lecture and tutorials		
9	Delirium in ICU	5	a.12	b.5	c.3,c.5	d.1,d.6,d.8	-Interactive Lecture and tutorials		
10	Therapeutic communication in in Critical Care Settings	6	a.5,a.7,a.11	b.1,b.9	c.1	d.4,d.5 ,d.7,d.8	- Group discussion		
11	End of Life Issues in critical care units	7	a.2	b.1,b.4	c.1	d.1,d.6	-Interactive Lecture and tutorials		
12	New issues of Critical Care Nursing in education, research and practice <ul style="list-style-type: none"> ▪ Evidence based guidelines in critical care settings ▪ Bundle of care 	8	a.5,a12	b.6,b.7	c.4	d.7	-Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	▪ Clinical pathway								
13	Burnout among critical care nursing staff and its coping strategies	10	a.8	b.8	c.1	d.7	- Group discussion		
14	Mass-Casualty Competencies <ul style="list-style-type: none">▪ Mass-Casualty Preparation▪ Triage application in emergency room▪ Transportation of the critically ill and traumatized patients	11	a.13---a.15	b.1,b.2,b.4	c.3,c.1	d.1_d.7	-Interactive Lecture and tutorials		

رئيس القسم العلمى : أ. م. د/ سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : ماجستير	اسم المقرر: Critical Care Medicine الطب الحرج	الرمز الكودي : 702Ns07
عدد الوحدات الدراسية نظري ١ عملي -		التخصص: تمريض العناية الحرجة والطوارئ

<p>This course aims to provide recent scientific knowledge regarding the diagnosis and management of the critically ill patients essential for the mastery of practice of critical care according to the international standards. Also, it enables the candidates to provide comprehensive nursing care for critically ill patients with different body system alterations, with different types of invasive devices and with different types of machines encountered in critical care settings.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Recognize basic concepts of noninvasive diagnostic tools (e.g., ECG, CXR).</p> <p>A2. Give example for conventional and advanced modes of mechanical ventilator</p> <p>A3. Describe pathophysiology and treatment of cardiac emergencies, including the pharmacology of drugs used to treat these entities.</p> <p>A4. Identify the principles of invasive and non-invasive hemodynamic monitoring.</p> <p>A5. Describe the environmental and drug-related psychopathology associated with critical illness.</p>	س المعلومات والمفاهيم

<p>A6. Explain the problem of a patient with oliguria in ICUs .</p> <p>A7. Describe blood product transfusion indications and concerns .</p> <p>A8. Indicate health care services aimed at preventing health problems related to critical illness.</p> <p>A9. Explain the importance of fluid, electrolyte, and acid-base management in ICUs.</p> <p>A10. Indicate management of patients with multiple organ dysfunctions.</p> <p>A11. Illustrate the concept of brain death and organ donation in critical care settings.</p> <p>A12. Determine the clinical diagnosis of brain death and confirmatory investigations involved.</p> <p>.</p>	
<p>B1. Interpret ECG, CXR, and ABG within the context of clinical evaluation.</p> <p>B2. Correlate the facts of relevant basic and clinically supportive science with clinical reasoning, diagnosis and management of common diseases of critically ill patients.</p> <p>B3. Synthesis assessment data compiled to formulate diagnosis for critically ill patients with core body systems alteration.</p> <p>B4. Analyze data reflecting critically ill patient condition based on patients' assessment.</p> <p>B5. Apply an investigatory and analytic approach (problem solving) to clinical situations that is commonly occurred in the critical care settings.</p> <p>B6. Formulate different management plans and alternative decisions for the critically ill patients with different systems alteration</p> <p>B7. Predict potential risk and intervene to prevent, where possible, complications occurring.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Assess adequacy of ventilation/oxygenation and treat dysfunction effectively.</p> <p>C2. Demonstrate well developed systematic health assessment skills for critically ill patients.</p> <p>C3. Carry out patient management plans for common conditions related to critical illness.</p> <p>C4. Do competently non-invasive and invasive procedures considered</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>essential for critical care.</p> <p>C5. Perform sedation and pain management skills efficiently.</p> <p>C6. Conduct measures to preserve remaining renal function, and provide for precise diagnosis, adequate supportive measures, and appropriate therapy.</p>	
<p>D1. Behave leadership skills and teamwork in critical care settings.</p> <p>D2. Manage time effectively critical care settings.</p> <p>D3. Be aware of information technology applied in critical care nursing practice.</p> <p>D4. Acquire different information resources to provide comprehensive preventive, curative, and rehabilitative health care in Critical Care Settings.</p> <p>D5. Lead and work effectively in a team within critical care settings.</p> <p>D6. Serve as a role model and mentor to students and health care providers.</p> <p>D7. Show lifelong self-learning skills</p>	<p>د- المهارات العامة</p>

<p>1. Respiratory Dysfunction :</p> <ul style="list-style-type: none"> ▪ Acute Lung injury , /ARDS ▪ Non-Invasive Ventilation in Critical Care ▪ Ventilator therapy/modes/weaning ▪ Ventilator graphics ▪ Monitoring during Mechanical Ventilation ▪ Non-invasive diagnostic tools (e.g., CXR, ABG interpretation) <p>2. Cardiovascular Dysfunction :</p> <ul style="list-style-type: none"> ▪ Acute heart failure ▪ Cardiovascular dynamics ▪ Non-invasive diagnostic tools (e.g., ECG) ▪ Invasive hemodynamic monitoring <p>3. Neurological Dysfunction:</p> <ul style="list-style-type: none"> ▪ Acute neuromuscular disease ▪ Sedation and pain management ▪ The environmental and drug-related psychopathology associated with critical illness (anxiety, sleep disorders, hallucinations and withdrawal). ▪ Ethical considerations associated with the institution and maintenance of long-term mechanical ventilation <p>4. Renal Dysfunction :</p> <ul style="list-style-type: none"> ▪ Acute kidney injury 	<p>٤. محتوى المقرر</p>
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<p>5. Hematological Dysfunction :</p> <ul style="list-style-type: none"> ▪ Anemia in ICU ▪ Disseminated intravascular coagulation /blood component therapy <p>6. Gastrointestinal Dysfunction :</p> <ul style="list-style-type: none"> ▪ Acute Hepatic failure ▪ Re-feeding syndrome <p>7. Metabolic - Endocrine Dysfunction</p> <ul style="list-style-type: none"> ▪ Fluid and/or electrolyte disturbances ▪ Acid-base disturbances ▪ Glycemic control in the critically ill patient ▪ Body temperature regulation and their associated disorders <p>8. Septic Illness</p> <ul style="list-style-type: none"> ▪ Systemic inflammatory response syndrome ▪ Multiple organ dysfunction syndrome <p>9. Transplantation</p> <ul style="list-style-type: none"> ▪ Medical, ethical and medico-legal issues of brain death ▪ Postoperative medical management of the transplant patient 	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. ▪ Oral exam 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final oral exam 16th week 	<p>ب-التوقيت</p>



<ul style="list-style-type: none">▪ Final written exam 60 Mark▪ Final oral exam 10 Mark▪ Semester work 30 Mark▪ Total 100 Mark	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none">▪ Hand out prepared by students	أمذكرات
<ul style="list-style-type: none">▪ Marino P. Marino's the ICU Book. 4th ed., Lippincot Williams & Wilkins, 2014▪ Clinical Emergency Medicine 2nd. S.v Mahadevan Gusm. Garmel,2012	ب - كتب ملزمة
<ul style="list-style-type: none">▪ Handbook of evidence based critical care, Paul Ellis Marik. Springer, 2010.	ج - كتب مقترحة
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	د - دوريات علمية أو نشرات ....إلخ

رئيس القسم العلمي : أ.م. د/ سحر يونس

أستاذ المادة :



مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

الطب الحرج

Course title: Critical Care Medicine

Code No: 702Ns07

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable d
1	<u>Respiratory Dysfunction</u> <ul style="list-style-type: none">▪ Acute Lung injury , /ARDS▪ Non-Invasive Ventilation in Critical Care▪ Ventilator therapy/modes/weaning▪ Ventilator graphics▪ Monitoring during Mechanical Ventilation	1	a.1,a.2	b.1__b.7	c.1__c.4	d.1__d.7



No	Content	No/ week	Intended learning outcomes of course			
	<ul style="list-style-type: none"> ▪ Non-invasive diagnostic tools (e.g., CXR, ABG interpretation) 					
2	<p><u>Cardiovascular Dysfunction</u></p> <ul style="list-style-type: none"> ▪ Acute heart failure ▪ Cardiovascular dynamics ▪ Non-invasive diagnostic tools (e.g., ECG) ▪ Invasive hemodynamic monitoring 	3-4	a.1,a.3,a.4	b.1__b.7	c.1__c.4	d.1__d.7
3	<p><u>Neurological Dysfunction</u></p> <ul style="list-style-type: none"> ▪ Acute neuromuscular disease ▪ Sedation and pain management ▪ The environmental and drug-related psychopathology associated with critical illness (anxiety, sleep disorders, hallucinations and withdrawal). ▪ Ethical considerations associated with the institution and maintenance of long-term mechanical ventilation 	5—6	a.5	b.1__b.7	c.2,c.3, c.5	d.1__d.7
4	<p><u>Renal Dysfunction</u></p> <ul style="list-style-type: none"> ▪ Acute kidney injury 	7	a.6	b.2,b.3,b.6	c.2,c.3,c.6	d.1__d.7
5	<p><u>Hematological Dysfunction</u></p> <ul style="list-style-type: none"> ▪ Anemia in ICU 	7	a.6,a.8	b.3,b.5__b.7	c.2,c.3	d.1__d.7



No	Content	No/ week	Intended learning outcomes of course			
	<ul style="list-style-type: none">Disseminated intravascular coagulation /blood component therapy					
6	<u>Gastrointestinal Dysfunction</u> <ul style="list-style-type: none">Acute Hepatic failureRe-feeding syndrome	8	a.8	b.1__b.7	c.2,c.3	d.1__d.7
7	<u>Metabolic - Endocrine Dysfunction</u> <ul style="list-style-type: none">Fluid and/or electrolyte disturbancesAcid-base disturbancesGlycaemic control in the critically ill patientBody temperature regulation and their associated disorders	9-10	a.9	b.1__b.7	c.2,c.3,c.6	d.1__d.7
8	<u>Septic Illness</u> <ul style="list-style-type: none">Systemic inflammatory response syndromeMultiple organ dysfunction syndrome	11	a.10	b.2__b.7	c.2,c.3	d.1__d.7
9	<u>Transplantation</u> <ul style="list-style-type: none">Medical, ethical and medico-legal issues of brain deathPostoperative medical management of the transplant patient	11- 12	a.11-a.12	b.5__b.7	c.2,c.3	d.1__d.7

رئيس مجلس القسم العلمى : أ.م د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر الطب الحرج ٢٠٢٠/٢٠١٩

Course title: Critical Care Medicine

Code No: 702Ns07

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	<u>Respiratory Dysfunction</u> <ul style="list-style-type: none">▪ Acute Lung injury , /ARDS▪ Non-Invasive Ventilation in Critical Care▪ Ventilator therapy/modes/weaning▪ Ventilator graphics▪ Monitoring during Mechanical Ventilation▪ Non-invasive diagnostic	1	a.1,a.2	b.1__b.7	c.1__c.4	d.1__d.7	-Interactive Lecture and tutorials	-Semester's work(Written assignments, presentation, Midterm exam) -Final written exam - Final oral exam	-Final written exam 60% -Final oral exam 10% - Semester's work 30%



No	Content	No/ week	Intended learning outcomes of course				Teaching and	Method of assessment	Evidence
	tools (e.g., CXR, ABG interpretation)								
2	<p><u>Cardiovascular Dysfunction</u></p> <ul style="list-style-type: none"> ▪ Acute heart failure ▪ Cardiovascular dynamics ▪ Non-invasive diagnostic tools (e.g., ECG) ▪ Invasive hemodynamic monitoring 	3-4	a.1,a.3,a.4	b.1__b.7	c.1__c.4	d.1__d.7	-Interactive Lecture and tutorials		
3	<p><u>Neurological Dysfunction</u></p> <ul style="list-style-type: none"> ▪ Acute neuromuscular disease ▪ Sedation and pain management ▪ The environmental and drug-related psychopathology associated with critical illness (anxiety, sleep disorders, hallucinations). ▪ Ethical considerations associated with the institution and maintenance of long-term 	5--6	a.5	b.1__b.7	c.2,c.3, c.5	d.1__d.7	-Interactive Lecture and tutorials - Group discussion		



No	Content	No/ week	Intended learning outcomes of course				Teaching and	Method of assessment	Evidence
	mechanical ventilation								
4	<u>Renal Dysfunction</u> ▪ Acute kidney injury	7	a.6	b.2,b.3,b.6	c.2,c.3,c.6	d.1__d.7	-Interactive Lecture and tutorials		
5	<u>Hematological Dysfunction</u> ▪ Anemia in ICU ▪ Disseminated intravascular coagulation /blood component therapy	7	a.6,a.8	b.3,b.5__b. 7	c.2,c.3	d.1__d.7	-Interactive Lecture and tutorials		
6	<u>Gastrointestinal Dysfunction</u> ▪ Acute Hepatic failure ▪ Re-feeding syndrome	8	a.8	b.1__b.7	c.2,c.3	d.1__d.7	-Interactive Lecture and tutorials - Group discussion		
7	<u>Metabolic - Endocrine Dysfunction</u> ▪ Fluid and/or electrolyte disturbances	9-10	a.9	b.1__b.7	c.2,c.3,c.6	d.1__d.7	- Interactive Lecture and tutorials		



No	Content	No/ week	Intended learning outcomes of course				Teaching and	Method of assessment	Evidence
	<ul style="list-style-type: none"> ▪ Acid-base disturbances ▪ Glycemic control in the critically ill patient ▪ Body temperature regulation and their associated disorders 								
8	<p><u>Septic Illness</u></p> <ul style="list-style-type: none"> ▪ Systemic inflammatory response syndrome ▪ Multiple organ dysfunction syndrome 	11	a.10	b.2__b.7	c.2,c.3	d.1__d.7	- Interactive Lecture and tutorials		
9	<p><u>Transplantation</u></p> <ul style="list-style-type: none"> ▪ Medical, ethical and medico-legal issues of brain death ▪ Postoperative medical management of the transplant patient 	11-12	a.11-a.12	b.5__b.7	c.2,c.3	d.1__d.7	Group discussion		

رئيس القسم العلمى : أ.م. د/ سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : ماجستير	اسم المقرر: Pharmacology in critical care عام الادوية فى الحالات الحرجة	الرمز الكودى : 702Ns08
عدد الوحدات الدراسية نظري ١ عملي -	التخصص: تمريض العناية الحرجة والطوارئ	

This course aims to provide the candidates with an in-depth understanding of the pharmacology of drugs frequently used in critical care settings, including mechanisms of action, adverse effects, dosing, drug interactions, and use in specific patient populations.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
By the end of the course the candidate will be able to: A1. Identify the pharmacokinetic principles affecting drug actions. A2. Describe the pharmacodynamics principals regulating drug action. A3. Describe the pharmacotherapies of shock, diabetes mellitus, bronchial Asthma, epilepsy, coagulopathy and sepsis. A4. Describe the pharmacotherapies of cardiac dysrhythmias, hypertension, heart failure and acute coronary syndrome. A5. Recognize the pharmacotherapies in endocrinal emergencies. A6. Explain mechanism of drug overdose or poisoning and how to manage A7. List of important drug adverse reactions.	ش للمعلومات والمفاهيم

<p>By the end of the course the candidate will be able to:</p> <p>B1. Correlate between the medical condition of the patient and the drug that will be used for treatment.</p> <p>B2. Evaluate the appropriate dosing of drugs according to the different characteristics of patient.</p> <p>B3. Determine the different drug adverse reaction and toxicities.</p> <p>B4. Compare the efficacy and effectiveness of the different analgesic and sedative drugs.</p> <p>B5. Analyze and evaluate medical information and relate it to medical problems solving in pharmacology</p> <p>B6. Classify the different pharmacotherapies of acid-base balance disorders.</p>	<p>ب - المهارات الذهنية</p>
<p>By the end of the course the candidate will be able to:</p> <p>C1. Administer prescribed medication according to patient condition, severity of illness and accompanying diseases.</p> <p>C2. Avoid /or manage drug interactions and adverse effects.</p> <p>C3. Report the different drug adverse the reaction and toxicities.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>By the end of the course the candidate will be able to:</p> <p>D1. Use different learning resources to get knowledge and information</p> <p>D2. Demonstrate ability to efficiently, professionally, and effectively communicate with patients, families and colleagues</p> <p>D3. Be aware of information technology utilized in clinical practice.</p> <p>D4. Work with others in a multi-disciplinary approach to assess, plan, provide and integrate care for individual patients</p> <p>D5. Manage time effectively in the Emergency Department.</p> <p>D6. Lead and work effectively in a team</p>	<p>د- المهارات العامة</p>

<p>1. Basic principle of clinical pharmacology</p> <ul style="list-style-type: none"> ▪ Introduction Pharmacokinetics & pharmacodynamics <p>2. Autonomic nervous system</p> <ul style="list-style-type: none"> ▪ Autonomic drugs ▪ Sedatives, hypnotics & Muscle relaxant. ▪ Analgesics & Anti-inflammatory. ▪ Brain Stimulants. 	<p>٤. محتوى المقرر</p>
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<ul style="list-style-type: none"> ▪ Convulsions therapy <p>3. Drug therapy of cardiovascular disorders</p> <ul style="list-style-type: none"> ▪ Heart Failure Treatment ▪ Acute coronary syndromes Therapy ▪ Hypertension Treatment ▪ Cardiac Dysrhythmias ▪ Treatment of Shock. <p>4. Drug therapy of respiratory disorders</p> <ul style="list-style-type: none"> ▪ Respiratory Failure ▪ COPDS (Asthma) ▪ Antibiotics in ICU <p>5. Endocrine drugs</p> <ul style="list-style-type: none"> ▪ Diabetes Mellitus ▪ Thyroid Crisis <p>6. Drugs for Coagulation Disorders</p> <p>7. Drugs for Fluid, Electrolyte and Acid-Base Disorders</p> <ul style="list-style-type: none"> ▪ Fluid replacement agents ▪ Acid-Base Balance <p>8. Chemotherapeutic drugs</p> <p>9. Toxicology</p> <p>10. Diuretics</p> <p>11. Drug interaction</p>	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	

<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. ▪ Oral exam 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final oral exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Final written exam 60 Mark ▪ Final oral exam 10 Mark ▪ Semester work 30 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أمذكرات
<ul style="list-style-type: none"> ▪ Spencer R, Nichols L, Likin G. Clinical pharmacology and nursing management. 4th ed, Philadelphia, J.B. Lippincott Company, 1993. ▪ Adams, P., Holland, L. & Urban, C. Pharmacology for Nurses: a pathophysiologic approach. 3rd, 2011. ▪ Basic and Clinical Pharmacology 10th Edition. Ed:Bertram G. Katzung; Appleton& Lange , 2007. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced Clinical Pharmacology textbooks available at the library. ▪ Golan et al. Principles of Pharmacology. The patophysiologic basis of drug therapy. Eds. 2nd edition. Lippincott, 2008. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ British J. of pharmacology ▪ American J. of pharmacology ▪ http://www.aacn.org/ www.americanheart.org ▪ www. AJN .com ▪ American Journal of Critical Care Nursing ▪ www. BJN.com ▪ www. ACCN.com ▪ www.FBFD.com 	د – دوريات علمية أو نشرات إلخ



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر ماجستير فى تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

علم الادوية فى الحالات الحرجة

Course title: Pharmacology in critical care

Code No: 702Ns08

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable d
1	<u>Basic principle of clinical pharmacology</u> <ul style="list-style-type: none">Introduction Pharmacokinetics & pharmacodynamics	1	a.1,a.2			d.1__d.3
2	<u>Autonomic nervous system</u> <ul style="list-style-type: none">Autonomic drugsSedatives, hypnotics & Muscle relaxant.Analgesics & Anti-inflammatory.Brain Stimulants.	2-3	a.3	b.1__b.5	c.1,c.2	d.1__d.6



No	Content	No/ week	Intended learning outcomes of course			
	<ul style="list-style-type: none"> ▪ Convulsions therapy 					
3	<p><u>Drug therapy of cardiovascular disorders</u></p> <ul style="list-style-type: none"> ▪ Heart Failure Treatment ▪ Acute coronary syndromes Therapy ▪ Hypertension Treatment ▪ Cardiac Dysrhythmias ▪ Treatment of Shock. 	4-5	a.3,a.4	b.1,__b.3,b.5	c.1,c.3	d.1__d.4
4	<p><u>Drug therapy of respiratory disorders</u></p> <ul style="list-style-type: none"> ▪ Respiratory Failure ▪ COPDS (Asthma) ▪ Antibiotics in ICU 	6	a.3	b.1,__b.3,b.5	c.1,c.3	d.1__d.4
5	<p><u>Endocrine drugs</u></p> <ul style="list-style-type: none"> ▪ Diabetes Mellitus ▪ Thyroid Crisis 	7	a.3,a.5	b.1,__b.3,b.5	c.1,c.3	d.1__d.4
6	<p><u>Drugs for Coagulation Disorders</u></p>	8	a.3	b.1,__b.3,b.5	c.1,c.3	d.1__d.4



No	Content	No/ week	Intended learning outcomes of course			
7	Drugs for Fluid, Electrolyte and Acid-Base Disorders <ul style="list-style-type: none">▪ Fluid replacement agents▪ Acid-Base Balance	9		b.1__b.5	c.1,c.3	d.1__d.6
8	Chemotherapeutic drugs	10		b.1,__b.3,b.5	c.1,c.3	d.1__d.4
9	Toxicology	11	a.6	b.1,__b.3,b.5	c.1,c.3	d.5,d.6
10	Diuretics	12		b.1,__b.3,b.5	c.1,c.3	d.1__d.4
11	Drug interaction	13	a.7	b.3	c.2,c.3	d.1__d.4

رئيس القسم العلمى : أ.م. د/ سحر يونس



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر علم الادوية في الحالات الحرجة ٢٠٢٠/٢٠١٩

Course title: Pharmacology in critical care

Code No: 702Ns08

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	<u>Basic principle of clinical pharmacology</u> <ul style="list-style-type: none">Introduction Pharmacokinetics & pharmacodynamics	1	a.1,a.2			d.1__d.3	- Group discussion	-Semester's work(Written assignments, presentation, Midterm exam)	-Final written exam 60% -Final oral exam 10%
2	<u>Autonomic nervous system</u> <ul style="list-style-type: none">Autonomic drugsSedatives, hypnotics & Muscle relaxant.	2-3	a.3	b.1__b.5	c.1,c.2	d.1__d.6	-Interactive Lecture and tutorials	-Final written	- Semester's



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment exam	Evidence work 30%
	<ul style="list-style-type: none"> ▪ Analgesics & Anti-inflammatory. ▪ Brain Stimulants. ▪ Convulsions therapy 							- Final oral exam	
3	<p><u>Drug therapy of cardiovascular disorders</u></p> <ul style="list-style-type: none"> ▪ Heart Failure Treatment ▪ Acute coronary syndromes Therapy ▪ Hypertension Treatment ▪ Cardiac Dysrhythmias ▪ Treatment of Shock. 	4-5	a.3,a.4	b.1,__b.3,b.5	c.1,c.3	d.1__d.4	-Interactive Lecture and tutorials		
4	<p><u>Drug therapy of respiratory disorders</u></p> <ul style="list-style-type: none"> ▪ Respiratory Failure ▪ COPDS (Asthma) ▪ Antibiotics in ICU 	6	a.3	b.1,__b.3,b.5	c.1,c.3	d.1__d.4	-Interactive Lecture and tutorials		
5	<p><u>Endocrine drugs</u></p> <ul style="list-style-type: none"> ▪ Diabetes Mellitus ▪ Thyroid Crisis 	7	a.3,a.5	b.1,__b.3,b.5	c.1,c.3	d.1__d.4	-Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
6	Drugs for Coagulation Disorders	8	a.3	b.1, __b.3,b.5	c.1,c.3	d.1__d.4	-Interactive Lecture and tutorials		
7	Drugs for Fluid, Electrolyte and Acid-Base Disorders <ul style="list-style-type: none"> ▪ Fluid replacement agents ▪ Acid-Base Balance 	9		b.1__b.5	c.1,c.3	d.1__d.6	-Interactive Lecture and tutorials		
8	Chemotherapeutic drugs	10		b.1, __b.3,b.5	c.1,c.3	d.1__d.4	-Interactive Lecture and tutorials		
9	Toxicology	11	a.6	b.1, __b.3,b.5	c.1,c.3	d.5,d.6	-Interactive Lecture and tutorials		
10	Diuretics	12		b.1, __b.3,b.5	c.1,c.3	d.1__d.4	-Interactive Lecture and tutorials		
11	Drug interaction	13	a.7	b.3	c.2,c.3	d.1__d.4	-Interactive Lecture and tutorials		



الهيئة القومية لضمان جودة التعليم والاعتماد

رئيس القسم العلمى : أ. م. د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور

كلية / معهد : التمريض

قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي

٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : ماجستير	اسم المقرر: Critical Care Nursing (2) تمريض العناية الحرجة (٢)	الرمز الكودي : 702Ns06
عملى 3	عدد الوحدات الدراسية نظري ٢	التخصص: تمريض العناية الحرجة والطوارئ

<p>This course is a continuation of critical care nursing 1 (CCN1); it is designed to provide the candidates with advanced skills and in-depth knowledge in CCN sciences. It enables them to function as educator, leaders and researcher in the field of CCN. Also this course aims to develop the critical thinking skills to take the appropriate decisions in critical care emergencies and how to deal with advanced technologies in the critical care setting.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Recognize the pathophysiology of critically ill patients with core body system alterations.</p> <p>A2. Indicate evidence based nursing practices for mechanically ventilated patients.</p> <p>A3. Illustrate basic and complex cardiac arrhythmias, including pharmacological and electrical management</p> <p>A4. Explain evidence based nursing practices in sedation and pain management</p> <p>A5. Describe innovative nursing strategies in dealing with neurological problems in ICU</p>	ص - المعلومات والمفاهيم

<p>A6. Clarify how to care for patients with electrolyte disturbances.</p> <p>A7. Discuss effective care for critically ill patients with hematologic disorders.</p>	
<p>B1. Integrate the pathophysiology of critical illness into nursing assessment and management of patients with life threatening conditions</p> <p>B2. Integrate theory, principles, nursing concepts, anatomy physiology, and pathophysiology within the context of the patient and family into competent nursing practice in an acute care environment.</p> <p>B3. Categorize the clinical presentation and related diagnostic findings of various pathological conditions.</p> <p>B4. Apply problem solving and critical thinking skills in carrying out patient care.</p> <p>B5. Analyze the pathophysiology of disease processes that can result in critical illness in a clinical based scenario.</p> <p>B6. Derive current evidence based guidelines, consensus statements, and attitudes astutely to ensure competent clinical practice.</p> <p>B7. Select a range of solutions to solve problems, critically evaluate, and justify proposed solutions for critical care problems.</p> <p>B8. Create a communication program for unconscious patients.</p> <p>B9. Interpret effectively complex acid-base disorders</p> <p>B10. Apply different scientific knowledge to solve professional problems.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Conduct comprehensive assessments and interpretation of subjective and objective data using the skills of observation, interviewing, history taking, and physical assessment.</p> <p>C2. Monitor hemodynamic, oxygenation, blood chemistry and base balance of critically ill patient.</p> <p>C3. Manage all pulmonary, cardiovascular, central nervous, renal,</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>liver, surgical, and hematologic emergencies properly.</p> <p>C4. Use nursing process in meeting comprehensive needs of the critically ill patient including emotional and spiritual needs.</p> <p>C5. Prepare patients for therapeutic management modalities for core body systems alterations.</p> <p>C6. Demonstrate skill in handling different equipment used for critical care.</p> <p>C7. Demonstrate technical skills in managing trauma patients.</p> <p>C8. Execute the essential elements of nursing care that will meet the needs of clients with multiple system problems.</p> <p>C9. Perform competent care for immune-compromised patient.</p> <p>C10. Do skilful postoperative care of the transplant patient.</p>	
<p>D1. Communicate in a variety of ways to collaborate effectively with clients, families, communities and other members of the inter professional team.</p> <p>D2. Acquire professional behaviours and actions to meet the therapeutic needs of the clients, family, inter professional team and community.</p> <p>D3 Manage time effectively in critical care settings.</p> <p>D4. Be aware of information technology in practice critical care nursing.</p> <p>D6. Use different information resources to provide comprehensive preventive, curative, and rehabilitative health care in Critical Care Settings.</p> <p>D7. Lead and work effectively in a team</p> <p>D8. Use self-regulation and reflective practice to function ethically and competently within the parameters of the Canadian RN's scope of practice.</p> <p>D9. Serve as a role model and mentor to students and health care providers.</p>	<p>د- المهارات العامة</p>

<p>15.Pulmonary System:</p> <ul style="list-style-type: none"> A. Acute respiratory failure, types/diagnosis/nursing management B. Evidence based nursing practices in the care of mechanically ventilated patients C. Ventilator associated pneumonia <p>16.Cardiovascular System:</p> <ul style="list-style-type: none"> A. Acute coronary syndrome (evidence based guidelines in dealing with ACS) B. Nursing management for cardiac dysrhythmias & updating guidelines in dealing with fatal dysrhythmias. C. New advances in open heart surgery D. New modalities in cardiac catheterization <p>17.Nervous System:</p> <ul style="list-style-type: none"> A. Advanced practices in the care of patients with stroke B. Traumatic brain injury C. Evidence based nursing practices in sedation and pain management D. Supportive and rehabilitation services integral to the management of patients with neuromuscular diseases. <p>18.Gastrointestinal System</p> <ul style="list-style-type: none"> A. Stress-related mucosal disease in critically ill patients B. Abdominal compartment syndrome C. Fulminant hepatic failure & it nursing management <p>19.Renal System:</p> <ul style="list-style-type: none"> A. Acute kidney injury in ICU B. Electrolyte Emergencies C. Complex acid-base disorders and associated electrolyte imbalances <p>20.Multisystem Disorders:</p> <ul style="list-style-type: none"> A. Systemic Inflammatory Response Syndrome and Multiple Organ Dysfunction Syndrome <p>21.Immunology:</p> <ul style="list-style-type: none"> A. Caring for the immune-compromised critically ill patient <p>22.Transplantation</p> <p>Postoperative care of the transplant patient</p>	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ BPL ▪ Simulation ▪ Practical and clinical cases ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises ▪ Projects- based learning 	<p>٥. أساليب التعليم والتعلم</p>

<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Ongoing clinical assessment in real situations. ▪ Oral exam ▪ Objective Structured Clinical Evaluation (OSCE) ▪ Written assignments 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final oral exam 16th week 	<p>ب-التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 60 Mark ▪ Final written exam 120 Mark ▪ Final oral exam 20 Mark ▪ Total 200 Mark 	<p>ج- توزيع الدرجات</p>
<p>٨. قائمة الكتب الدراسية والمراجع</p>	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	<p>أ-مذكرات</p>
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2009. ▪ Arlson K.. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2009. ▪ Perry AG. Et al. Clinical Nursing Skills & Techniques. St. Louis: Missouri. 2010 ▪ Shumacher L, Chernecky C. Saunders nursing survival guide: critical care & emergency nursing, Saunders/ Elsevier,2010. 	<p>ب - كتب ملزمة</p>
<ul style="list-style-type: none"> ▪ Elliot, D, Aitken, L & Chaboyer, W, ACCCN's critical care nursing, Mosby Elsevier, Sydney, 2011. 	<p>ج – كتب مقترحة</p>



<ul style="list-style-type: none">▪ Lynn M, Carlson K. Procedure Manual for Critical care. 5th ed. W.B. Saunders Co. Philadelphia, 2005.	
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	د – دوريات علمية أو نشرات إلخ

رئيس القسم العلمي : أ.م. د/ سحر يونس

أستاذ المادة :



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

تمريض العناية الحرجة (٢)

Course title: Critical Care Nursing (2)

Code No: 702Ns06

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable D
1	<u>Pulmonary System</u> <ul style="list-style-type: none">Acute respiratory failure, types/diagnosis/nursing managementEvidence based nursing practices in the care of mechanically ventilated patientsVentilator associated pneumonia	1	a.1,a.2	b.1__b.7	c.1__c.6	d.1__d.9
2	<u>Cardiovascular System</u> <ul style="list-style-type: none">Acute coronary syndrome (evidence based guidelines in dealing with ACS)Nursing management for cardiac dysrhythmias & updating guidelines in dealing with fatal dysrhythmias.New advances in open heart surgeryNew modalities in cardiac catheterization	2-3	a.1,a.3,a.4	b.1__b.7	c.1 __c.6	d.1__d.9



No	Content	No/ week	Intended learning outcomes of course			
3	<p><u>Nervous System</u></p> <ul style="list-style-type: none"> ▪ Advanced practices in the care of patients with stroke ▪ Traumatic brain injury ▪ Evidence based nursing practices in sedation and pain management ▪ Supportive and rehabilitation services integral to the management of patients with neuromuscular diseases. 	4-5	a.1,a.5,a.4	b.1__b.8, b.10	c.1__c.7	d.1__d.9
4	<p><u>Gastrointestinal System</u></p> <ul style="list-style-type: none"> ▪ Stress-related mucosal disease in critically ill patients ▪ Abdominal compartment syndrome ▪ Fulminant hepatic failure 	6-8	a.1	b.1__b.7	c.1__c.6	d.1__d.9
5	<p><u>Renal System</u></p> <ul style="list-style-type: none"> ▪ Acute kidney injury in ICU ▪ Electrolyte Emergencies ▪ Complex acid-base disorders and associated electrolyte imbalances 	9-10	a.1,a.7	b.1__b.7,b.9	c.1__c.6	d.1__d.9
6	<p><u>Multisystem Disorders</u></p> <ul style="list-style-type: none"> ▪ Systemic Inflammatory Response Syndrome and Multiple Organ Dysfunction Syndrome 	11	a.1,a.7	b.1__b.7,b.10	c.1__c.6,c8	d.1__d.9
7	<p><u>Immunology</u></p> <ul style="list-style-type: none"> ▪ Caring for the immune-compromised critically ill patient 	12	a.1	b.1__b.7,b.10	c.1__c.6,c9	d.1__d.9
8	<p><u>Transplantation</u></p> <ul style="list-style-type: none"> ▪ Postoperative care of the transplant patient 	13	a.4	b.2,b.6	c.1__c.6,c10	d.1__d.9



رئيس القسم العلمي : أ.م. د/ سحر يونس

جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر تمريض العناية الحرجة (٢) ٢٠٢٠/٢٠١٩

Course title: Critical Care Nursing (2)

Code No: 702Ns06

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	<u>Pulmonary System</u> <ul style="list-style-type: none">Acute respiratory failure, types/diagnosis/nursing managementEvidence based nursing practices in the care of mechanically ventilated patientsVentilator associated pneumonia	1	a.1,a.2	b.1__b.7	c.1__c.6	d.1__d.9	-Interactive Lecture and tutorials	-Summative semester work (Written assignments, presentation, OSCE)	-Summative semester work 30% - Final written exam 60%
2	<u>Cardiovascular System</u> <ul style="list-style-type: none">Acute coronary syndrome (evidence based guidelines in	2-3	a.1,a.3,a.4	b.1__b.7	c.1__c.6	d.1__d.9	-Interactive Lecture and	- Final written	-Final oral exam 10%



No	Content	No	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	dealing with ACS) <ul style="list-style-type: none"> ▪ Nursing management for cardiac dysrhythmias & updating guidelines in dealing with fatal dysrhythmias. ▪ New advances in open heart surgery ▪ New modalities in cardiac catheterization 	/					tutorials - Group discussion	exam - Final oral exam	
3	<u>Nervous System</u> <ul style="list-style-type: none"> ▪ Advanced practices in the care of patients with stroke ▪ Traumatic brain injury ▪ Evidence based nursing practices in sedation and pain management ▪ Supportive and rehabilitation services integral to the management of patients with neuromuscular diseases. 	4-5	a.1,a.5,a.4	b.1_b.8, b.10	c.1_c.7	d.1_d.9	-Interactive Lecture and tutorials		
4	<u>Gastrointestinal System</u> <ul style="list-style-type: none"> ▪ Stress-related mucosal disease in critically ill patients ▪ Abdominal compartment syndrome ▪ Fulminant hepatic failure & it nursing management 	6-8	a.1	b.1_b.7	c.1_c.6	d.1_d.9	-Interactive Lecture and tutorials		



No	Content	No	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
5	<u>Renal System</u> <ul style="list-style-type: none"> ▪ Acute kidney injury in ICU ▪ Electrolyte Emergencies ▪ Complex acid-base disorders and associated electrolyte imbalances 	9-10	a.1,a.7	b.1__ b.7,b.9	c.1 __c.6	d.1__d.9	-Interactive Lecture and tutorials		
6	<u>Multisystem Disorders</u> <ul style="list-style-type: none"> ▪ Systemic Inflammatory Response Syndrome and Multiple Organ Dysfunction Syndrome 	11	a.1,a.7	b.1__b.7,b. 10	c.1 __c.6,c8	d.1__d.9	- Group discussion		
7	<u>Immunology</u> <ul style="list-style-type: none"> ▪ Caring for the immune-compromised critically ill patient 	12	a.1	b.1__b.7,b. 10	c.1__c.6,c9	d.1__d.9	-Interactive Lecture and tutorials		
8	<u>Transplantation</u> <ul style="list-style-type: none"> ▪ Postoperative care of the transplant patient 	13	a.4	b.2,b.6	c.1__c.6,c10	d.1__d.9	- Group discussion		

رئيس القسم العلمي : أ.م. د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي

٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : الماجستير	اسم المقرر: طب الطوارئ	الرمز الكودي: 702Ns10
عدد الوحدات الدراسية نظري ١ عملي -	التخصص: تمريض العناية الحرجة والطوارئ	

This course aims to prepare candidates to be knowledgeable, independent and clinically competent to manage the emergency patients. Also, it enables candidates to develop systematic medical problem solving and patient management abilities in the emergency setting.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. List the roles and responsibilities of emergency department team.</p> <p>A2. Describe the pathophysiology of emergent patient with core body system alterations.</p> <p>A3. Explain stabilization techniques for trauma patients.</p> <p>A4. Illustrate basic concepts of cardiac catheterization.</p> <p>A5. Recognize basic and complex cardiac arrhythmias, including pharmacological and electrical management</p> <p>A6. Define shock states and its management in emergency department</p> <p>A7. Recognize complications of burn injuries (smoke inhalation, airway burns)</p>	أ - المعلومات والمفاهيم
<p>B1. Categorize patient management in the emergency department.</p> <p>B2. Prioritize professional duties when faced with multiple patients and problems effectively.</p> <p>B3. Interpret commonly performed diagnostic studies (EKG, radiologic studies, ABG, laboratory studies) in the emergency department.</p>	ب - المهارات الذهنية

<p>B4. Classify effectively advanced types of cardiac dysrhythmias.</p> <p>B5. Formulate a differential diagnosis for a patient potentially suffering from a toxic syndrome.</p>	
<p>C1. Conduct management crisis practices in a calm, prompt and skillful manner.</p> <p>C2. Perform diverse techniques in basic and advanced airway management for all age groups efficiently.</p> <p>C3. Perform basic and advanced life support skillfully.</p> <p>C4. Demonstrate the ability to develop patient care and/or triage protocols</p> <p>C5. Perform a complete and appropriate assessment of emergency patient.</p> <p>C6. Conduct a sequential plan to support organ function.</p> <p>C7. Use appropriate measures for protection of health care providers to avoid exposure to or contamination from biologic, chemical or radiation threats</p> <p>C8. Employ immediate life-supportive measures for a patient who has sustained life threatening burns</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Communicate effectively during crisis situations in the Emergency Department</p> <p>D2. Demonstrate ability to efficiently, professionally, and effectively communicate with patients, families and colleagues</p> <p>D3. Engage patients, their family, and relevant health professionals in shared decision-making to develop a plan of care</p> <p>D4. cooperate with others in a multi-disciplinary approach to assess, plan, provide and integrate care for individual patients</p> <p>D5. Practice the principles of crisis resource management and act as an effective team leader in crisis situations</p> <p>D6. Respect team ethics, including confidentiality, resource allocation and professionalism</p> <p>A7. Use effective coping strategies to deal with the stressors of decision-making and prioritizing interventions in a leadership role</p> <p>A8. Manage time effectively in the Emergency Department.</p> <p>A9. Lead and work effectively in a team.</p>	<p>د- المهارات العامة</p>

٤. محتوى المقرر

12. Principles of traumatology

- Trauma management
- Triage
- Emergency preparedness and disaster medicine

13. Respiratory Emergencies

- Oxygen Therapy and Airway Management
- Pneumothorax
- Exacerbation of asthma/ COPD
- Pulmonary edema and Pulmonary embolism

14. Cardiovascular Emergencies

- Shock
- Acute coronary syndrome
- Hypertensive crisis
- Cardiac dysrhythmias
- Cardiac pacing catheterization
- ACLS

15. Trauma

- Head trauma
- Thoracic trauma
- Abdominal trauma
- Eye trauma
- Gunshot and stab wounds

16. Gastrointestinal Emergencies

- Acute abdominal pain
- Acute gastrointestinal haemorrhage

17. Neurological Dysfunction

- Stroke
- Coma
- Seizures

18. Endocrine and metabolic emergencies

- Diabetic ketoacidosis
- Hypoglycemia
- Hyperglycemic hyperosmolar nonketotic syndrome
- Myxedema Coma
- Sheehan's syndrome
- Acute adrenal crisis

19. Musculoskeletal Trauma and Emergencies

- Spinal cord injury
- Sprain , strain, contusion, bursitis
- Fractures/dislocations

20. Intoxication & Anaphylaxis

- Intoxication of unknown type
- Carbon monoxide inhalation
- Narcotic overdose

21. Burns and/or Electrical Injury**22. Psychiatric Emergencies**

- Suicide

<ul style="list-style-type: none"> ▪ Depression ▪ Panic attack/anxiety disorders ▪ Psychosis Schizophrenia ▪ Sexual abuse and child abuse 	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Attendance with guidance in Intensive Care unit 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. ▪ Oral exam 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week ▪ Final oral exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Final written exam 60 Mark ▪ Final oral exam 10 Mark ▪ Semester work 30 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Tintinalli, J. E., et al. Emergency Medicine. 7th ed. New York: McGraw Hill, 2009 . ▪ Stone K and Humphries R. Current Emergency “Diagnosis and Treatment”. 5 th ed. London: Medical Publishing Division, 2010. ▪ Limmer D. emergency care. 10th ed. New Jersey: Upper Saddle River, 2005. ▪ Barkin R et al. Emergency Medicine: Concepts and Clinical Practice. 	ب - كتب ملزمة

Third Edition. Mosby: At. Louis, 2007.	
▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), http://www.rcn.org.uk,▪ www.americanheart.org▪ www.emedicine.com▪ www.pubmed.com	د – دوريات علمية أو نشرات إلخ

رئيس القسم العلمى : أ.م. د/ سحر يونس

أستاذ المادة :



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

طب الطوارئ

Course title: Emergency Medicine

Code No: 702Ns10

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable d
1	<u>Principles of traumatology</u> <ul style="list-style-type: none">Trauma managementTriageEmergency preparedness and disaster medicine	1	a.1__a.3	b.1,b.2	c.1__c.5	d.1__d.9
2	<u>Respiratory Emergencies</u> <ul style="list-style-type: none">Oxygen Therapy and Airway ManagementPneumothoraxExacerbation of asthma/ COPDPulmonary edema and Pulmonary embolism	2	a.2	b.3	c.2,c.5	d.1__d.9



No	Content	No/ week	Intended learning outcomes of course			
3	<u>Cardiovascular Emergencies</u> <ul style="list-style-type: none"> ▪ Shock ▪ Acute coronary syndrome ▪ Hypertensive crisis ▪ Cardiac dysrhythmias ▪ Cardiac pacing catheterization ▪ ACLS 	3	a.4,a.5,a.6	b.3,b.4	c.1,c.3,c.5	d.1__d.9
4	<u>Trauma</u> <ul style="list-style-type: none"> ▪ Head trauma ▪ Thoracic trauma ▪ Abdominal trauma ▪ Eye trauma ▪ Gunshot and stab wounds 	4-5	a.3	b.3	c.5,c.6	d.1__d.9
5	<u>Gastrointestinal Emergencies</u> <ul style="list-style-type: none"> ▪ Acute abdominal pain ▪ Acute gastrointestinal haemorrhage 	6	a.2	b.3	c.5,c.6	d.1__d.9
6	<u>Neurological Dysfunction</u> <ul style="list-style-type: none"> ▪ Stroke ▪ Coma ▪ Seizures 	7	a.2	b.3	c.5,c.6	d.1__d.9



No	Content	No/ week	Intended learning outcomes of course			
7	<p><u>Endocrine and metabolic emergencies</u></p> <ul style="list-style-type: none"> ▪ Diabetic ketoacidosis ▪ Hypoglycemia ▪ Hyperglycemic hyperosmolar nonketotic syndrome ▪ Myxedema Coma ▪ Sheehan's syndrome ▪ Acute adrenal crisis 	8-9	a.2	b.3	c.5,c.6	d.1__d.9
8	<p><u>Musculoskeletal Trauma and Emergencies</u></p> <ul style="list-style-type: none"> ▪ Spinal cord injury ▪ Sprain , strain, contusion, bursitis ▪ Fractures/dislocations 	10	a.2,a.3	b.3	c.5,c.6	d.1__d.9
9	<p><u>Intoxication & Anaphylaxis</u></p> <ul style="list-style-type: none"> ▪ Intoxication of unknown type ▪ Carbon monoxide inhalation ▪ Narcotic overdose 	11	a.2	b.5	c.5,c.6,c.7	d.1__d.9
10	<p><u>Burns and/or Electrical Injury</u></p>	12	a.2,a.7	b.2	c.5,c.6,c.8	d.1__d.9
11	<p><u>Psychiatric Emergencies</u></p> <ul style="list-style-type: none"> ▪ Suicide ▪ Depression ▪ Panic attack/anxiety disorders ▪ Psychosis Schizophrenia 	13-14	a.2	b.2	c.1,c.5,c.6	d.1__d.9



No	Content	No/ week	Intended learning outcomes of course			
	▪ Sexual abuse and child abuse					

رئيس القسم العلمي : أ.م. د/ سحر يونس

جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر طب الطوارئ ٢٠٢٠/٢٠١٩

Course title: Emergency Medicine

Code No: 702Ns10

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	<i>Principles of traumatology</i> <ul style="list-style-type: none">▪ Trauma management▪ Triage▪ Emergency preparedness and disaster medicine	1	a.1__a.3	b.1,b.2	c.1__c.5	d.1__d.9	- Group discussion	-Semester's work(Written assignments, presentation, Midterm exam)	-Final written exam 60% -Final oral exam 10%
2	<i>Respiratory Emergencies</i> <ul style="list-style-type: none">▪ Oxygen Therapy and Airway	2	a.2	b.3	c.2,c.5	d.1__d.9	-Interactive Lecture and		



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	Management <ul style="list-style-type: none"> ▪ Pneumothorax ▪ Exacerbation of asthma/ COPD ▪ Pulmonary edema and Pulmonary embolism 						tutorials	-Final written exam - Final oral exam	- Semester's work 30%
3	<u>Cardiovascular Emergencies</u> <ul style="list-style-type: none"> ▪ Shock ▪ Acute coronary syndrome ▪ Hypertensive crisis ▪ Cardiac dysrhythmias ▪ Cardiac pacing catheterization ▪ ACLS 	3	a.4,a.5,a.6	b.3,b.4	c.1,c.3,c.5	d.1__d.9	-Interactive Lecture and tutorials		
4	<u>Trauma</u> <ul style="list-style-type: none"> ▪ Head trauma ▪ Thoracic trauma ▪ Abdominal trauma ▪ Eye trauma ▪ Gunshot and stab wounds 	4-5	a.3	b.3	c.5,c.6	d.1__d.9	-Interactive Lecture and tutorials		
5	<u>Gastrointestinal Emergencies</u> <ul style="list-style-type: none"> ▪ Acute abdominal pain 	6	a.2	b.3	c.5,c.6	d.1__d.9	-Interactive Lecture and		



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	<ul style="list-style-type: none"> ▪ Acute gastrointestinal haemorrhage 						tutorials		
6	<u>Neurological Dysfunction</u> <ul style="list-style-type: none"> ▪ Stroke ▪ Coma ▪ Seizures 	7	a.2	b.3	c.5,c.6	d.1__d.9	-Interactive Lecture and tutorials		
7	<u>Endocrine and metabolic emergencies</u> <ul style="list-style-type: none"> ▪ Diabetic ketoacidosis ▪ Hypoglycemia ▪ Hyperglycemic hyperosmolar nonketotic syndrome ▪ Myxedema Coma ▪ Sheehan's syndrome ▪ Acute adrenal crisis 	8-9	a.2	b.3	c.5,c.6	d.1__d.9	-Interactive Lecture and tutorials		
8	<u>Musculoskeletal Trauma and Emergencies</u> <ul style="list-style-type: none"> ▪ Spinal cord injury ▪ Sprain , strain, contusion, bursitis ▪ Fractures/dislocations 	10	a.2,a.3	b.3	c.5,c.6	d.1__d.9	-Interactive Lecture and tutorials		



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
9	<u>Intoxication & Anaphylaxis</u> <ul style="list-style-type: none"> ▪ Intoxication of unknown type ▪ Carbon monoxide inhalation ▪ Narcotic overdose 	11	a.2	b.5	c.5,c.6,c.7	d.1__d.9	-Interactive Lecture and tutorials		
10	<u>Burns and/or Electrical Injury</u>	12	a.2,a.7	b.2	c.5,c.6,c.8	d.1__d.9	-Interactive Lecture and tutorials		
11	<u>Psychiatric Emergencies</u> <ul style="list-style-type: none"> ▪ Suicide ▪ Depression ▪ Panic attack/anxiety disorders ▪ Psychosis Schizophrenia ▪ Sexual abuse and child abuse 	13-14	a.2	b.2	c.1,c.5,c.6	d.1__d.9	-Interactive Lecture and tutorials - Group discussion		

رئيس القسم العلمي : أ.م.د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى :	اسم المقرر: علم النفس التعليمي Educational Psychology	الرمز الكودي : 702E11
<input type="checkbox"/> عملي <input type="checkbox"/> نظري	عدد الوحدات الدراسية	التخصص: تمريض العناية الحرجة والطوارئ

Educational Psychology is a course designed to introduce psychological principles, theories, and methodologies to issues of teaching and learning. Post graduates will have the skills to understand and contribute to the growth and enhancement of knowledge and practice in educational psychology and develop tools for implementing new teaching models in the classroom.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
A1. Develop an advanced understanding of general psychological principles and theories to include motivation, learning, emotion, and behavior. A2. Discuss the teacher's important role in designing instruction appropriate to the stages of human development. A3. Suggest teaching methods that help create a positive environment A4. Describe the basic elements of test construction A5. Describe learning assessment techniques. A6. . Discuss the significance of psychological theory in the field of education	أ - المعلومات والمفاهيم

<p>B1. Generate psychology-based solutions to teaching/classroom problem in order to improve student learning</p> <p>B2. Compare and contrast different teaching approaches, with a focus on evaluating their strengths and limitations through a psychological lens.</p> <p>B3. Understand the various ways in which psychology is present in the teaching learning process.</p> <p>B4. Connect principles of educational psychology to the successful methods of teaching.</p> <p>B5. Understanding student differences</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Demonstrate the connection between psychological theories of development and teaching and learning strategies</p> <p>C2. Demonstrate an understanding of the interrelationships between teacher behavior and student behavior.</p> <p>C3. Apply psychological learning theories to the development of classroom management techniques.</p> <p>C4. Evaluate educational and social services program designs to include program evaluation, curriculum development, and assessment strategies.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Act responsibly and ethically in carrying out individual as well as group projects</p> <p>D2. Lead and work effectively in a team</p> <p>D3. Participates in the creation of a positive learning environment.</p> <p>D4. Incorporates selected elements of own practice throughout the learning experience.</p> <p>D5. Manage time effectively and complete all assignments in due time.</p> <p>D6. Use information technology in literature review.</p> <p>D7. Participate in class discussion and think critically</p> <p>D8. Accepts responsibility for prior class preparation and active participation in each class meeting.</p>	<p>د- المهارات العامة</p>

<p>1. Introduction to Educational Psychology</p> <ul style="list-style-type: none"> ▪ Education ▪ Educational psychology ▪ Learning ▪ Teaching <p>2. Guiding the Instructional Process</p> <p>A. Planning</p> <ul style="list-style-type: none"> ▪ Domains of learning ▪ Setting objectives <p>B. Instruction</p> <ul style="list-style-type: none"> ▪ The lesson ▪ Considering individual differences <p>C. Management</p> <ul style="list-style-type: none"> ▪ Setting rules and procedures ▪ Classroom Management <p>D. Evaluating learning</p> <ul style="list-style-type: none"> ▪ Assessment of Classroom Learning ▪ Standardized testing <p>3. Theories of Learning</p> <p>A. Behavioral Learning Theory</p> <p>B. Cognitive Learning Theory</p> <p>C. Social Learning Theory</p> <p>D. Humanistic</p> <p>4. Motivation</p> <p>A. Theories of motivation</p> <p>B. Increasing student motivation</p>	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>

<ul style="list-style-type: none"> Oral exam 	
<ul style="list-style-type: none"> Midterm exam 8-10th weeks Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> Summative semester work 40% Final written exam 60% 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> Snowman, J. and Biehler, R. <i>Psychology Applied to Teaching</i> (11th ed.). New York: Houghton Mifflin, 2006. Woolfolk, A., Winne, P., & Perry, N. <i>Educational psychology</i> (Fifth Canadian Ed.). Toronto, ON: Pearson Education Canada, 2012. 	ب - كتب ملزمة
<ul style="list-style-type: none"> All advanced educational psychology textbooks available at the library. 	ج - كتب مقترحة
<ul style="list-style-type: none"> http://www.aacn.org/ www.americanheart.org www.AJN.com American Journal of Critical Care Nursing www.BJN.com www.ACCN.com www.FBFD.com www.ChestJournal.com www.WHO.org National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk Royal College of Nursing (UK), 0, http://www.rcn.org.uk, 	د - دوريات علمية أو نشرات إلخ

أستاذ المادة :

رئيس القسم العلمي : أ.م. د/ سحر يونس

مصفوفة محتوى مقرر ماجستير فى تـمريض العناية الحرجة و الطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

علم النفس التـعليمى

Course title: Educational Psychology**Code No: 702EI11**

No	Content	week No/	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General & transferable D
1	Introduction to Educational Psychology <ul style="list-style-type: none">EducationEducational psychologyLearningTeaching	1-2	a.1	b.1__b.4,	c.1,c.2	d.1__d.4
2	Planning of Instructional Process <ul style="list-style-type: none">Domains of learningSetting objective	3				d.2__d.4, d.6
3	Instruction <ul style="list-style-type: none">The lessonConsidering individual differences	4-5	a.2,a.3	b.4,b.5	c.2	d.2__d.4
4	Management <ul style="list-style-type: none">Setting rules and procedures	6-7			c.3	d.2__d.5, d.7



No	Content	week No/	Intended learning outcomes of course			
	▪ Classroom Management					
5	Evaluating learning ▪ Assessment of Classroom Learning ▪ Standardized testing	8-9	a.4,a.5		c.4	d.2__d.4,d.7
6	Theories of Learning ▪ Behavioral Learning Theory ▪ Cognitive Learning Theory ▪ Social Learning Theory ▪ Humanistic	10-11	a.6	b.4	c.1	d.2__d.4
7	Motivation ▪ Theories of motivation ▪ Increasing student motivation	12-13	a.1	b.5	c.2	d.2__d.4

رئيس القسم العلمى : أ.م. د/ سحر يونس



جامعة دمنهور
كلية التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر علم النفس التعليمي ٢٠٢٠/٢٠١٩

Course title: Educational Psychology

Code No: 702EI11

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 Educational Psychology <ul style="list-style-type: none">EducationEducational psychologyLearningTeaching	1-2	a.1	b.1__b.4,	c.1,c.2	d.1__d.4	- Group discussion	-Semester's work(written assignments, presentation)	-Final written exam 60% -Semester's work 40%
2	Planning of Instructional Process <ul style="list-style-type: none">Domains of learningSetting objective	3				d.2__d.4, d.6	-Interactive Lecture and tutorials	-Final written exam	
3	Instruction <ul style="list-style-type: none">The lesson	4-5	a.2,a.3	b.4,b.5	c.2	d.2__d.4	-Interactive Lecture and		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	<ul style="list-style-type: none"> Considering individual differences 						tutorials		
4	Management <ul style="list-style-type: none"> Setting rules and procedures Classroom Management 	6-7			c.3	d.2__d.5, d.7	-Interactive Lecture and tutorials		
5	Evaluating learning <ul style="list-style-type: none"> Assessment of Classroom Learning Standardized testing 	8-9	a.4,a.5		c.4	d.2__d.4,d.7	-Interactive Lecture and tutorials		
6	Theories of Learning <ul style="list-style-type: none"> Behavioral Learning Theory Cognitive Learning Theory Social Learning Theory Humanistic 	10-11	a.6	b.4	c.1	d.2__d.4	-Interactive Lecture and tutorials		
7	Motivation <ul style="list-style-type: none"> Theories of motivation Increasing student motivation 	12-13	a.1	b.5	c.2	d.2__d.4	-Interactive Lecture and tutorials		

رئيس القسم العلمى : أ.م. د/ سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي : 702E112	اسم المقرر: دراسة المجتمع ومشاكله الصحية	الفرقة / المستوى : ماجستير
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي <input type="checkbox"/>

<p>This elective course will enable candidates to:</p> <ol style="list-style-type: none">1. Gain broader knowledge and experience in the field of studying community health problems.2. Apply community health principles to develop strategies for illness prevention, health maintenance and promotion in critical and emergency care settings.3. Prepare candidates to assist the patient and the family to adapt to their conditions and achieve the optimal level of care with the minimum disabilities.4. Prepare a community- oriented nurse capable of anticipating and responding to community health needs within critical care settings.	<p>٢. هدف المقرر</p>
<p>A1. Enumerate community health problems that may reflect on critical care nurse practices.</p> <p>A2. Describe prevention and control of hospital infection specially in critical care settings.</p> <p>A3. Describe healthcare system management in Egypt.</p>	<p>٣. المستهدف من تدريس المقرر :</p> <p>أ - المعلومات والمفاهيم</p>

<p>A4. Illustrate public health emergencies and community crises</p> <p>A5. Explain one example of biologic, chemical, environmental/mechanical, physical, and psychosocial workplace hazards in critical care settings</p> <p>A6. Discuss principles of community disaster preparedness</p> <p>A7. Explain the components of a successful response to a mass casualty incident.</p> <p>A8. Define workplace violence</p> <p>A9. Discuss risk factors associated with workplace violence.</p>	
<p>B1. Develop guidelines for safety practices for critically ill patients and critical care nurses based on evidence.</p> <p>B2. Prioritize nursing action according to the critical ill patient's needs</p> <p>B3. Categorize critically ill patients in emergency settings according to their severity of illness using different triage systems.</p> <p>B4. Analyze the different factors that promote or hinder the communication on ICU.</p> <p>B5. Design a workplace violence prevention program design interventions that protect workers and promote a safe and healthful workplace</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Apply preventive measure for infection control.</p> <p>C2. Apply management functions in problem identification, prioritization, planning, implementation and evaluation of health care services</p> <p>C3. Demonstrate interest in continued learning for personal and professional advancement</p> <p>C4. Work within teams to problem solve and improve safety and health practice</p> <p>C5. Apply the principles of occupational safety in Critical care units.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>C6. Work with disaster preparedness groups at the community level efficiently.</p> <p>C7. Apply knowledge gained in theory to improve patient's safety in Critical care units.</p> <p>C8. Demonstrate leadership abilities to initiate and bring about change in her/his area of practice in the health delivery system.</p> <p>C9. Educate critically ill patients and families from a variety of cultural backgrounds about health promotion, health protection and disease prevention.</p> <p>C10. Demonstrate cultural competency for the management of abusive/violent situations exhibited within critical care settings.</p> <p>C11. Implement programs to support victims, abusers, and family members</p> <p>C12. Deliver family centered care considering the impact of the acute care environment on clients and family members.</p>	
<p>D1. Appreciate working with a team</p> <p>D2. Manages time, resources and sets priorities.</p> <p>D3. Communicate effectively with the infection control committee to minimize the risk of infection transmission.</p> <p>D4. Communicate effectively with patients, their families and other colleagues</p> <p>D5. Participate in opportunities to share skills, knowledge, and strategies for patient care and system improvements with peers and/or health team members.</p> <p>D6. Uses information technology.</p> <p>D7. Uses problem solving skills.</p> <p>A8. Participates in ongoing educational activities related to professional issues.</p>	<p>د- المهارات العامة</p>

<p>16. Community Health Problems</p> <ul style="list-style-type: none"> ▪ Environmental Influences on Community Health/Vulnerable Groups ▪ Community-Acquired Pneumonia ▪ Special needs and tailoring care for the elderly patient <p>17. Health systems and services: the role of acute care</p> <p>18. Public health emergencies and community crises</p> <ul style="list-style-type: none"> ▪ Infectious disease outbreaks, ▪ Natural disasters, ▪ Biological, chemical, and radiological events. <p>19. Community Emergency Preparedness</p> <ul style="list-style-type: none"> ▪ Emergency management ▪ Disaster assessment, , ▪ Disaster triage, ▪ Care provision for victims, ▪ Establishment of emergent service system and informatics sharing system, <p>20. Providing critical care nursing services in nontraditional care sites such as ambulatory care, community and home care settings</p> <p>21. Tele-intensive care unit (Tele-ICU)</p> <p>22. Occupational Health/Workplace/Violence</p> <p>23. Family-centered care</p> <ul style="list-style-type: none"> ▪ ICU family communication and critical care nurses. <p>24. Improving rehabilitation following transfer from ICU</p> <p>25. Palliative and end of life care</p>	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Individual assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>

<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 mark ▪ Final written exam 60 mark ▪ Total 100 mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Arlson K. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2009. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ International Labour Organization, World Health Organization “Joint ILO/WHO guidelines on health services and HIV/AIDS” Printed by the International Labour Office, Geneva, Switzerland 2005. ▪ Lundy K. and Jons S., (2009): Community Health Nursing, Caring for Public Health. 2nd ed Jones and Barllett Comp ▪ Maurer F.A. and Smith C.M.,(2005): Community/public health nursing practice: health for families and populations. Elsevier Health Sciences. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ http://www.aacn.org/ www.americanheart.org ▪ www.AJN.com ▪ American Journal of Critical Care Nursing ▪ www.BJN.com ▪ www.ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org ▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk 	د – دوريات علمية أو نشراتإلخ



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| ▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk , | |
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رئيس القسم العلمي: أ.م.د/ سحر يونس

استاذ المادة:



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر الدراسات العليا في مادة تمريض العناية الحرجة والطوارئ للعام الجامعي ٢٠٢٠/٢٠١٩

دراسة المجتمع ومشاكله الصحية

Course title: community health problems

Code No: 702E112

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills C	General &transferable D
1	26. Community Health Problems <ul style="list-style-type: none">Environmental Influences on Community Health/Vulnerable GroupsCommunity-Acquired PneumoniaSpecial needs and tailoring care for the elderly patient	1__3	a.1__a.3	b.1,b2	c.1,c.2	d.1__ d.8
2	Health systems and services: the role of acute care	4			c.3	d.1__ d.8



No	Content	No/ week	Intended learning outcomes of course			
3	Public health emergencies and community crises <ul style="list-style-type: none"> ▪ Infectious disease outbreaks, ▪ Natural disasters, ▪ Biological, chemical, and radiological events. 	5	a.4,a.5	b.3	c.4,c.5	d.1__ d.8
4	Community Emergency Preparedness <ul style="list-style-type: none"> ▪ Emergency management ▪ Disaster assessment, , ▪ Disaster triage, ▪ Care provision for victims, ▪ Establishment of emergent service system and informatics sharing system, 	6-7	a.6,a.7	b.4	c.6,c7	d.1__ d.8
5	Providing critical care nursing services in nontraditional care sites such as ambulatory care, community and home care settings	8			c.8,c.9	d.1__ d.8



No	Content	No/ week	Intended learning outcomes of course			



No	Content	No/ week	Intended learning outcomes of course الهيئة القومية لضمان جودة التعليم والاعتماد			
			Knowledge & understanding a	Intellectual skills b	Professional skills C	General &transferable D
6	Tele-intensive care unit (Tele-ICU)	9		b.4		d.1-d8
7	Occupational Health/Workplace/Violence		a.8,a9	b.5	c.10,c11	D1-d8
8	Family-centered care ▪ ICU family communication and critical care nurses.	10		b.4	c.12	d.1__ d.8
9	Improving rehabilitation following transfer from ICU	12			c.8__c.12	d.1__ d.8
10	Palliative and end of life care	13			c.8__c.12	d.1__ d.8

رئيس القسم العلمى : أ.م. د/ سحر يونس



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر دراسة المجتمع ومشاكله الصحية ٢٠٢٠/٢٠١٩

Course title: community health problems

Code No: 702E112

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	Environmental Influences on Community Health/Vulnerable Groups <ul style="list-style-type: none">Environmental Influences on Community Health/Vulnerable GroupsSpecial needs and tailoring care for the elderly patientCommunity-Acquired Pneumonia	1_3	a.1__a.3	b.1,b2	c.1,c.2	d.1__ d.8	-Interactive Lecture and tutorials	-Semester's work(written assignments, presentation) -Final written exam	-Final written exam 60% -Semester's work 40%
2	Health systems and services: the role of acute care	4			c.3	d.1__ d.8	-Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
3	Public health emergencies and community crises <ul style="list-style-type: none"> ▪ Infectious disease outbreaks, ▪ Natural disasters, ▪ Biological, chemical, and radiological events. 	5	a.4,a.5	b.3	c.4,c.5	d.1__ d.8	-Interactive Lecture and tutorials		
4	Community Emergency Preparedness <ul style="list-style-type: none"> ▪ Disaster assessment, ▪ Emergency management, ▪ Disaster triage, ▪ Care provision for victims, ▪ Establishment of emergent service system and informatics sharing system 	6-7	a.6,a.7	b.4	c.6,c7	d.1__ d.8	-Interactive Lecture and tutorials		
5	Providing critical care nursing services in nontraditional care sites such as ambulatory care, community and home care settings	8			c.8,c.9	d.1__ d.8	-Interactive Lecture and tutorials		



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			
6	Tele-intensive care unit (Tele-ICU)	9		b.4		d.1__d8	-Interactive Lecture and tutorials		
7	Family-centered care ▪ ICU family communication and critical care nurses.	10	a.8,a9	b.5	c.10,c11	D1__d8	-Interactive Lecture and tutorials		
8	Occupational Health/Workplace /Violence	11		b.4	c.12	d.1__ d.8	-Interactive Lecture and tutorials		
9	Improving rehabilitation following transfer from ICU	12			c.8__c.12	d.1__ d.8	-Interactive Lecture and tutorials		
10	Palliative and end of life care	13			c.8__c.12	d.1__ d.8	-Interactive Lecture and tutorials		

رئيس القسم العلمي : أ.م. د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى :	اسم المقرر: الجوانب النفسية لمرضى العناية الحرجة Psychological aspects of critically ill patients	الرمز الكودي: 702E113
عملي <input type="checkbox"/>	عدد الوحدات الدراسية نظري <input type="checkbox"/> ٢	التخصص: تمريض العناية الحرجة والطوارئ

<p>This course aims to assist post graduate students in developing in-depth knowledge and practice in the field of psychological care in critical care settings. It will allow students to develop their knowledge to an advanced level in all aspects of critical care. It will provide the opportunity to explore critical care as a multidimensional phenomenon through the module assignments and through taught components. Students will participate in seminars and directed reading focusing on approaches to recognizing and preventing psychological problems related to critically care patients and ICU environmental exposures and their health effects on critical care nurse.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	

<p>A1. Acquire knowledge of appropriate ethical standards and ability to cope with the psychological and social effects of critical illness on patients and their relatives.</p> <p>A2. Describe withholding and withdrawing life sustaining therapies in the ICUs.</p> <p>A3. Determine pain and symptom management at the end of life.</p> <p>A4. Mention psychological, social and spiritual support for critically ill patients.</p> <p>A5. List the different stages of stress</p> <p>A6. Enumerate the types of stressor that faced critically ill patients</p> <p>A7. Summarize psychological needs of critically ill patient</p> <p>A8. Discuss the concept of healing environment in the ICU.</p> <p>A9. Discuss predisposing factors of delirium in the ICU</p> <p>A10. List the psychological features of ICU.</p> <p>A11. Explain the difference between dementia and Delirium.</p> <p>A12. Identify ICU psychosis and its predisposing factors.</p> <p>A13. Describe the different means ensuring a critical care environment that is safe; healing and humane; and respectful of the rights, responsibilities, needs of patients, their families, nurses and all health professionals.</p>	<p>أ - المعلومات والمفاهيم</p>
<p>B1. Set up a clinical decision according to cultural, psychological and individual needs.</p> <p>B1. Analyze stress theory</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Demonstrate the provision of patient focused integrated holistic care of the critically ill patient.</p> <p>C2. Implement effectively interventions identified to meet different psychological needs of critically ill patients/families, nursing personal, and organizational systems in a safe and ethical manner according to priorities</p> <p>C3. Demonstrate the ability to communicate clearly, respectfully and compassionately to patients and their families.</p> <p>C4. Demonstrate professional attitudes and caring behaviours when</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>dealing with critically ill patients/ their families, and significant others.</p>	
<p>D1. Share peers and expertise knowledge and experience.</p> <p>D2. Seek feedback from critically ill patients/their families, peers and expertise</p> <p>D3. Manages time, resources and sets priorities.</p> <p>D4. Communicate effectively with the infection control committee to minimize the risk of infection transmission.</p> <p>D5. Participate in opportunities to share skills, knowledge, and strategies for patient care and system improvements with peers and/or health team members.</p> <p>D6. Uses information technology.</p> <p>D7. Uses problem solving skills.</p> <p>A8. Participates in ongoing educational activities related to professional issues.</p>	<p>د- المهارات العامة</p>

<p>1. Psychological features of ICU Environment:</p> <ul style="list-style-type: none"> ▪ Noise and sensory overload ▪ Light and Sensory overload ▪ Collaboration ▪ Communication <p>2. The effect of critical care hospitalization on patients and their families</p> <ul style="list-style-type: none"> ▪ Experiences of critically ill patients ▪ Recall of the patient' s ICU experience ▪ Experiences of patients' families <p>3. Post-traumatic stress disorder in ICU patients</p> <p>4. ICU psychosis</p> <p>5. Sleep in the Critically ill Patient</p> <p>6. Pain & its management in ICU</p> <p>7. Anxiety disorders</p> <p>8. Agitation</p> <p>9. Delirium</p> <p>10. Palliative care at the end of life</p> <p>11. Concept of Holistic Care Applied to Critical Care Nursing Practice</p> <ul style="list-style-type: none"> ▪ Creating A Healing ICU Environment: 	<p>٤. محتوى المقرر</p>
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<ul style="list-style-type: none"> ▪ Controlling Excessive Noise and Lights ▪ Using Non pharmacological Therapies ▪ Promoting Sleep ▪ Caring Behaviors <p>12. Stress Management and Burnout Syndrome among health team members.</p>	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Student Lead Presentation ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. ▪ Oral exam 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40% ▪ Final written exam 60% 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004 ▪ American Psychological Association. Publication manual of 	ب - كتب ملزمة

<p>the American Psychological Association. (6th ed.). American Psychological Association: Washington, DC, 2010.</p> <ul style="list-style-type: none">▪ Hartshon J, Lamborn M, Noll MI. Introduction to critical care nursing. Philadelphia: WB saunders company, 2003.	
<ul style="list-style-type: none">▪ All advanced Critical Care Nursing textbooks available at the library.▪	ج – كتب مقترحة
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	د – دوريات علمية أو نشرات إلخ



جامعة: دمنهور

كلية: التمريض

قسم : تمريض العناية الحرجة والطوارئ

مصنوفة محتوى مقرر الدراسات العليا فى ماده تمريض العنايه الحرجه والطوارئ للعام الجامعى ٢٠٢٠/٢٠١٩

الجوانب النفسية لمرضى العناية الحرجة

Course title: Psychological aspects of critically ill patients

Code No: 702EI13

No	Content	week No/	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1	Psychological features of ICU Environment <ul style="list-style-type: none">Noise and sensory overloadLight and Sensory overload<ul style="list-style-type: none">CollaborationCommunication	1	a.1__a.6	b.1	c.1__c.4	d.1,d.2, d.3
2	The effect of critical care hospitalization on patients and their families <ul style="list-style-type: none">Experiences of critically ill patients	2	a.5__a.7	b.2	c.1__c.4	d.4,d.5



No	Content	week No/	Intended learning outcomes of course			
	<ul style="list-style-type: none"> ▪ Recall of the patient' s ICU experience ▪ Experiences of patients' families 					
3	Post-traumatic stress disorder in ICU patients	3		b.1,b.2	c.1__c.4	d.6
4	ICU psychosis	4	a.8	b.1	c.1__c.4	d.6,d.7
5	Sleep in the Critically ill Patient	5		b.1	c.1__c.4	d.6,d.7
6	Pain & its management in ICU	6	a.9	b.1	c.1__c.4	d.6,d.7
7	Anxiety disorders	7	a.10	b.1-b.2	c.1__c.4	d.6,d.7



No	Content	week No/	Intended learning outcomes of course			
8	Agitation	9	a.10	b.1	c.1__c.4	d.6,d.7
9	Delirium	8	a.11	b.1	c.1__c.4	d.6,d.7
10	Palliative care at the end of life	10	a.12	b.1	c.1__c.4	d.6,d.7
11	Concept of Holistic Care Applied to Critical Care Nursing Practice <ul style="list-style-type: none">▪ Creating A Healing ICU Environment:▪ Controlling Excessive Noise and Lights▪ Using Non pharmacological Therapies<ul style="list-style-type: none">▪ Promoting Sleep▪ Caring Behaviors	11	a.13	b.1	c.1__c.4	d.8
12	Stress Management and Burnout Syndrome among health team members	12			c.1__c.4	d.6__d.8

رئيس القسم العلمي : أ. م. د/ سحر يونس



جامعة دمنهور
كلية التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر الجوانب النفسية لمرضى العناية الحرجة للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Psychological aspects of critically ill patients

Code No: 702EI13

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	Psychological features of ICU Environment <ul style="list-style-type: none">Noise and sensory overloadLight and Sensory overloadCollaborationCommunication	1	a.1__a.6	b.1	c.1__c.4	d.1,d.2, d.3	-Interactive Lecture and tutorials	-Semester's work(written assignments, presentation)	-Final written exam 60% - Semester's work 40%
2	The effect of critical care hospitalization on patients	2	a.5__a.7	b.2	c.1__c.4	d.4,d.5	-Interactive	-Final written	



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment exam	Evidence
	and their families <ul style="list-style-type: none"> ▪ Experiences of critically ill patients ▪ Recall of the patient's ICU experience ▪ Experiences of patients' families 						Lecture and tutorials		
3	Post-traumatic stress disorder in ICU patients	3		b.1,b.2	c.1__c.4	d.6	-Interactive Lecture and tutorials		
4	ICU psychosis	4	a.8	b.1	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		
5	Sleep in the Critically ill Patient	5		b.1	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		
6	Pain & its management in ICU	6	a.9	b.1	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
			a.10	b.1-b.2	c.1__c.4	d.6,d.7			
7	Anxiety disorders	7	a.10	b.1-b.2	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		
8	Agitation	9	a.10	b.1	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		
9	Delirium	8	a.11	b.1	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		
10	Palliative care at the end of life	10	a.12	b.1	c.1__c.4	d.6,d.7	-Interactive Lecture and tutorials		
11	Concept of Holistic Care Applied to Critical Care Nursing Practice <ul style="list-style-type: none"> ▪ Creating A Healing ICU Environment: ▪ Controlling Excessive Noise and Lights ▪ Using Non pharmacological 	11	a.13	b.1	c.1__c.4	d.8	-Group discussion		



No	Content	No	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	Therapies ▪ Promoting Sleep ▪ Caring Behaviors	/							
12	Stress Management and Burnout Syndrome among health team members	12			c.1__c.4	d.6__d.8	-Interactive Lecture and tutorials		

رئيس القسم العلمى : أ. م. د/ سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : ماجستير	اسم المقرر: Applied technology in critical care and emergency nursing التقنية التطبيقية فى تمريض العناية الحرجة والطوراى	الرمز الكودى:702E114
<input type="checkbox"/> عملى	عدد الوحدات الدراسية نظرى <input type="checkbox"/> ٢	التخصص: تمريض العناية الحرجة والطوارئ

<p>This elective course aims to explore the use and impact of technologies on the provision of nursing care in the critical care and emergency environment and emphasis is placed on the impact technology has on the patient and their family. The course provides a base for the exploration and evaluation of holistic nursing care in the specialization of critical care and emergency nursing. Also, this course is designed to enable students to understand in detail the principles of monitoring of respiratory, cardiovascular and other systems of the critically ill patients. It is designed to assist students in understanding the details of the techniques and equipment used for monitoring the patient in the ICU & emergency departments and their troubleshooting.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	

<p>A1 Describe in detail the principles of basic and advanced monitoring of respiratory system, cardiovascular system, CNS, nutritional status, renal function and liver function of patient in ICU</p> <p>A2. Discuss in detail monitoring techniques used in ICU for a mechanically ventilated patients.</p> <p>A3. Determine principles and methods of hemodynamic monitoring.</p> <p>A4. Describe monitoring of brain stem function and nutritional monitoring.</p> <p>A5. Describe principles of care and maintenance of equipment used in ICU and emergency department.</p> <p>A6. Recognize causes of machines alarms and methods of troubleshooting it.</p>	<p>أ - المعلومات والمفاهيم</p>
<p>B1. Analyze data generated by various technologies</p> <p>B2. Analyze wave forms from ventilator monitors</p> <p>B3. Interpret ventilator data from ventilator monitors</p> <p>B4. Correlate different scientific knowledge to solve professional problems in critical care settings.</p> <p>B5. Interpret data from cardiac monitors efficiently.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Demonstrate competence in the use of various technologies utilized in the critical care environment</p> <p>C2. Use technology information in planning, implementation and ongoing evaluation of the nursing care of the critically ill patient.</p> <p>C3. Demonstrate professional behaviours and actions to meet the therapeutic needs of the clients, family, interprofessional team and community.</p> <p>C4. Detect the different types of cardiac dysrhythmias from cardiac monitor</p> <p>C5. Apply the principles of equipment maintenance & safety in</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>critical care units.</p> <p>C6. Troubleshooting equipment technical problems efficiently.</p>	
<p>D1. Appreciate working with a team</p> <p>D2. Manages time, resources and sets priorities.</p> <p>D3. Communicate effectively with the infection control committee to minimize the risk of infection transmission.</p> <p>D4. Participate in opportunities to share skills, knowledge, and strategies for patient care and system improvements with peers and/or health team members.</p> <p>D5. Uses information technology.</p> <p>D6. Uses problem solving skills.</p> <p>A7. Participates in ongoing educational activities related to professional issues.</p>	<p>د- المهارات العامة</p>

<p><u>Unit 1: Respiratory system</u></p> <ol style="list-style-type: none"> 1. Respiratory Monitoring 2. Pulmonary function test 3. Pulse oximetry 4. Capnography 5. Mechanical ventilation: <ul style="list-style-type: none"> ▪ Invasive & non invasive MV ▪ Monitoring patient ventilator system, Graphics monitoring <p><u>Unit 2: Cardiovascular System</u></p> <ol style="list-style-type: none"> 1. Hemodynamic Monitoring <ul style="list-style-type: none"> ▪ CVP Monitoring ▪ Pulmonary artery catheters 2. Basic Echocardiography in ICU 3. Defibrillator and cardioversion 4. Temporary pacemaker <p><u>Unit 3: CNS</u></p> <ol style="list-style-type: none"> 1. Monitoring brain stem function 	<p>٤. محتوى المقرر</p>
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<p>2. Sedation and analgesia scoring</p> <p>Unit 3: CNS</p> <p>1. ICU equipment maintenance & basic troubleshooting (Includes quality checks and calibrations of all the equipment)</p> <ul style="list-style-type: none"> ▪ Mechanical Ventilators & Non-invasive ventilators ▪ Pumps: Infusion, syringe ▪ Monitors: Stand-alone & multi-parameter, Cardiac Output monitors. ▪ ECG machine ▪ ABG machine ▪ Defibrillator ▪ Ultrasound machine ▪ Bronchoscope 	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	<p>ب-التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 40 mark ▪ Final written exam 60 mark ▪ Total 100 mark 	<p>ج- توزيع الدرجات</p>
<p>٨. قائمة الكتب الدراسية والمراجع</p>	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	<p>أ-مذكرات</p>

<ul style="list-style-type: none"> ▪ Darovic, G. <i>Haemodynamic monitoring, invasive and non-invasive clinical application</i>, 3rd edn, WB Saunders Co, Philadelphia, 2002. ▪ Morton P, Fontaine D. <i>Critical care nursing: a holistic approach</i>. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. 	<p>ب - كتب ملزمة</p>
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. ▪ Urden LD., Stacy KM. <i>Priorities in critical care nursing</i>. 4th ed. New York, Mosby, 2004 ▪ International Labour Organization, World Health Organization “Joint ILO/WHO guidelines on health services and HIV/AIDS” Printed by the International Labour Office, Geneva, Switzerland 2005. 	<p>ج - كتب مقترحة</p>
<ul style="list-style-type: none"> ▪ http://www.aacn.org/ www.americanheart.org ▪ www.AJN.com ▪ American Journal of Critical Care Nursing ▪ www.BJN.com ▪ www.ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org ▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk ▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk, 	<p>د - دوريات علمية أو نشرات إلخ</p>

أستاذ المادة :

رئيس القسم العلمي : أ. م. د/ سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

التقنية التطبيقية في تمريض العناية الحرجة والطوارئ

Course title: Applied technology in critical care and emergency nursing

Code No: 702E114

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General &transferable D
1	<u>Unit 1: Respiratory system</u> 6. Respiratory Monitoring 7. Pulmonary function test 8. Pulse oximetry 9. Capnography 10. Mechanical ventilation: <ul style="list-style-type: none">▪ Invasive & non invasive MV▪ Monitoring patient ventilator system, Graphics monitoring	1-6	a.1,a.2	b.1__b.5	c.1__c.3	d.1__d.7
6	<u>Unit 2: Cardiovascular System</u>	7-9	a.1,a.3	b.1,b.4,b.5	c.1__c.4	d.1__d.7



No	Content	No/ week	Intended learning outcomes of course			
	<p>5. Hemodynamic Monitoring</p> <ul style="list-style-type: none"> ▪ CVP Monitoring ▪ Pulmonary artery catheters <p>6. Basic Echocardiography in ICU</p> <p>7. Defibrillator and cardioversion</p> <p>8. Temporary pacemaker</p>					
9	<p style="text-align: center;"><u>Unit 3: CNS</u></p> <p>3. Monitoring brain stem function</p> <p>4. Sedation and analgesia scoring</p>	10-11	a.1,a.4	b.1,b.4	c.1__c.3	d.1__d.7
11	<p>ICU equipment maintenance & basic troubleshooting (Includes quality checks and calibrations of all the equipment)</p> <ul style="list-style-type: none"> ▪ Mechanical Ventilators & Non-invasive ventilators ▪ Pumps: Infusion, syringe ▪ Monitors: Stand-alone & multi-parameter, Cardiac Output monitors. ▪ ECG machine ▪ ABG machine ▪ Defibrillator ▪ Ultrasound machine ▪ Bronchoscope 	12-13	a.5,a.6	b.4	c.5,c.6	d.1__d.7



رئيس القسم العلمي : أ.م.د/ سحر يونس

جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر التقنية التطبيقية في تمريض العناية الحرجة والطوارئ ٢٠٢٠/٢٠١٩

Course title: Applied technology in critical care and emergency nursing

Code No: 702E114

No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandi ng A	Intellectual skills B	Professional skills C	General &transferable D			
1	<u>Unit 1: Respiratory system</u> 1. Respiratory Monitoring 2. Pulmonary function test 3. Pulse oximetry 4. Capnography 5. Mechanical ventilation: ▪ Invasive & non invasive	1-6	a.1,a.2	b.1__b.5	c.1__c.3	d.1__d.7	-Interactive Lecture and tutorials	-Semester's work(written assignments, presentation) -Final written exam	-Final written exam 60% -Semester's work 40%



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
	MV <ul style="list-style-type: none"> ▪ Monitoring patient ventilator system, Graphics monitoring 								
6	<u>Unit 2: Cardiovascular System</u> <ol style="list-style-type: none"> 1. Hemodynamic Monitoring <ul style="list-style-type: none"> ▪ CVP Monitoring ▪ Pulmonary artery catheters 2. Basic Echocardiography in ICU 3. Defibrillator and cardioversion 4. Temporary pacemaker 	7-9	a.1,a.3	b.1,b.4,b.5	c.1__c.4	d.1__d.7	-Interactive Lecture and tutorials - Group discussion		
9	<u>Unit 3: CNS</u> <ol style="list-style-type: none"> 1. Monitoring brain stem function 2. Sedation and analgesia scoring 	10-11	a.1,a.4	b.1,b.4	c.1__c.3	d.1__d.7	-Interactive Lecture and tutorials		
11	ICU equipment maintenance & basic	12-13	a.5,a.6	b.4	c.5,c.6	d.1__d.7	- Group		



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
	<p>troubleshooting (Includes quality checks and calibrations of all the equipment)</p> <ul style="list-style-type: none">▪ Mechanical Ventilators & Non-invasive ventilators▪ Pumps: Infusion, syringe▪ Monitors: Stand-alone & multi-parameter, Cardiac Output monitors.▪ ECG machine▪ ABG machine▪ Defibrillator▪ Ultrasound machine▪ Bronchoscope						discussion		

رئيس القسم العلمي : أ.م.د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي : 702E115	اسم المقرر: الأمان البيئي فى وحدات العلاج المركز	الفرقة / المستوى : ماجستير
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي <input type="checkbox"/>

<p>This elective course is designed to assist post graduate students in developing in-depth knowledge in the field of environmental safety in critical care and emergency settings. The student will gain an overview of the knowledge, skills and attitudes necessary to continuously improve the quality and safety of the healthcare systems within which they work. Students will participate in seminars and directed reading focusing on approaches to recognizing and preventing occupational and environmental hazardous exposures and their health effects. Moreover, the student will examine safety issues in preparation for critical care nursing practice.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>A1. Identify the most pressing challenges in the critical care environment.</p> <p>A2. Describe the different means ensuring a critical care environment that is safe; healing and humane; and respectful of the rights, responsibilities, needs of patients, their families, nurses and all health professionals.</p>	<p>ض - المعلومات والمفاهيم</p>

<p>A3. Identify risk factors that threaten safety in critical care settings either of physical nature or psychological nature.</p> <p>A4. Emphasize the safe use of intensive care unit medical devices and technology</p> <p>A5. Describe different strategies to ensure the safety and effectiveness of monitoring equipment and devices in the critical care settings.</p> <p>A6. Recognize Legal responsibilities of a critical care nurse</p> <p>A7. Determine decisions and actions that should be taken fostering the safety of the critical care environment and supporting the rights of all participants (i.e. critically ill patient/family, nurse, and other health team members).</p>	
<p>B1. Develop a strategy to prevent occupational hazards in ICU.</p> <p>B2. Correlate different scientific knowledge to solve professional problems in critical care settings.</p> <p>B3. Problem-solve at both an individual problem level and within the context of a range of problems, and prioritize a range of options and select appropriate communication formats to convey solutions</p> <p>B4. Develop guidelines for safety practices for critically ill patients and health care providers based on evidence.</p> <p>B5. Relate the principles of universal precautions in breaking the chain of infection.</p> <p>B6. Classify conditions predisposing nurses to musculoskeletal injury in relation to physical, emotional, and preferential.</p> <p>B7. Formulate safety promotion program for critically ill patients</p> <p>B8. Critically appraise risk in a variety of complex situations and design and implement management solutions to reduce risk</p> <p>B9. Critically analyze different ethical, clinical dilemmas and appropriate innovative solutions for them.</p>	<p>ب - المهارات الذهنية</p>

<p>C1. Apply knowledge gained in theory to improve patient's safety in Critical care units.</p> <p>C2. Demonstrate interest in continued learning for personal and professional advancement</p> <p>C3. Demonstrate leadership abilities to initiate and bring about change in her/his area of practice in the health delivery system.</p> <p>C4. Work within teams to problem solve and improve safety and health practice</p> <p>C5. Apply the principles of occupational safety in Critical care units.</p> <p>C6. Deliver person centered care considering the impact of the acute care environment on clients and family members.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Participate in opportunities to share skills, knowledge, and strategies for patient care and system improvements with peers and/or health team members.</p> <p>D2. Uses information technology.</p> <p>D3. Uses problem solving skills.</p> <p>A4. Participates in ongoing educational activities related to professional issues.</p> <p>D5. Manages time, resources and sets priorities.</p> <p>D6. Appreciate working with a team</p> <p>D7. Communicate effectively with the infection control committee to minimize the risk of infection transmission.</p>	<p>د- المهارات العامة</p>

<p>27. Design of Critical Care Units: Physical Layout</p> <p>28. Equipment & Technology safety in Critical Care Units</p> <p>29. Environmental hazards in Critical Care Units</p> <p>30. Occupational health hazards in the Critical Care Units</p> <p>31. Workplace Violence in emergency & critical care settings</p> <p>32. Environmental management systems and standards of Critical Care Units.</p> <p>33. The impact of ICU Design on Patient Safety</p> <p>34. Disability Management: An Integrative Approach</p> <p>35. Safety precautions in Critical Care Units</p> <ul style="list-style-type: none"> ▪ Infection control principles and Safety Measures ▪ Fire Prevention and Safety ▪ Waste Management Systems ▪ Standards, protocols, policies, procedures in the Critical Care Unit <p>36. Patients' safety in Critical Care Units</p> <ul style="list-style-type: none"> ▪ Medical restraints ▪ Falls ▪ Medication errors ▪ Prevention of bed sores ▪ Thromboembolism ▪ Documentation. <p>37. Environmental Risk Management and Communication</p> <p>38. General Health and Safety guidelines</p>	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>

٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Individual assignments ▪ Written exams. 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 mark ▪ Final written exam 60 mark ▪ Total 100 mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ International Labour Organization, World Health Organization “Joint ILO/WHO guidelines on health services and HIV/AIDS” Printed by the International Labour Office, Geneva, Switzerland 2005 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ http://www.aacn.org/ www.americanheart.org ▪ www.AJN.com ▪ American Journal of Critical Care Nursing ▪ www.BJN.com ▪ www.ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org 	د – دوريات علمية أو نشرات ....إلخ



<ul style="list-style-type: none">▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	
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رئيس القسم العلمى : أ.م.د/ سحر يونس

أستاذ المادة :



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

مصفوفة مقرر الامان البيئي فى تمريض العناية الحرجة والطوارئ ٢٠٢٠/٢٠١٩

Course title: Environmental safety

Code No: 702E111

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General &transferable D
1	Design of Critical Care Units: Physical Layout	1	a.1		c.1__c.4	d.1__d.3
2	Equipment & Technology safety in Critical Care Units	2	a.2		c.1__c.4	d.1__d.4
3	Environmental hazards in Critical Care Units	3	a.3		c.2__c.4	d.1__d.3
4	Occupational health hazards in the Critical Care Units	4		b.1	c.2__c.5	d.1__d.4



No	Content	No/ week	Intended learning outcomes of course			
5	Workplace Violence in emergency & critical care settings	5	d.4	b.2	c.2__c.4	d.1__ d.5
6	Environmental management systems and standards of Critical Care Units.	6	a.5	b.3	c.1__c.5	d.1__d.3, d.5
7	The impact of ICU Design on Patient Safety	7			c.1__c.4	d.1__d.3
8	Disability Management: An Integrative Approach	8		b.2	c.1__c.4	d.1__d.3, d.5
9	<u>Safety precautions in Critical Care Units</u> <ul style="list-style-type: none"> ▪ Infection control principles and Safety Measures ▪ Fire Prevention and Safety ▪ Waste Management Systems 	9	a.5,a.6	b.4,b.5	c.1__c.4	d.1__d.3



No	Content	No/ week	Intended learning outcomes of course			
	<ul style="list-style-type: none"> ▪ Standards, protocols, policies, procedures in the Critical Care Unit 					
10	<p><u>Patients' safety in Critical Care Units</u></p> <ul style="list-style-type: none"> ▪ Medical restraints ▪ Falls ▪ Medication errors ▪ Prevention of bed sores ▪ Thromboembolism ▪ Documentation. 	10-11	a.5	b.6,b.7	c.1__c.4	d.1__d.3, d.5
11	<p>Environmental Risk Management and Communication</p>	12	a.5,a.7	b.2 ,b.8	c.1__c.4	d.1__d.3, d.5
12	<p>General Health and Safety guidelines</p>	13	a.5	b.1,b.9	c.1__c.4	d.1__d.3, d.5__d.7

رئيس القسم العلمي : أ.م.د/ سحر يونس



جامعة: دمنهو

كلية: التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر الامان البيئي في تمريض العناية الحرجة والطوارئ ٢٠٢٠/٢٠١٩

Course title: Environmental safety

Code No: 702E111

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	Design of Critical Care Units: Physical Layout	1	a.1		c.1__c.4	d.1__d.3	-Interactive Lecture and tutorials	-Semester's work(written assignments, presentation) -Final written exam	-Final written exam 60% - Semester's work 40%
2	Equipment & Technology safety in Critical Care Units	2	a.2		c.1__c.4	d.1__d.4	-Interactive Lecture and tutorials	-Final written exam	
3	Environmental hazards in Critical Care Units	3	a.3		c.2__c.4	d.1__d.3	-Interactive Lecture and		



No	Content	No / we	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
							tutorials		
4	Occupational health hazards in the Critical Care Units	4		b.1	c.2__c.5	d.1__d.4	-Interactive Lecture and tutorials		
5	Workplace Violence in emergency & critical care settings	5	d.4	b.2	c.2__c.4	d.1__ d.5	-Interactive Lecture and tutorials		
6	Environmental management systems and standards of Critical Care Units.	6	a.5	b.3	c.1__c.5	d.1__d.3, d.5	-Interactive Lecture and tutorials		
7	The impact of ICU Design on Patient Safety	7			c.1__c.4	d.1__d.3	-Interactive Lecture and tutorials		
8	Disability Management: An Integrative Approach	8		b.2	c.1__c.4	d.1__d.3, d.5	-Interactive Lecture and tutorials		



No	Content	No / we	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
9	<p><u>Safety precautions in Critical Care Units</u></p> <ul style="list-style-type: none"> ▪ Infection control principles and Safety Measures ▪ Fire Prevention and Safety ▪ Waste Management Systems ▪ Standards, protocols, policies, procedures in the Critical Care Unit 	9	a.5,a.6	b.4,b.5	c.1__c.4	d.1__d.3	-Interactive Lecture and tutorials		
10	<p><u>Patients' safety in Critical Care Units</u></p> <ul style="list-style-type: none"> ▪ Medical restraints ▪ Falls ▪ Medication errors ▪ Prevention of bed sores ▪ Thromboembolism ▪ Documentation. 	10-11	a.5	b.6,b.7	c.1__c.4	d.1__d.3, d.5	-Interactive Lecture and tutorials		
11	<p>Environmental Risk Management and Communication</p>	12	a.5,a.7	b.2 ,b.8	c.1__c.4	d.1__d.3, d.5	- Group discussion		
12	<p>General Health and Safety</p>	13	a.5	b.1,b.9	c.1__c.4	d.1__d.3,	- Group		



No	Content	No / we	Intended learning outcomes of course			Teaching and learning activities	Method of assessment	Evidence
	guidelines				d.5__d.7	discussion		

رئيس القسم العلمى : أ.م.د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى :	اسم المقرر: مفاهيم معاصرة في تمريض العناية الحرجة والطوارئ	الرمز الكودي: 702EI16
<input type="checkbox"/> عملي	عدد الوحدات الدراسية نظري <input type="checkbox"/> ٢	التخصص: تمريض العناية الحرجة والطوارئ

Provide postgraduate critical care nurse students with the most recent trends in Critical Care Nursing practice, enable student to updating their knowledge and skills that are related to Critical Care Nursing sciences in all of educational, research and practical issues, also this course is aimed to obtain knowledge, skills and acquire attitude, which are required to provide comprehensive preventive, curative, and rehabilitative care for critically ill patient and their families.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
A1. Describe the concept of evidence based practice of critical care nursing. A2. Recognize the new issues of critical care nursing A3. Identify new issues of critical care nursing in education, research and practice. A4. Identify scoring system which utilized in CCU. A5. Describe theories, principles and updated knowledge in critical care and emergency nursing.	ط - المعلومات والمفاهيم

<p>A6. Describe health education models & theories in critical care nursing.</p> <p>A7. Identify professional ethics & legal aspects of critical care nursing</p> <p>A8. State strategies for improving practice, contributing to development of quality services and working with changes in critical care field.</p> <p>A9. State fundamental quality in practicing critical care nursing</p>	
<p>B1. Sensitize concept maps in dealing with different critical care problems.</p> <p>B2. Correlate different scientific knowledge to solve professional problems in critical care nursing.</p> <p>B3. Apply effective problem solving and decision making techniques critical care settings.</p> <p>B4. Formulate clinical pathways for most common critical care problems.</p> <p>B5. Design a rehabilitation schedule for critically ill patients</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Interact and discuss by using evidence- based information</p> <p>C2. Demonstrate effective communication and decision making skills regarding critical care emergency situations.</p> <p>C3. Apply different scoring system for critically ill patients.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>D1. Share peers and expertise knowledge and experience.</p> <p>D2. Manages time, resources and sets priorities.</p> <p>D3. Participate in opportunities to share skills, knowledge, and strategies for patient care and system improvements with peers and/or health team members.</p> <p>D4. Uses information technology.</p> <p>D5. Uses problem solving skills.</p> <p>A6. Participates in ongoing educational activities related to professional issues.</p> <p>D7. Seek feedback from critically ill patients/their families, peers and expertise</p> <p>D8. Communicate effectively with the infection control committee to minimize the risk of infection transmission.</p>	<p>د- المهارات العامة</p>
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<ol style="list-style-type: none"> 1. Evidence-based practice in critical care nursing 2. Application of clinical pathways in practice 3. Application of clinical guidelines in practice 4. The concept of holism in the technological critical care environment 5. Rehabilitation of critically ill patients 6. Scoring system in ICUs 7. Nursing Theories and models or frameworks for care – relevance in critical care nursing 8. Ethical and legal issues in relation to prolongation of life 9. Standard setting and quality assurance systems 10. Accreditation in health care sector 11. The expanding role of the critical care nurse within the multidisciplinary team 	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials 	

<ul style="list-style-type: none"> ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40% ▪ Final written exam 60% 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> • Carison K.K. (2009) Advanced Critical Care Nursing. • Barkin R et al (2007) Emergency Medicine: Concepts and Clinical Practice. Third Edition. Mosby: At. Louis. • Holmes N, Wingrod P (2004) Nursing Procedures, 4th ed. Wolters Klumer Company: USA • Thomas S, donna P, Ruth K (2007) Critical Care Nursing Certification McGraw-Hill Companies, Inc. USA • Linda D, Kathleen M (2004) Priorities in Critical Care Nursing, 4th ed. Mosby, Inc. st. Louis, Missouri. • McCann J, Pardue N (1993) Introduction to Critical Care Nursing, Mosby, Inc. St. Loius, Missouri. • Lynn M, Carlson K (2005) Procedure Mannulal for Critical care. 5th ed. W.B. Saunders Co. Philadelphia. • Bridges E. (2006) Pulmonary Artery Pressure Monitoring. AACN. Advanced Critical Care Nursing 17(3):386-403. • Carlson, Karenk, AACN Advanced Critical Care Nursing. Elsevier Inc. (2009) • Barkin R et al (2007) Emergency Medicine: Concepts and Clinical 	ب - كتب ملزمة



Practice. Third Edition. Mosby: At. Louis. Urden, Linda Diann, Critical Care Nursing, 2005	
▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة
▪ http://www.aacn.org/ www.americanheart.org ▪ www. AJN .com ▪ American Journal of Critical Care Nursing ▪ www. BJN.com ▪ www. ACCN.com ▪ www.FBFD.com ▪ www.ChestJournal.com ▪ www.WHO.org ▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk ▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk ,	د – دوريات علمية أو نشرات إلخ

رئيس القسم العلمي /

أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

Course title: New Concepts in Critical Care and Emergency Nursing

Code No: 702E116

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills b	Professional skills c	General &transferable D
1	Evidence-based practice in critical care nursing	1	a.1,a.2	b.1__b.3	c.1	d.1__d.6
2	Application of clinical pathways in practice	2	a.2	b.1__b.4	c.1,c.2	d.1__d.8
3	Application of clinical guidelines in practice	3	a.2	b.1__b.4	c.1,c.2	d.1__d.7
4	The concept of holism in the technological critical care environment	4	a.3		c.2	d.1__d.8



No	Content	No/ week	Intended learning outcomes of course			
5	The expanding role of the critical care nurse within the multidisciplinary team	5	a.2	b.1__b.3	c.1,c.2	d.1,d.3__d.6
6	Scoring system in ICUs	6	a.4		c.3	d.1,d.5__d.8
7	Nursing Theories and models or frameworks for care – relevance in critical care nursing	7-8	a.5,a.6			d.1__d.8
8	Rehabilitation of critically ill patients	9		b.1,b.3__b.5	c.2	d.1__d.8
9	Ethical and legal issues in relation to prolongation of life	10	a.7			d.1,d.3__d.6
10	Standard setting and quality assurance systems	11	a.8,a.9			d.1,d.3__d.6
11	Accreditation in health care sector	12				d.1,d.3__d.6



رئيس القسم العلمي : أ.م.د/ سحر يونس

جامعة: دمنهور

كلية: التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر مفاهيم معاصرة في تمريض العناية الحرجة والطوارئ ٢٠٢٠/٢٠١٩

Course title: New Concepts in Critical Care and Emergency Nursing

Code No: 702E116

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	Evidence-based practice in critical care nursing	1	a.1,a.2	b.1__b.3	c.1	d.1__d.6	-Interactive Lecture and tutorials	- Semester's work(written assignments, presentations,	-Final written exam 60%
2	Application of clinical pathways in practice	2	a.2	b.1__b.4	c.1,c.2	d.1__d.8	-Interactive Lecture and tutorials		-Semester's work 40%
3	Application of clinical guidelines in practice	3	a.2	b.1__b.4	c.1,c.2	d.1__d.7	-Interactive Lecture and tutorials		
4	The concept of holism in the technological critical care	4	a.3		c.2	d.1__d.8	-Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course				Teaching and learning activities	Method of (on)	Evidence
	environment								
5	Rehabilitation of critically ill patients	5	a.2	b.1__b.3	c.1,c.2	d.1,d.3__d.6	-Interactive Lecture and tutorials	-Final written exam	
6	Scoring system in ICUs	6	a.4		c.3	d.1,d.5__d.8	-Interactive Lecture and tutorials		
7	Nursing Theories and models or frameworks for care – relevance in critical care nursing	7-8	a.5,a.6			d.1__d.8	-Interactive Lecture and tutorials		
8	Ethical and legal issues in relation to prolongation of life	9		b.1,b.3__b.5	c.2	d.1__d.8	-Interactive Lecture and tutorials		
9	Standard setting and quality assurance systems	10	a.7			d.1,d.3__d.6	-Interactive Lecture and tutorials		
10	Accreditation in health care sector	11	a.8,a.9			d.1,d.3__d.6	-Interactive Lecture and tutorials		
11	The expanding role of the critical care nurse within the multidisciplinary team	12				d.1,d.3__d.6	-Interactive Lecture and tutorials		

رئيس القسم العلمي : أ.م.د/ سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور

كلية / معهد : التمريض

قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي

٢٠٢٠/٢٠١٩

١. بيانات المقرر

الفرقة / المستوى : Master	اسم المقرر: Evidence based nursing التمريض القائم على الدلائل	الرمز الكودي: 702E117
عملي <input type="checkbox"/>	عدد الوحدات الدراسية نظري <input type="checkbox"/> ٢	التخصص: تمريض العناية الحرجة والطوارئ

This course will equip post graduate nursing students with the skills necessary to move forward with the integration of evidence into practice and the development of critical thinking which can prepare them with the necessary capabilities to support evidence based practice.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Define evidence based practice in nursing</p> <p>A2. Recognize obstacles and opportunities to promoting active participation in EBP.</p> <p>A3. Describe how to implement the best evidence in clinical practice</p> <p>A4. Recognize the importance of evidence-based practice in critical care nursing.</p> <p>A5. Recognize the contribution of research to evidence based practice.</p> <p>A6. Enumerate the importance of searching the literature</p> <p>A7. List the importance of evidence-based practice in critical care nursing.</p> <p>A8. Develop searchable, answerable practice related questions using an</p>	أ - المعلومات والمفاهيم

<p>Evidence-based Practice approach.</p> <p>A9. Identify how to formulate research question</p> <p>A10. Define the systematic review</p> <p>A11. List the aspect of critical appraisal</p> <p>A12. Recognize the future trends that may influence nurses' use of evidence to improve the quality of practice in critical care settings.</p>	
<p>B1. Appraise best available evidence incorporating patient preferences (where applicable) to underpin decision-making.</p> <p>B2. Relate the best evidence in clinical practice</p> <p>B3. Distinguish between quantitative & qualitative research approach.</p> <p>B4. Formulate the evidence based guidelines</p> <p>B5. Analyze barriers for application of evidence to practice.</p> <p>B7. Examine organizational strategies that facilitate evidence based practice.</p> <p>B6. Identify national & international organizations that are committed to the promotion of evidence based practice.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Integrating research evidence into clinical decision</p> <p>C2. Implementing best evidence in clinical practice</p> <p>C3. Apply the skills of the internet</p> <p>C4. Write scientific articles efficiently under the basics of scientific writing</p> <p>C5. Perform the research project to apply the best evidence</p> <p>C6. Draw the aspect of critical appraisal for evidence based practice</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Manage time effectively and complete all assignments in due time.</p> <p>D2. Use information technology in literature review.</p> <p>D3. Act responsibly and ethically in carrying out individual as well as group projects</p> <p>D4. Participates in the creation of a positive learning environment.</p> <p>D5. Incorporates selected elements of own practice throughout the learning experience</p> <p>D6. Lead and work effectively in a team</p> <p>D7. Accepts responsibility for prior class preparation and active participation in each class meeting.</p> <p>D8. Participate in class discussion and think critically.</p>	<p>د- المهارات العامة</p>

<ol style="list-style-type: none"> 1. Introduction about evidence based practice 2. Evidence based practice in critical care nursing 3. Critical thinking in nursing critical care nursing practice 4. Scientific writing 5. Formulating a searchable, answerable questions 6. Search techniques including library database tutorials. 7. Critical appraisal quantitative and qualitative research 8. Synthesis tables to evaluate best available evidence for practice 9. Implementing best evidence in clinical practice 10. Evidence based guidelines 11. Advancing optimal care with clinical practice guidelines in critical care settings. 12. Recognize obstacles and opportunities to promoting active participation in EBP. 13. Disseminating Evidence Through 14. Strategies for organizational change. 	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Tutorial: Face to face opportunity to engage with lecturer and fellow students to exchange views and experiences related to the module and its activities. ▪ Interactive Lecture ▪ E- Learning ▪ Individual and group assignments ▪ Focus group discussion 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	<p>ب-التوقيت</p>

<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Craig, J. V., and Symth, R. L. The Evidence –Based Practice Manual for Nurses.2nd ed., Elsevier Science Limited Churchill Livingstone, 2012 . ▪ Melnyk B and Fineout–Overholt E: Evidenced Based Practice in Nursing and Healthcare: Guide to best practice., 2nd, Lippincott Williams and Wilkins, Philadelphia, 2011. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ Dawes M., Davies,P.,andGray,A. (2005) Evidence-Based Practice Aprimer for health care professionals, Elsevier Science Livingstone, Newyork. ▪ Burns, N. & Groves, S. (2007). Understanding Nursing Research: Building an Evidence – Based Practice (4t Ed.). USA: Saunders. ▪ Rycroft-Malone, J and Bucknall. T: 2010, Models and Frameworks for Implementing Evidence-Based Practice: Linking Evidence to Action, Wiley Blackwell, W Sussex, ▪ Bick. D and Graham, I.D: 2010, Evaluating the Impact of Evidence-Based Practice, Wiley Blackwell, W Sussex, ▪ Cullum, N, Ciliska, D, Haynes, B.R. and Marks, S: 2008, Evidence-based Nursing: An introduction, Blackwell, BNJ Journals, RCN Publishing Company, Oxford, ▪ Houser, J and Oman, K.S.: 2011, Evidence-Based Practice: An Implementation Guide of Healthcare Organisations., Jones & Bartlett Learning, London, ▪ Kent B and McCormack B: 2010, Clinical Context for Evidence-based Nursing Practice, Wiley Blackwell, W Sussex, 	ج – كتب مقترحة
<p>Website</p> <ul style="list-style-type: none"> ▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk/ ▪ National Guideline Clearinghouse (US). http://www.guideline. ▪ http://www.WHO.org ▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk, 	د – دوريات علمية أو نشرات إلخ



<ul style="list-style-type: none">▪ The Centre for Advancement of EBP at Arizona State University (ASU), USA, 0, http://nursing.asu.edu/caep/ <p>Journals</p> <ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ http://www.AJN.com▪ http://www.BJN.com▪ http://www.ACCN.com▪ http://www.FBFD.com▪ http://www.ChestJournal.com	
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رئيس القسم العلمى : أ.م.د/ سحر يونس

أستاذ المادة :



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر ماجستير في تمريض العناية الحرجة و الطوارئ ٢٠٢٠/٢٠١٩

التمريض القائم على الدلائل

Course title: Evidence based nursing

Code No: 702E117

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding A	Intellectual skills B	Professional skills C	General &transferable D
1	Introduction about evidence based practice	1	a.1,a.2,a.3	b.1	c.1	d.1__d.5
2	Evidence based practice in critical care nursing	1	a.1__a.4	b.1,b.2	c.1,c.2	d.1__d.5
3	Critical thinking in nursing critical care nursing practice	2	a.5	b.1,b.2	c.1	d.1,d.4__d.6,d.8



No	Content	No/ week	Intended learning outcomes of course			
4	Scientific writing	3	a.6		c.3,c.4	d.2__d.5
5	Formulating a searchable, answerable questions	4	a.7,a.8			d.2__d.5
6	Search techniques including library database tutorials.	5	a.9		c.3,c.5	d.1_d.5
7	Critical appraisal quantitative and qualitative research	6	a.10	b.3	c.5,c.6	d.2__d.5
8	Synthesis tables to evaluate best available evidence for practice	7		b.1	c.6	
9	Implementing best evidence in clinical practice	8	a.2	b.2	c.1,c.2, c.6	d.1,d.3__d.6
10	Evidence based guidelines	9	a.3	b.1,b.4	c.2	d.2__d.5



No	Content	No/ week	Intended learning outcomes of course			
11	Advancing optimal care with clinical practice guidelines in critical care settings.	10	a.2,a.3	b.2	c.1,c.2	d.1__d.7
12	Recognize obstacles and opportunities to promoting .active participation in EBP	11	a.11	b.5	c.3	d.2__d.5
13	Disseminating Evidence Through	12	a.3	b.6	c.1-c.6	d.2__d.7
14	Strategies for organizational change.	13	a.5,a.12	b.7	c.2	d.2__d.7

رئيس القسم العلمى : أ.م.د/ سحر يونس



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

خريطة مقرر التمريض القائم على الدلائل ٢٠٢٠/٢٠١٩

Course title: Evidence based nursing

Code No: 702EI17

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 about evidence based practice	1	a.1,a.2,a.3	b.1	c.1	d.1__d.5	- Group discussion	-Semester's work(written assignments, presentation) -Final written exam	-Final written exam 60% -Semester's work 40%
2	Evidence based practice in critical care nursing	1	a.1__a.4	b.1,b.2	c.1,c.2	d.1__d.5	-Interactive Lecture and tutorials		
3	Critical thinking in nursing critical care nursing practice	2	a.5	b.1,b.2	c.1	d.1,d.4__d.6,d.8	-Interactive Lecture and tutorials		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
4	Scientific writing	3	a.6		c.3,c.4	d.2__d.5	-Interactive Lecture and tutorials		
5	Formulating a searchable, answerable questions	4	a.7,a.8			d.2__d.5	-Interactive Lecture and tutorials		
6	Search techniques including library database tutorials.	5	a.9		c.3,c.5	d.1_d.5	-Interactive Lecture and tutorials		
7	Critical appraisal quantitative and qualitative research	6	a.10	b.3	c.5,c.6	d.2__d.5	-Interactive Lecture and tutorials		
8	Synthesis tables to evaluate best available evidence for practice	7		b.1	c.6		-Interactive Lecture and tutorials		
9	Implementing best	8	a.2	b.2	c.1,c.2, c.6	d.1,d.3__d.6	-Interactive Lecture and		



No	Content	No /	Intended learning outcomes of course				Teaching and learning	Method of assessment	Evidence
	evidence in clinical practice						tutorials		
10	Evidence based guidelines	9	a.3	b.1,b.4	c.2	d.2__d.5	-Interactive Lecture and tutorials		
11	Advancing optimal care with clinical practice guidelines in critical care settings.	10	a.2,a.3	b.2	c.1,c.2	d.1__d.7	-Interactive Lecture and tutorials		
12	Recognize obstacles and opportunities to promoting .active participation in EBP	11	a.11	b.5	c.3	d.2__d.5	-Interactive Lecture and tutorials		
13	Disseminating Evidence Through	12	a.3	b.6	c.1-c.6	d.2__d.7	-Interactive Lecture and tutorials		
14	Strategies for organizational change.	13	a.5,a.12	b.7	c.2	d.2__d.7	-Interactive Lecture and tutorials		



رئيس القسم العلمى : أ.م.د/ سحر يونس

ثالثًا: مقررات دكتوراة تمرىض العناية الحرجة و الطوارىء

List of Doctoral courses

- (١) الاتجاهات الحديثه فى تمريض العناية الحرجة والطوارئ
- (٢) الطب الحرج المتقدم
- (٣) حلقة دراسيه فى تمريض العناية الحرجة والطوارئ
- (٤) دراسه مستقلة فى تمريض العناية الحرجة والطوارئ
- (٥) طب الطوارئ المتقدم
- (٦) الطب البديل فى العناية الحرجة
- (٧) إعادة التأهيل لمرضى العناية الحرجة
- (٨) التوعية لمرضى الحالات الحرجة داخل وخارج العناية
المركزة
- (٩) تطبيقات تمريض العناية الحرجة والطوارئ القائم على الدلائل
- (١٠) العناية التمريضية فى نهاية الحياة
- (١١) التطبيقات الحديثه فى تمريض العناية الحرجة والطوارئ

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي : 802Ns05	اسم المقرر: الاتجاهات الحديثة في تمريض العناية الحرجة والطوارئ	المستوى : دكتوراة
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٣	عملي -

<p>This course is designed to assist candidates in developing in-depth knowledge about new trends in critical care settings. The course presents an overview of new techniques and current controversies trends in critical care settings. The student will gain an overview of the knowledge, skills and attitudes necessary to continuously improve the quality of the healthcare systems within which they work. Students will participate in seminars and directed reading focusing on approaches to recognizing the new issues. Moreover, the student will examine the new trends issues which related to the critical care nursing practice.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Clarify the impact of physical and emotional features of critical care environment on patient, their families and nurses.</p> <p>A2. Explain the structural, physical, and emotional features of critical care environment.</p> <p>A3. Identify the most pressing challenges in the critical care environment.</p> <p>A4. Select the suitable model of care for meeting patient needs in</p>	أ - المعلومات والمفاهيم

<p>critical care settings.</p> <p>A5. State nursing models and theories which can be applied in critical care nursing.</p> <p>A6. Illustrate the importance of adopting a nursing model in critical care nursing</p> <p>A7. Mention standards of care for acute and critical care nursing practice.</p> <p>A8. Discuss the concept of quality improvement in critical care nursing.</p> <p>A9. Discuss the accreditation process in health care and education settings.</p> <p>A10. Define evidence-based practice and clinical pathways</p> <p>A11. Explain the importance of critical thinking and problem solving in nursing practice</p> <p>A12. Recognize ethical and legal issues</p> <p>A13. List the safety principles in critical care settings</p> <p>A14. Define rehabilitation in critical care units</p> <p>A15. Discuss complementary & alternative therapies that can be utilized by critical care nurses in the ICU settings.</p> <p>A16. Clarify the role of the critical care nurse in patient's admission and discharge</p> <p>A17. Define critical care outreach services</p> <p>A18. Describe new approaches in curriculum development in critical & emergency care nursing</p>	
<p>B1. Appraise the concept of holism in the technological critical care environment.</p> <p>B2. Evaluate one nursing theory in meeting patients' needs in critical care settings.</p> <p>B3. Design a concept map utilizing the suitable model for meeting the needs of critically ill patient.</p> <p>B.4 Construct a framework for caring for the critically ill patient using the suitable standards of care.</p>	<p>ب - المهارات الذهنية</p>

<p>B5. Differentiate between ICU and emergency designs standards.</p> <p>B6. Criticize the actual ICU design present in hospitals according the ideal standards</p> <p>B7. Differentiate between the actual health care education system with the accreditation standards.</p> <p>B8. Develop guidelines for practices for critically ill patients and health care providers based on evidence.</p> <p>B9. Investigate the steps of the problem solving approach to a given patient case study</p> <p>B10. Evaluate ethical and legal issues in ICU</p> <p>B11. Appraise using safety precautions in critical care settings</p> <p>B12. Construct a rehabilitation program in critical care units</p> <p>B13. Design a healing environment suitable to application of CAM therapy in ICU.</p> <p>B14. Discuss standards of care for acute and critical care nursing Practice</p> <p>B15. Differentiate between nurse led Vs. Physician led CCOS.</p> <p>B16. Criticize new approaches in curriculum development in critical & emergency care nursing</p>	
<p>C1. Demonstrate the provision of patient focused integrated holistic care of the critically ill patient.</p> <p>C2. Apply suitable model of care for meeting patient needs in critical care settings.</p> <p>C3. Design and implement a quality improvement project in ICU.</p> <p>C4. Apply the accreditation standards in the ICU.</p> <p>C5. Interact and discuss by using evidence- based information.</p> <p>C6. Apply the steps of the problem solving approach to a given patient case study.</p> <p>C6. Apply ethical and legal principles in relation to prolongation of life</p> <p>C7. Apply the principles of equipment maintenance & safety in</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>critical care units.</p> <p>C8. Apply of rehabilitation program among critically ill patients in ICU.</p> <p>C9. Apply complementary alternative medicine in clinical settings.</p> <p>C10. Use ICU admission standards & discharge planning patient.</p> <p>C11. Carry out critical care outreach in ICU</p> <p>C12. Demonstrate new approaches in curriculum development in critical & emergency care nursing</p>	
<p>D1. Communicate in a variety of ways to collaborate effectively with clients, families, communities and other members of the interprofessional team.</p> <p>D2. Collaborate with multidisciplinary health care team in setting, revising, and applying standards of care for acute and critical care nursing practice</p> <p>D.3 Adhere to quality improvement principles to provide quality critical care service.</p> <p>D4. Follow the accreditation guidelines for evaluating the health care and educational system.</p> <p>D5. Communicate of evidence-based practice with multidisciplinary team</p> <p>D6 .Use critical thinking skills in developing different concept maps for caring of critically ill patients.</p> <p>D7. Consider the ethical principle when caring with ICU patients.</p> <p>D8. Consider safety precautions when caring of critically ill patients</p> <p>D9. Collaborate with multidisciplinary health care team to apply program for rehabilitation in ICU.</p> <p>D10. Appreciate the role of family in critically ill patient's care with CAM therapies.</p> <p>D11. Manage time effectively critical care settings.</p> <p>D12. Lead and work effectively in a team</p> <p>D13. Serve as a role model and mentor to students and health care providers.</p> <p>D14. Appreciate working with a team.</p>	<p>د- المهارات العامة</p>

<p>39. The concept of holism in the technological critical care environment.</p> <p>40. Nursing theories and models or frameworks for care – relevance in critical care nursing.</p> <p>41. Standard setting and quality assurance systems in critical care settings</p> <p>42. Accreditation in health care sector</p> <p>43. Application of evidence-based practice in critical care nursing</p> <p>44. Application of clinical pathways, protocols & guidelines in clinical practice.</p> <p>45. Critical thinking & problem solving in and its application in clinical practice</p> <p>46. Ethical and legal issues in relation to prolongation of life</p> <p>47. Safety in critical care settings</p> <p>48. Rehabilitation in critical care units</p> <p>49. Complementary and alternative therapies in critical care settings.</p> <p>50. ICU admission standards & discharge planning</p> <p>51. Critical care outreach service</p> <p>52. New approaches in curriculum development in critical & emergency care nursing.</p>	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Power Point Presentation ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>



٧. تقويم الطلاب :	
<ul style="list-style-type: none">▪ Written Exam▪ Written assignments	أ – الأساليب المستخدمة
<ul style="list-style-type: none">▪ Midterm exam 8-10th weeks▪ Final written exam 15th week	ب-التوقيت
<ul style="list-style-type: none">▪ Summative semester work 80 Mark▪ Final written exam 120 Mark▪ Total 200 Mark	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none">▪ Hand out prepared by students	أ-مذكرات
<ul style="list-style-type: none">▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2015.▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004▪ International Labour Organization, World Health Organization “Joint ILO/WHO guidelines on health services and HIV/AIDS” Printed by the International Labour Office, Geneva, Switzerland 2005	ب - كتب ملزمة
<ul style="list-style-type: none">▪ All advanced Critical Care Nursing textbooks available at the library.	ج – كتب مقترحة
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ Www. AJN .com▪ American Journal of Critical Care Nursing▪ Www. BJN.com▪ Www. ACCN.com▪ www.FBFD.com▪ www.Chest Journal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk	د – دوريات علمية أو نشراتإلخ



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| ▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk , | |
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رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة فى تمريض العناية الحرجة والطوارئ

الاتجاهات الحديثة فى تمريض العناية الحرجة والطوارئ ء تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: New trends in critical care and emergency nursing "minor specialty" Code No: 802Ns05

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1	The concept of holism in the technological critical care environment.	1	a.1___a.3	b.1	c.1	d.1, d.11___ d.14
2	Nursing theories and models or frameworks for care – relevance in critical care nursing.	2	a.4___a.6	b.2, b.3	c.2	d.11___ d.14
3	Standard setting and quality	3	a.7,a.8	b.4___b.6	c.3,c.4	d.2, d.3,d.11___ d.14



No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
	assurance systems in critical care settings					
4	Accreditation in health care sector	4	a.9	b. 7	c.4	d.4, d.11___ d.14
5	Application of evidence-based practice in critical care nursing	5	a.10	b.8	c.5	d.5, d.11___ d.14
6	Application of clinical pathways, protocols & guidelines in clinical practice.	6	a.10	b.8	c.5	d.5, d.11___ d.14
7	Critical thinking & problem solving in and its application in clinical practice	7	a.11	b.9	c.6	d.6, d.11___ d.14
8	Ethical and legal issues in relation to prolongation of life	8	a.12	b.10	c.6	d.7, d.11___ d.14



No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
9	Safety in critical care settings	9	a.13	b.11	c.7	d.8, d.11__ d.14
10	Rehabilitation in critical care units	10	a.14	b.12	c.8	d.9, d.11__ d.14
11	Complementary and alternative therapies in critical care settings.	11	a.15	b.13	c.9	d.10, d.11__ d.14
12	ICU admission standards & discharge planning	12	a.16	b.14	c.10	d.2, d.11__ d.14
13	Critical care outreach service	13	a.17	b.15	c.11	d.11__ d.14
14	New approaches in curriculum in critical & emergency development care nursing	14	a.18	b.16	c.12	d.11__ d.14

رئيس مجلس القسم العلمى : أ.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

خريطة الاتجاهات الحديثة في تمريض العناية الحرجة والطوارئ تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: New trends in critical care and emergency nursing "minor specialty" Code No: 802Ns05

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	The concept of holism in the technological critical care environment.	1	a.1___a.3	b.1	c.1	d.1, d.11_ d.14	Lecture	-Final-term Exam (60%)- Presentation and case study	
2	Nursing theories and models or frameworks for care – relevance in	2	a.4___a.6	b.2, b.3	c.2	d.11_ d.14	Lecture	-Final written exam (40%)	



No	Content	No/ we ek	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			
	critical care nursing.								
3	Standard setting and quality assurance systems in critical care settings	3	a.7,a.8	b.4__b.6	c.3,c.4	d.2, d.3,d.11_ d.14	Lecture		
4	Accreditation in health care sector	4	a.9	b. 7	c.4	d.4, d.11_ d.14	Lecture		
5	Application of evidence-based practice in critical care nursing	5	a.10	b.8	c.5	d.5, d.11_ d.14	Group discussion		
6	Application of clinical pathways, protocols & guidelines in clinical	6	a.10	b.8	c.5	d.5, d.11_ d.14	Lecture		



No	Content	No/ we ek	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			
	practice.								
7	Critical thinking & problem solving in and its application in clinical practice	7	a.11	b.9	c.6	d.6, d.11_d.14	Lecture		
8	Ethical and legal issues in relation to prolongation of life	8	a.12	b.10	c.6	d.7, d.11___ d.14	Lecture		
9	Safety in critical care settings	9	a.13	b.11	c.7	d.8, d.11___ d.14	Group discussion		
10	Rehabilitation in critical care units	10	a.14	b.12	c.8	d.9, d.11___ d.14	Lecture		
11	Complementary and	11	a.15	b.13	c.9	d.10, d.11___	Lecture		



No	Content	No/ we ek	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			
	alternative therapies in critical care settings.					d.14			
12	ICU admission standards & discharge planning	12	a.16	b.14	c.10	d.2, d.11____ d.14	Lecture		
13	Critical care outreach service	13	a.17	b.15	c.11	d.11____ d.14	Group discussion Brain storming		
14	New approaches in curriculum development in critical & emergency care nursing	14	a.18	b.16	c.12	d.11____ d.14	Lecture		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
(٢٠٢٠/٢٠١٩)

١. بيانات المقرر

الرمز الكودي : 802Md06	اسم المقرر: الطب الحرج المتقدم	الفرقة / المستوى : دكتوراه
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي -

<p>The aim of the course is to allow candidates to develop their knowledge to an advanced level in all aspects of critical care. It will provide the opportunity to explore critical care as a multidimensional phenomenon through the module assignments and through taught components. The course also helps those who teach within the critical care setting at both undergraduate and postgraduate levels to further their knowledge and teach others more effectively.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Identify advanced concepts of noninvasive diagnostic tools (e.g., ECG, CXR, echocardiography, radionuclide imaging...).</p> <p>A2. Clarify key components of emergency neurological life support.</p> <p>A3. Describe new mechanical ventilation strategies in adult respiratory distress syndrome.</p> <p>A4. Explain new challenges in ventilator management in critical care settings.</p> <p>A5. Define acute renal injury.</p> <p>A6. Clarify Strategies for Improvement in Nutrient Delivery in the</p>	أ - المعلومات والمفاهيم

<p>ICU.</p> <p>A7. Identify infection control strategies for the Immuno-compromised patients.</p> <p>A8. Identify critical disorders in various systemic diseases.</p> <p>A9. Describe different management modalities for common critical care problems.</p> <p>A10. Discuss key advancements in critical care over the past year.</p> <p>A11. Emphasize the safe use of intensive care unit medical devices and technology.</p>	
<p>B1. Specify the role of therapeutic hypothermia in cardiac arrest</p> <p>B2. Design guidelines for safety practices for patients with neurological disorders based on evidence</p> <p>B3. Evaluate management of severe acute respiratory infection in the ICU</p> <p>B4. Plan prevention and management strategies of acute renal failure in the ICU Patients</p> <p>B5. Predict potential risk and intervene to prevent nutritional deficiency for ICU.</p> <p>B6. Analysis infection control precautions in the Immuno-compromised Patients</p> <p>B7. Interpret patient investigations to determine a diagnosis, treatment option/s and formulate and / or implement a management plan that accurately identifies patient needs.</p> <p>B8. Use their expert knowledge and clinical judgment to identify the potential diagnosis in patients with complex multiple pathologies.</p> <p>B9. Demonstrate advanced problem-solving skills, intellectual flexibility and judgment in complex and diverse clinical situations in critical care.</p> <p>B10. Formulate different management plans and alternative decisions for the critically ill patients with different systems alteration.</p>	<p>ب - المهارات الذهنية</p>

- C1.** Interpret surface ECG, CXR, and ABG within the context of clinical evaluation.
- C2.** Demonstrate the ability to make advanced clinical decisions in the assessment, diagnosis, treatment and evaluation of patients with cardiovascular diseases.
- C3.** Apply a critical appraisal of research evidence as a framework for high-level, prompt clinical decision making in neurological disorders.
- C4.** Use problem solving and critical thinking skills in carrying out care for mechanically ventilated patients.
- C5.** Examine and identify signs of renal disorders in ICU.
- C6.** Apply Strategies for improvement in nutrient delivery in the ICU
- C7.** Apply infection control precautions in the Immuo compromised Patients
- C8.** Manage all cardiovascular, pulmonary, central nervous, renal, liver, surgical, and hematologic emergencies properly.
- C9.** Deliver person centered care considering the impact of the acute care environment on clients and family members.

ج- المهارات المهنية الخاصة
بالمقرر

- D1.** Operate ethically in complex and unpredictable situations within the critical care arena.
- D2.** Demonstrate interest in continued learning for personal and professional advancement
- D3.** Develop the leadership skills required to co-ordinate an effective team approach to the delivery of critical care.
- D4.** Achieve computer skills necessary to make use of medical data bases and use the
- D5.** Demonstrate effective working as an advanced CCN within the multidisciplinary critical care team.
- D6.** Actively contribute to the facilitation of learning, training and supervision of others.
- D7.** Demonstrate a commitment to lifelong learning at a level

د- المهارات العامة

<p>consummate with the development of mastery and advanced clinical practice.</p> <p>D8. Collaborate effectively with others to promote interprofessional practice, and effective working relationships.</p> <p>D9. Appreciate working with a team.</p>	
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<p>1. Advanced Cardiovascular Management</p> <ul style="list-style-type: none"> ▪ Advanced Heart Failure and Mechanical Circulatory Support ▪ Therapeutic Hypothermia in Cardiac Arrest ▪ End-of-Life Care in cardiovascular disease ▪ Goal-directed Fluid Resuscitation ▪ New Monitoring Technologies in the CICU <p>2. Advanced Neurological Management</p> <ul style="list-style-type: none"> ▪ Emergency Neurological Life Support ▪ Pain, Agitation and Delirium - Challenges in Managing Patients with Neurological Injuries ▪ Temperature Management in the Neurological and Neurosurgical ICU ▪ Post-ICU Syndrome <p>3. Advanced Respiratory Management</p> <ul style="list-style-type: none"> ▪ Novel therapies in the treatment of ARDS ▪ Management of Severe Acute Respiratory Infection in the Intensive Care Unit ▪ Challenges in ventilator management: Case Studies ▪ Respiratory Management in the Patient with Spinal Cord Injury ▪ Palliative Care for Patients with Respiratory Diseases and Critical Illnesses <p>4. Advanced Renal Management</p> <ul style="list-style-type: none"> ▪ Prevention and Management of Acute Renal Failure in the ICU Patient ▪ Volume Management in the Critically Ill Patient with Acute Kidney Injury <p>5. Strategies for Improvement in Nutrient Delivery in the ICU.</p> <p>6. Infection in the Immunocompromised Patients</p>	<p>٤. محتوى المقرر</p>
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<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion, <i>scientific meetings</i> ▪ <i>case presentation</i> ▪ Use of computer projector “data show” ▪ Individual and group exercises 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 16th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Marino P. Marino's the ICU Book. 4th ed., Lippincot Williams & Wilkins, 2014 ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ http://www.aacn.org/ www.americanheart.org ▪ Www. AJN .com ▪ American Journal of Critical Care Nursing 	د – دوريات علمية أو نشرات إلخ



<ul style="list-style-type: none">▪ Www. BJN.com▪ Www. ACCN.com▪ Www.FBFD.com▪ Www.ChestJournal.com▪ Www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	
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رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة فى تمريض العناية الحرجة والطوارئ

الطب الحرج المتقدم تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: Advanced Critical Medicine "minor specialty"

Code No: 802Md06

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1.	<u>Advanced Cardiovascular Management</u> <ul style="list-style-type: none">▪ Advanced Heart Failure and Mechanical Circulatory Support▪ Therapeutic Hypothermia in Cardiac Arrest▪ End-of-Life Care in cardiovascular disease▪ Goal-directed Fluid Resuscitation▪ New Monitoring Technologies in the CICU	1-4	a.1, a.8__a.11	b.1, b.7__b.10	c.1,c.2,c.8,c.9	d.1__d.9



<p>2. <u>Advanced Neurological Management</u></p> <ul style="list-style-type: none"> ▪ Emergency Neurological Life Support ▪ Pain, Agitation and Delirium - Challenges in Managing Patients with Neurological Injuries ▪ Temperature Management in the Neurological and Neurosurgical ICU ▪ Post-ICU Syndrome 		<p>5-7</p>	<p>a.2, a.8__a.11</p>	<p>b.2, b.7__b.10</p>	<p>c.3,c.8,c.9</p>	<p>d.1__d.9</p>
<p>3. <u>Advanced Respiratory Management</u></p> <ul style="list-style-type: none"> ▪ Novel therapies in the treatment of ARDS ▪ Management of Severe Acute Respiratory Infection in the Intensive Care Unit ▪ Challenges in ventilator management: Case Studies ▪ Respiratory Management in the Patient with Spinal Cord Injury ▪ Palliative Care for Patients with Respiratory Diseases and Critical Illnesses 		<p>8-10</p>	<p>a.3,a.4, a.8__a.11</p>	<p>b.3, b.7__b.10</p>	<p>c.1,c.4,c.8,c.9</p>	<p>d.1__d.9</p>



4.	<u>Advanced Renal Management</u> <ul style="list-style-type: none">▪ Prevention and Management of Acute Renal Failure in the ICU Patient▪ Volume Management in the Critically Ill Patient with Acute Kidney Injury	11-12	a.5, a.8__a.11	b.4, b.7__b.10	c.5,c.8,c.9	d.1__d.9
5.	Strategies for Improvement in Nutrient Delivery in the ICU.	13	a.6	b.5, b.7__b.10	c.6,c.8,c.9	d.1__d.9
6.	Infection in the Immuo-compromised Patients	14	a.7	b.6__b.10	c.7__c.9	d.1__d.9

رئيس مجلس القسم العلمى : أ.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

خريطة الطب الحرج المتقدم تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Advanced Critical Medicine "minor specialty"

Code No: 802Md06

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			
7	<u>Advanced Cardiovascular Management</u> <ul style="list-style-type: none">▪ Advanced Heart Failure and Mechanical Circulatory Support▪ Therapeutic Hypothermia in Cardiac Arrest▪ End-of-Life Care in cardiovascular disease	1-4	a.1, a.8__a.11	b.1, b.7__b.10	c.1,c.2,c.8,c.9	d.1__d.9	Lecture	-Activities (presentation , case study) -Final written exam	-Final-term Exam (60%)- Presentation and case study (40%)



No	Content	No/ we ek	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferab le d			
	<ul style="list-style-type: none"> ▪ Goal-directed Fluid Resuscitation ▪ New Monitoring Technologies in the CICU 								
8	<p><u>Advanced Neurological Management</u></p> <ul style="list-style-type: none"> ▪ Emergency Neurological Life Support ▪ Pain, Agitation and Delirium - Challenges in Managing Patients with Neurological Injuries ▪ Temperature Management in the Neurological and Neurosurgical ICU ▪ Post-ICU Syndrome 	5-7	a.2, a.8___a.11	b.2, b.7___b.10	c.3,c.8,c.9	d.1___d.9	Lecture		



No	Content	No/ we ek	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferab le d			
9	<p><u>Advanced Respiratory Management</u></p> <ul style="list-style-type: none"> ▪ Novel therapies in the treatment of ARDS ▪ Management of Severe Acute Respiratory Infection in the Intensive Care Unit ▪ Challenges in ventilator management: Case Studies ▪ Respiratory Management in the Patient with Spinal Cord Injury ▪ Palliative Care for Patients with Respiratory Diseases and Critical Illnesses 	8- 10	a.3,a.4, a.8___a.11	b.3, b.7___b.10	c.1,c.4,c.8,c.9	d.1___d.9	<p>Group discussion</p> <p>Brain storming</p> <p>Problem solving</p>		



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	<u>Advanced Renal Management</u> <ul style="list-style-type: none"> ▪ Prevention and Management of Acute Renal Failure in the ICU Patient ▪ Volume Management in the Critically Ill Patient with Acute Kidney Injury 	11-12	a.5, a.8__a.11	b.4, b.7__b.10	c.5,c.8,c.9	d.1__d.9	Lecture		
1	Strategies for Improvement in Nutrient Delivery in the ICU.	13	a.6	b.5, b.7__b.10	c.6,c.8,c.9	d.1__d.9	Group discussion		
1	Infection in the Immuno-compromised Patients	14	a.7	b.6__b.10	c.7__c.9	d.1__d.9	Problem solving		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس



نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
(٢٠٢٠/٢٠١٩)

١. بيانات المقرر

المستوى : دكتوراة	اسم المقرر: حلقة دراسية فى العناية الحرجة والطوارئ	الرمز الكودى : Ns07٢80
<input type="checkbox"/>	عدد الوحدات الدراسية نظري <input type="checkbox"/> ٢ عملي <input type="checkbox"/>	التخصص: تمريض العناية الحرجة والطوارئ

After completion of this course, the student will be able to prepare, discuss any assignment related to critical care nursing and updates his or her knowledge. In addition the students will be able to evaluate his knowledge in relation to new trends and apply it in research and education.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
A1. Describe the significance of RRT systems in acute care settings. A2. Identify different methods of CRRT. A3. Explain the future directions related to PICS A4. Define acute liver failure. A5. Identify criteria of hepatic encephalopathy. A6. Explain the pathophysiology of ARDS. A7. Identify physiological and pathological derived data determining poly compartment syndrome. A8. List causes of deconditioning in ICU A9. Describe hematologic dysfunction in the ICU A10. Explain different mechanisms that contribute to hemostasis	أ - المعلومات والمفاهيم

<p>alterations.</p>	
<p>B1. Compare the outcome of critically ill patient to early activation of RRT.</p> <p>B2. Judge the applicability and value of the strategies to minimize PICS</p> <p>B3. Correlate cerebral herniation with hepatic encephalopathy.</p> <p>B4. Analyze the precipitating factors of hepatic encephalopathy.</p> <p>B5. Analyze the physiological changes of critically ill patients according to the stages of ARDS.</p> <p>B6. Evaluate the effectiveness of using ECMO in critically ill patients.</p> <p>B7. Evaluate the indications for the institution of renal replacement therapy, liver dialysis, extra corporal membrane oxygenation and intra-aortic balloon pump.</p> <p>B8. Analyze the mechanisms of abdominal compartment syndrome (ACS)/ IAH on different body organs.</p> <p>B9. Compare between different mechanisms for the development of deconditioning in ICU.</p> <p>B10. Judge factors of hematologic dysfunction in the ICU.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Manipulate critical care environment to overcome barriers of RRT systems.</p> <p>C2. Manage troubleshooting during CRRT and liver dialysis sessions.</p> <p>C3. Monitor the critically ill patient during intra-aortic balloon pump support.</p> <p>C4. Apply of strategies that minimize or prevent the complications following PICS in ICU.</p> <p>C5. Plan a collaborative care for patients with hepatic encephalopathy.</p> <p>C6. Apply the recruitment & non recruitment measures for patients with ARDS.</p> <p>C7. Apply primary preventive strategies to avoid the increase in the intra-bodily compartment pressure.</p> <p>C8. Manipulate iatrogenic factors to overcome acquired ICU complications.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>



<p>C9. Apply health maintenance issues to prevent hematologic dysfunction in ICU</p> <p>C4. Implement bundle of care in patient's care</p> <p>C5. Formulate nursing care plan considering new nursing diagnosis for any acute illness</p>	
<p>D1. Applying problem solving approach</p> <p>D2. Demonstrate abilities of communication skills with health team and patients in hospital setting and colleagues.</p> <p>D3. Provide professional behavior and ethical nursing behavior while in the hospital</p> <p>D4. Protect patient's right, respect and confidentiality.</p> <p>D5. Document each activities which is done for the patient during educational program</p> <p>D6. Demonstrate professional attitude toward the profession, patient, families and health care</p> <p>D7. Give feedback to patients, family and health team about patient progress during rehabilitation program</p> <p>D8. Lead new staff member in their performance or application of educational program</p>	<p>د- المهارات العامة</p>

<p>1. Acute Kidney Injury (AKI)</p> <ul style="list-style-type: none">• Kidney and other organs cross talk• Management<ul style="list-style-type: none">➤ Evidence based practices➤ Continuous renal replacement therapy (CRRT) <p>2. Acute circulatory failure</p> <ul style="list-style-type: none">• Heart kidney crosstalk• Management<ul style="list-style-type: none">➤ Evidence based practices➤ Intra-aortic balloon	<p>٤. محتوى المقرر</p>
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<p>3. Acute Liver Failure</p> <ul style="list-style-type: none"> • Liver kidney crosstalk • Management <ul style="list-style-type: none"> ➤ Evidence based practices ➤ Liver dialysis ➤ Liver transplantation <p>4. Acute respiratory distress syndrome (ARDS)</p> <ul style="list-style-type: none"> • Lung kidney crosstalk • Management <ul style="list-style-type: none"> ➤ Evidence based practices ➤ Extracorporeal membrane oxygenation (ECMO) <p>5. Multiple compartment syndrome (MCS)</p> <p>6. Deconditioning in ICU</p> <p>7. Hematologic Dysfunction in the ICU</p>	
<ul style="list-style-type: none"> ▪ Illustrated lecture and group discussion. ▪ Individual and group exercises. ▪ Demonstration. ▪ Simulation practice. ▪ Case studies. ▪ Clinical conferences. ▪ Clinical practices 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Presenting information at different ways that appropriate for all types of learners ▪ Let students express their difficulties and how it could be resolved according to their needs ▪ Increase time spending with those student 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written Exam ▪ Written assignments 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	<p>ب-التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 80 Mark ▪ Final written exam 120 Mark 	<p>ج- توزيع الدرجات</p>



▪ Total	200 Mark	
٨. قائمة الكتب الدراسية والمراجع		
▪ Hand out prepared by student		أ-مذكرات
▪ Greater s. Current trends in critical care nursing. Second edition: Philadelphia, Mosby. 2010		ب - كتب ملزمة
▪ All available critical care nursing textbooks at the faculty		ج - كتب مقترحة
▪ http://www.aacn.org/		د - دوريات علمية أو نشرات إلخ
▪ www.americanheart.org/		

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

أستاذ المادة :



جامعة دمنهور

كلية التمريض

قسم : تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة فى تمريض العناية الحرجة والطوارئ

حلقة دراسية فى تمريض العناية الحرجة والطوارئ ء تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Ns07٢ Course title: Seminar in critical care and emergency nursing "minor specialty"

Code No: 80

No	Content	week No/	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1.	Acute Kidney Injury (AKI) <ul style="list-style-type: none">• Kidney and other organs cross talk• Management<ul style="list-style-type: none">➤ Evidence based practices➤ Continuous renal replacement therapy (CRRT)	1	a.1,a.2	b.1,b.7	c.1,c.2	d.1__d.8,
2.	Acute circulatory failure <ul style="list-style-type: none">• Heart kidney crosstalk• Management<ul style="list-style-type: none">➤ Evidence based practices➤ Intra-aortic balloon	2	a.3	b.2,b.7	c.3,c.4	d.1__d.8
3.	Acute Liver Failure	3	a.4,a.5	b. 3,b.4,b.7	c.5	d.1__d.8



No	Content	week No/	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
	<ul style="list-style-type: none"> • Liver kidney crosstalk • Management <ul style="list-style-type: none"> ➤ Evidence based practices ➤ Liver dialysis ➤ Liver transplantation 					
4.	Acute respiratory distress syndrome (ARDS) <ul style="list-style-type: none"> • Lung kidney crosstalk • Management <ul style="list-style-type: none"> ➤ Evidence based practices ➤ Extracorporeal membrane oxygenation (ECMO) 	4-14	a.6	b.5__b.7	c.6	d.1__d.8
5.	Multiple compartment syndrome (MCS)		a.7	b.8	c.7	d.1__d.8
6.	Deconditioning in ICU		a.8	b.9	c.8	d.1__d.8
7.	Hematologic Dysfunction in the ICU		a.9,a.10	b.10	c.9	d.1__d.8



رئيس مجلس القسم العلمي : أ.م.د سحر يونس

جامعة: دمنهور

كلية: التمريض

قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر حلقة دراسية في تمريض العناية الحرجة والطوارئ ء تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: Seminar in critical care and emergency nursing "minor specialty"

Code No: 802Ns07

No	Content	No/ we ek	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			
8.	Acute Kidney Injury (AKI) <ul style="list-style-type: none">• Kidney and other organs cross talk• Management<ul style="list-style-type: none">➢ Evidence based practices➢ Continuous renal replacement therapy (CRRT)	1	a.1,a.2	b.1,b.7	c.1,c.2	d.1___d.8,	Lecture	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%)- Presentation and case study (40%)
9.	Acute circulatory failure <ul style="list-style-type: none">• Heart kidney crosstalk• Management	2	a.3	b.2,b.7	c.3,c.4	d.1___d.8	Lecture		



No	Content	No/ we ek	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			
	<ul style="list-style-type: none"> ➤ Evidence based practices ➤ Intra-aortic balloon 								
10	Acute Liver Failure <ul style="list-style-type: none"> • Liver kidney crosstalk • Management <ul style="list-style-type: none"> ➤ Evidence based practices ➤ Liver dialysis ➤ Liver transplantation 	3	a.4,a.5	b. 3,b.4,b.7	c.5	d.1___d.8	Lecture		
11	Acute respiratory distress syndrome (ARDS) <ul style="list-style-type: none"> • Lung kidney crosstalk • Management <ul style="list-style-type: none"> ➤ Evidence based practices ➤ Extracorporeal membrane oxygenation (ECMO) 	4- 14	a.6	b.5___b.7	c.6	d.1___d.8	Lecture		



No	Content	No/ we ek	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			
12	Multiple compartment syndrome (MCS)		a.7	b.8	c.7	d.1___d.8	Group discussion		
13	Deconditioning in ICU		a.8	b.9	c.8	d.1___d.8	Lecture and group discussion		
14	Hematologic Dysfunction in the ICU		a.9,a.10	b.10	c.9	d.1___d.8			

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
(٢٠٢٠/٢٠١٩)

١. بيانات المقرر

الرمز الكودي: 802Ns08	اسم المقرر: دراسة مستقلة فى تمريض العناية الحرجة و الطوارئ	الفرقة / المستوى: الدكتوراة
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢ عملي -	

<p>This course is offered to students who wish to further develop an area of specialization. The area chosen will depend on the interest of the student. The aim of this course is to encourage students to read critically and exhaustively in the area of interest. The successful completion will mean that</p> <ol style="list-style-type: none"> 1. The candidate have gained skills in being able to assess critically the techniques, policies and investigations associated with an area of interest. 2. Students should be able to consider the implications for professional nursing practice of their explorations. 3. The candidate has gained demonstrable insight into preparing a paper for publication as well as being able to assess critically the techniques and investigations associated with the area of interest. 	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>A1. Identify the existing literature on a specific interest area in critical care nursing.</p> <p>A2. Clarify an insight into the specific areas which may need further investigations to establish credibility.</p> <p>A3. Recognize the principles of critical thinking.</p>	<p>أ - المعلومات والمفاهيم</p>

<p>A4. List implications of a specific interest area for professional practice.</p> <p>A5. Recognize the importance of the elected area in the critical care nursing practices.</p> <p>A6. Describe evidence, which informs a particular area of practice.</p>	
<p>B1. Analyze critically techniques, policies and investigations associated with the interest area.</p> <p>B2. Evaluate the clinical problem.</p> <p>B3. Design an investigatory and analytic thinking approach to common clinical situations related to the area of interest.</p> <p>B4. Evaluate the implications of their analysis for practice development.</p> <p>B5. Integrate of best evidence into critical care nursing related to the area of interest.</p> <p>B6. Appraise the current concepts and practices in critical care nursing in relation to the evidence base.</p> <p>B7. Design a review that is relevant to the selected topic.</p> <p>B8. Formulate alternative decisions in different situations in the field of the study.</p> <p>B9. Merge the information from different sources.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Apply skills that help in improving the quality of health care delivery related to the problem identified.</p> <p>C2. Use information technology to locate articles to support the performed review: including research evidence, systematic reviews, and clinical practice guidelines.</p> <p>C3. Apply problem solving and clinical reasoning skills.</p> <p>C4. Demonstrate evidenced based practice principles to identify problems for nursing research.</p> <p>C5. Use available evidence in order to choose and evaluate the needed health maintenance intervention safely and effectively.</p> <p>C6. Demonstrate effective communication skills.</p> <p>C7. Use thinking out of the box skills.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>



<p>D1. Demonstrate effective communication and decision making skill.</p> <p>D2. Behave leadership skills and teamwork.</p> <p>D3. Manage time effectively in critical care settings.</p> <p>D4. Be aware of information technology in practice critical care nursing.</p> <p>D5. Acquire different information resources to provide comprehensive preventive, curative, and rehabilitative health care in critical care settings.</p> <p>D6. Interact with multi-disciplinary team efficiently.</p> <p>D7. Serve as a role model and mentor to students and health care providers.</p> <p>D8. Acquire computer skills necessary to make use of medical data bases and use the internet for communication.</p> <p>D9. Practice within the ethical, cultural, and professional standards.</p> <p>D10. Develop confidence in clinical decision making based on available research evidence in the critical care setting.</p>	<p>د- المهارات العامة</p>
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<p>This course is entirely student-led. Support will be provided from the faculty member. No content is provided for the candidate, but the independent study project should answer the following questions:</p> <ul style="list-style-type: none">▪ What is the title of your proposed independent study project?▪ What is the specific problem you plan to explore?▪ What is the purpose of your proposed project?▪ What study questions, hypotheses or objectives do you propose for this project?▪ What research or specific project activities do you propose for this project?▪ How will you synthesize the findings of this project?	<p>٤. محتوى المقرر</p>
<p>6. Use of computer projector “data show</p> <p>7. Discussion with a specific faculty member</p> <p>8. E- Learning</p> <p>9. Projects- based learning</p>	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none">▪ Using different methods for presenting information that looks appropriate for all types of learners▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour.	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	

<ul style="list-style-type: none"> ▪ Written exam ▪ Presentation ▪ Participation in Group discussion 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark Total 100 Mark <p>N.B. Summative semester work will include (written assignment, presentation/poster).</p>	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Burns S. AACN advanced critical care nursing. St. Louis: Saunders Elsevier,; 2014. ▪ Shumacher L, Chernecky C. Saunders nursing survival guide: critical care & emergency nursing, Saunders/ Elsevier,2010. ▪ Lou Sole M, Klein D, Marthe J. Introduction to critical care nursing, Saunders/ Elsevier, 2009. ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2009. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced critical care nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ www.americanheart.org ▪ www.ccmjournal.org / Critical Care Medicine ▪ www.Pubmed. Com ▪ http://www.aacn.org/ ▪ www.sccm.org. American Journal of Critical Care Nursing ▪ National Guideline Clearing House at www.guideline.gov ▪ Cochrane Library database ▪ WWW.ScienceDirect.com ▪ WWW.springerlink.com/books/ 	د – دوريات علمية أو نشرات إلخ



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة في تمريض العناية الحرجة والطوارئ

دراسة مستقلة في تمريض العناية الحرجة والطوارئ ء تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Independent study in critical care and emergency nursing

Code No: 802Ns08

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1.	<u>independent study project should answer the following questions:</u> ▪ What is the title of your proposed independent study project?	1,2	a.1	b.1	c.1,c.7	d.1__d.10
2.	▪ What is the specific problem you plan to explore?	3,4	a.2	b.2	c.2, c.7	d.1__d.10
3.	▪ What is the purpose of your proposed project?	5	a.3	b. 3	c.3- c.7	d.1__d.10



No	Content No content is provided for the candidate	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
4.	■ What study questions, hypotheses or objectives do you propose for this project?	6,7	a.4,a.6	b.3	c.4,c.7	d.1__d.10
5.	■ What research or specific project activities do you propose for this project?	8--10	a.5	b.5,b.6	c.5,c.7	d.1__d.10
6.	■ How will you synthesize the findings of this project?	11-14	...	b.7	c.6,c.7	d.1__d.10

رئيس مجلس القسم العلمى : أ.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

خريطة مقرر دراسة مستقلة في تمريض العناية الحرجة والطوارئ ء تخصص دقيق للعام الجامعي ٢٠١٩/٢٠٢٠

Course title: Independent study in critical care and emergency nursing

Code No: 802Ns08

No	Content	No/ we ek	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			
7.	<u>Independent study project</u> <u>should answer the following</u> <u>questions:</u> ▪ What is the title of your proposed independent study project?	1,2	a.1	b.1	c.1,c.7	d.1__d.10	Brain storming	Activities (presentation)	Presentation
8.	▪ What is the specific problem you plan to explore?	3,4	a.2	b.2	c.2, c.7	d.1__d.10	discussion		
9.	▪ What is the purpose of	5	a.3	b. 3	c.3- c.7	d.1__d.10	discussion		



No	Content	No/ we ek	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			
	your proposed project?								
10	What study questions, hypotheses or objectives do you propose for this project?	6,7	a.4,a.6	b.3	c.4,c.7	d.1___d.10	discussion		
11	What research or specific project activities do you propose for this project?	8-- 10	a.5	b.5,b.6	c.5,c.7	d.1___d.10	discussion		
12	How will you synthesize the findings of this project?	11- 14	...	b.7	c.6,c.7	d.1___d.10	discussion		

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
(٢٠٢٠/٢٠١٩)

١. بيانات المقرر

الرمز الكودي : 802Md09	اسم المقرر: طب الطوارئ المتقدم	الفرقة / المستوى : الدكتوراة
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي -

<p>This course is designed to assist PhD candidates in determining the emergency health problems over different body system and how to deal with it according to recent advanced management algorithms. Moreover, it help them to provide assessment and pre-hospital emergency care to patients experiencing trauma or medical emergencies utilizing Evidence Based Guidelines.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A22 Define the pre-hospital emergency medicine. A23 Clarify the different Medical Emergency Services A24 Describe nursing role in Mass Casualty Incidence (MCI) & MCI due to terrorism and disaster. A25 Identify nursing role in different environmental emergencies. A26 Identify the concept of advanced emergency medicine A27 List the definite component of advanced trauma management team. A28 Identify skills needed for emergency advanced trauma team. A29 List general principles of advanced trauma management A30 Recognize the role of emergency nurse as part of the airway management team.</p>	أ - المعلومات والمفاهيم

<p>A31 Describe the advanced changes in basic and advanced cardiac life support recent guidelines.</p> <p>A32 Recognize the different algorithms in dealing with cardiac life threatening conditions.</p> <p>A33 Describe the clinical presentation and related changes in electrocardiograph of various cardiac dysrhythmias.</p> <p>A34 Identify emergent findings and life threatening problems over different body system.</p> <p>A35 . Identify pain treatment and management guidelines in ED</p> <p>A36 . List the importance of sedation in emergency medicine.</p> <p>A37 Indicate nursing role in different medico-legal and forensic emergencies.</p> <p>A38 Identify the role of emergency nurse in keeping safety for emergency medical team from infection.</p> <p>A39 Describe primary line of treatments for advanced pediatric emergencies</p>	
<p>B21 Evaluate the medical emergency services(EMS) Operations</p> <p>B22 Analyze the emergent cues through primary assessment which need urgent intervention and treat life threatening conditions for different body systems.</p> <p>B23 Compare between different type airway management</p> <p>B24 Differentiate between the basic and advanced cardiac life support 2013 and 2015 guidelines.</p> <p>B25 Interpret results of ECG and identify the proper sequential actions.</p> <p>B26 Classify effectively advanced types of cardiac dysrhythmias.</p> <p>B27 Integrate theory, principles, and algorithms of pain management within the context of the real emergency situations.</p> <p>B28 Evaluate the role of nurse in sedation administration in ED.</p> <p>B29 Plan the nursing role in medico-legal and forensic emergency medicine</p> <p>B30 Integrate the nursing role with the medical role in the advanced</p>	<p>ب - المهارات الذهنية</p>

<p>management of infectious disease</p> <p>B31 Evaluate advanced paediatrics emergencies</p>	
<p>C3 Apply pre-hospital medical emergency services principles</p> <p>C4 Apply General Principles of Advanced Trauma Management</p> <p>C5 Apply primary assessment for respiratory, cardiovascular, gastrointestinal, endocrinal, and haematological system.</p> <p>C6 Develop technical skills necessary to carry out the role of airway emergent assessment.</p> <p>C7 Demonstrate the proper use of advanced airway adjuncts, oxygen therapy and ventilation devices.</p> <p>C8 Apply the role of emergency nurse in trauma life support system.</p> <p>C9 Assess emergency patients' condition during implementation of emergent intervention to support life</p> <p>C10 Perform basic and advanced life support manoeuvres following the recent guidelines and advanced algorisms.</p> <p>C11 Interpret ECG paper and take the first line of intervention.</p> <p>C12 Demonstrate pain treatment and management guidelines in ED</p> <p>C13 Apply emergent sedation intervention for life threatening conditions for EM patient.</p> <p>C14 Apply the nursing role in medico-legal and forensic situations</p> <p>C15 Carry out the nursing role in the advanced management of infectious disease</p> <p>C16 Demonstrate the ability to devise and execute appropriate nursing care plans for medical and trauma paediatrics patients.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>D7 Communicate effectively with hospital trauma life support system.</p> <p>D8 Communicate effectively with patients, their families and other colleagues</p> <p>D9 Develop confidence in clinical decision – making in the emergency care setting</p> <p>D10 Document assessment cues indicating life threatening condition in order to properly deal with it.</p> <p>D11 Demonstrate professional attitude toward the profession , patient , families, health care personnel</p> <p>D12 Protect patients' rights, respect, confidentiality and access to updated knowledge</p> <p>D13 Incorporate health promotion, health protection, and injury prevention for core body systems</p>	<p>د- المهارات العامة</p>
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<ol style="list-style-type: none"> 1. Pre-Hospital Emergency <ul style="list-style-type: none"> ▪ Medical Emergency Services (EMS) Operations ▪ Ground ambulance ▪ EMS safety ▪ Environmental Emergencies ▪ Mass Casualty Incidence (MCI) & MCI due to terrorism and disaster ▪ Hazardous materials ▪ Air medical ▪ Vehicle extrication 2. Advanced Trauma Management <ul style="list-style-type: none"> ▪ Epidemiology of Trauma Care ▪ General Principles of Advanced Trauma Management ▪ Advanced Emergency Wound Management 3. Advanced Airway Management 4. Advanced Cardiac Life Support <ul style="list-style-type: none"> ▪ GUIDLINES 2015 ▪ Types of algorithms ▪ interpretation of advanced electrocardiography 5. Pain Treatment and Management in ED 6. Sedation in Emergency Medicine 	<p>٤. محتوى المقرر</p>
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<p>7. Medico-legal and Forensic Emergency Medicine</p> <p>8. Advanced Management of Infectious Disease</p> <p>9. Advanced Pediatric Emergencies</p>	
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam ▪ Final written exam 	<p>ب-التوقيت</p>
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark Total 100 Mark 	<p>ج- توزيع الدرجات</p>
<p>٨. قائمة الكتب الدراسية والمراجع</p>	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	<p>أ-مذكرات</p>
<ul style="list-style-type: none"> ▪ Tintinalli, J. E., et al. Emergency Medicine. 7th ed. New York: McGraw Hill, 2009. ▪ Barkin R et al. Emergency Medicine: Concepts and Clinical Practice. Third Edition. Mosby: At. Louis, 2007. 	<p>ب - كتب ملزمة</p>
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013. ▪ Arlson K. AACN advanced critical care nursing. St. Louis: 	<p>ج – كتب مقترحة</p>



<p>Saunders Elsevier,; 2009.</p> <ul style="list-style-type: none">▪ Urden LD., Stacy KM. Priorities in critical care nursing. 4th ed. New York, Mosby, 2004.	
<ul style="list-style-type: none">▪ http://www.aacn.org/ www.americanheart.org▪ www.AJN.com▪ American Journal of Critical Care Nursing▪ www.BJN.com▪ www.ACCN.com▪ www.FBFD.com▪ www.ChestJournal.com▪ www.WHO.org▪ National Institute for Health and Clinical Excellence (NICE), (UK). http://www.nice.org.uk▪ Royal College of Nursing (UK), 0, http://www.rcn.org.uk,	<p>د – دوريات علمية أو نشرات إلخ</p>

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة فى تمريض العناية الحرجة والطوارئ

طب الطوارئ ء المتقدم تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Advanced Emergency Medicine minor specialty

Code No: 802Md09 Course title:

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1.	<u>Pre-Hospital Emergency</u> <ul style="list-style-type: none">▪ Medical Emergency Services(EMS) Operations▪ Ground ambulance▪ EMS safety▪ Environmental Emergencies▪ Mass Casualty Incidence (MCI) & MCI due to terrorism and disaster▪ Hazardous materials▪ Air medical	1--4	a.1 ___a.4	b.1	c.1	d.1___d.7



No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
	<ul style="list-style-type: none"> ▪ Vehicle extrication 					
2.	<p><u>Advanced Trauma Management</u></p> <ul style="list-style-type: none"> ▪ Epidemiology of Trauma Care ▪ General Principles of Advanced Trauma Management ▪ Advanced Emergency Wound Management 	5,6	a.5__a.8	b.2	c.2, c.3	d.1__d.7
3.	<p><u>Advanced Airway Management</u></p>	7	a.9	b.3	c.4,c5.	d.2__d.7
4.	<p><u>Advanced Cardiac Life Support</u></p> <ul style="list-style-type: none"> ▪ GUIDLINES 2015 ▪ Types of algorithms ▪ Interpretation of advanced electrocardiography 	8,9	a.9 __ a.13	b.4__b.6	c.6__ c.9	d.1__d.7



No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
5.	Pain Treatment and Management in ED	10	a.14	b.7	c.10	d.2__d.7
6.	Sedation in Emergency Medicine	11	a.15	b.8	c.11	d.2,d.5__d.7
7.	Medico-legal and Forensic Emergency Medicine	12	a.16	b.9	c.12	d.2__d.7
8.	Advanced Management of Infectious Disease	13	a.17	b.10	c.13	d.2__d.7
9.	Advanced Pediatric Emergencies	14	a.18	b.11	c.14	d.2__d.7

رئيس مجلس القسم العلمي : أ.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر طب الطوارئ المتقدم تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Advanced Emergency Medicine minor specialty

Code No: 802Md09 Course title:

No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferable d			
10	<u>Pre-Hospital Emergency</u> <ul style="list-style-type: none">▪ Medical Emergency Services(EMS) Operations▪ Ground ambulance▪ EMS safety▪ Environmental Emergencies	1--4	a.1 ___a.4	b.1	c.1	d.1___d.7	Lecture	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%)- Presentation and case study (40%)



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferable d			
	<ul style="list-style-type: none"> ▪ Mass Casualty Incidence (MCI) & MCI due to terrorism and disaster ▪ Hazardous materials ▪ Air medical ▪ Vehicle extrication 								
11	<p><u>Advanced Trauma Management</u></p> <ul style="list-style-type: none"> ▪ Epidemiology of Trauma Care ▪ General Principles of Advanced Trauma Management ▪ Advanced Emergency Wound Management 	5,6	a.5___a.8	b.2	c.2, c.3	d.1___d.7			
12	Advanced Airway	7	a.9	b.3	c.4,c5.	d.2___d.7			



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferable d			
	Management								
13	<u>Advanced Cardiac Life Support</u> ▪ GUIDLINES 2015 ▪ Types of algorithms ▪ Interpretation of advanced electrocardiography	8,9	a.9 ___ a.13	b.4___b.6	c.6___ c.9	d.1___d.7			
14	Pain Treatment and Management in ED	10	a.14	b.7	c.10	d.2___d.7			
15	Sedation in Emergency Medicine	11	a.15	b.8	c.11	d.2,d.5___d.7			
16	Medico-legal and Forensic Emergency Medicine	12	a.16	b.9	c.12	d.2___d.7			



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferable d			
17	Advanced Management of Infectious Disease	13	a.17	b.10	c.13	d.2__d.7			
18	Advanced Pediatric Emergencies	14	a.18	b.11	c.14	d.2__d.7			

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور

كلية / معهد : التمريض

قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي

(٢٠٢٠/٢٠١٩)

١. بيانات المقرر

الرمز الكودي: E110٢80	اسم المقرر: الطب البديل في العناية الحرجة	الفرقة / المستوى : دكتوراه
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي <input type="checkbox"/>

<p>This elective course enables candidates to assume increased responsibility and accountability for the nursing care and management of critically ill patients at all stages of severity. It will assist candidates in developing in-depth knowledge and practice in the field of complementary therapy in critical care settings. Candidates will be encouraged to reflect on current critical care nursing practice by exploring in-depth contemporary issues influencing care delivering in the 21st century.</p>	<p>٢. هدف المقرر</p>
<p>٣. المستهدف من تدريس المقرر :</p>	
<p>On completion of this course the candidate will be able to:</p> <p>A1. Explain the historical development of complementary therapies.</p> <p>A2. Understand of the philosophical and theoretical concepts underpinning the practice of complementary therapies.</p> <p>A3. Identify the principles of complementary and alternative therapies which can be applied in ICUs.</p> <p>A4. Explain potential effects of particular therapies, factors that may affect or restrict treatment, and the rationale behind the therapies.</p> <p>A5. Indicate factors influencing use of complementary therapies in critical care settings.</p> <p>A6. Mention safety considerations in application of complementary</p>	<p>أ - المعلومات والمفاهيم</p>

<p>therapies in ICUs.</p> <p>A7. Explore types of complementary therapy in ICUs</p> <p>A8. Describe how psychological and physiological processes maintain health and homeostasis.</p> <p>A9. Recognize the importance of research to the development of Complementary therapies.</p> <p>A10. Discuss Barriers to the use of complementary /alternative therapies in critical care settings.</p>	
<p>B1. Compare between traditional health care management and complementary /alternative therapies.</p> <p>B2. Analyze the effects on homeostasis when the body systems malfunction.</p> <p>B3. Critically examine a disease in relation to its care methods in both traditional and complementary therapy practice.</p> <p>B4. Categorize types of complementary therapy that can be applied in critical care settings</p> <p>B5. Investigate the evidence base for specific complementary therapies.</p> <p>B6. Analyze the concept of holism as applied to critical care nursing;</p> <p>B7. Give evidence of national and international researches about application of complementary therapy in critical care settings.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Critically appraise your performance in applying complementary therapy techniques to clients.</p> <p>C٢. Assess and solve psychological and psychiatric problems of end of life care related to critical care nurse in ICU.</p> <p>C٣. Plan, propose and employ the appropriate complementary therapies within the ICU environment.</p> <p>C٤. Demonstrate with confidence and competence in the application of massage therapies and clinical practice within the ICU environment</p> <p>C٥. Manage patients using a range of complementary therapies (herbs, therapeutic massage, nutritional therapy, stress management ect....).</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Demonstrate effective communication and decision making skill regarding critical care emergency situations.</p> <p>D2. Behave leadership skills and teamwork.</p> <p>D3. Manage time effectively in critical care settings.</p> <p>D4. Be aware of information technology in practice Critical Care Nursing.</p>	<p>د- المهارات العامة</p>

- D5.** Acquire different information resources to provide comprehensive preventive, curative, and rehabilitative health care in Critical Care Settings.
- D6.** Interact with multi-disciplinary team efficiently.
- D7.** Serve as a role model and mentor to students and health care providers.
- D8.** Acquire computer skills necessary to make use of medical data bases and use the internet for communication
- D9.** Understand the need to educate and train staff to relieve psychological problems related to end of life care in critical care settings.

11. Overview of Complementary and Alternative Therapies (CAT)

- Definitions and Categories of CAM Therapies
- Categories of complementary and alternative medicine
- Implications for Nursing Practice

12. Implications Complementary and Alternative Therapies Critical care Nursing Practice

13. Types of complementary therapy in ICUs

A. Sensory therapies

- Therapeutic touch
- Massage
- Aromatherapy
- Reflexology

B. Cognitive therapies

- Meditation
- Guided imagery and relaxation

C. Expressive therapies

- Counseling
- Psychotherapy

D. Physical therapies

- Exercises
- Deep breathing exercises

E. Medical systems therapy

- Herbal supplements
- Vitamins & Diet

14. Promotion of a Healing Environment for Patients Receiving Mechanical Ventilation

15. Safety Considerations in Application of CAT in ICUs

16. Factors influencing critical care nurses' use of CAT

17. Barriers to the use of CAT

- Interactive Lecture and tutorials
- Case Study

١٢. محتوى المقرر

<ul style="list-style-type: none"> ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	١٣. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	١٤. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
١٥. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب- التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
١٦. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ Elsevier health.com/ Journals/ ICCN). ▪ Www. nursing.jhu.edu/academics/resources/course_listings) ▪ American journal of Critical Care Nursing ▪ http://www.ahrq.gov ▪ http://www.ahrq.gov ▪ http://www.qualityforum.org/Publications/2012/04/Palliative_Care_of_Life_Care. ▪ https://www.psychologytoday.com ▪ www.mcw.edu 	د – دوريات علمية أو نشرات إلخ



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

مصفوفة مقرر الطب البديل في العناية الحرجة تخصص دقيق للعام الجامعي ٢٠١٩/٢٠٢٠

El10² Course title: Alternative Medicine in Critical Care "minor specialty" Code No: 80

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1	Overview of Complementary and Alternative Therapies (CAT)	1,2	a.1___a.3,a.8	,b.5 ³ b.1,b.	c.1	d.1, d4, d.5, d.9
2	Implications of Complementary and Alternative Therapies Critical care Nursing Practice	3,4	a.6	b.3,b.5	c.2,c.3	d.1___ d.9
3	Types of complementary therapy in ICUs	5-9	a.4,a.7	b.3 –b.4	c.1,c.4, c.5	d.1___d.9
4	Promotion of a Healing Environment for Patients Receiving Mechanical Ventilation	١ 0,11	a.8	b. 6	c.1- c.2	d.1___d.9
5	Safety Considerations in Application of CAT in ICUs	١٢	a.6,a.9	b.5, b.6	c.1	d.1___d.9
6	Factors influencing critical care nurses' use of CAT	١٣	a.5	b.5___ b.7	c.2	d.1___d.9
7	Barriers to the use of CAT	١٤	a.10	b.5, b.9	c.2	d.1___d.9



رئيس مجلس القسم العلمي : أ.م.د سحر يونس

جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقررات الطب البديل في العناية الحرجة تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

El10² Course title: Alternative Medicine in Critical Care "minor specialty" Code No: 80

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	Overview of Complementary and Alternative Therapies (CAT)	1,2	a.1___a.3,a.8	,b.5*b.1,b.	c.1	d.1, d4, d.5, d.9	Group discussion	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%)- Presentation and case study (40%)
2	Implications of Complementary and Alternative Therapies Critical care Nursing Practice	3,4	a.6	b.3,b.5	c.2,c.3	d.1___ d.9	Group discussion		
3	Types of complementary therapy in ICUs	5-9	a.4,a.7	b.3 –b.4	c.1,c.4, c.5	d.1___d.9	Group discussion		



4	Promotion of a Healing Environment for Patients Receiving Mechanical Ventilation	١ 0,11	a.8	b. 6	c.1- c.2	d.1__d.9	Group discussion		
5	Safety Considerations in Application of CAT in ICUs	١٢	a.6,a.9	b.5, b.6	c.1	d.1__d.9	Group discussion		
6	Factors influencing critical care nurses' use of CAT	١٣	a.5	b.5__ b.7	c.2	d.1__d.9	Brain storming		
7	Barriers to the use of CAT	١٤	a.10	b.5, b.9	c.2	d.1__d.9	Problem solving		

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
(٢٠٢٠/٢٠١٩)

١. بيانات المقرر

الرمز الكودي: 802E111	اسم المقرر: اعادة التأهيل لمرضى العناية الحرجة	المستوى : دكتوراة
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري	عملى
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<p>This course, enable the student to deepen their knowledge base and skills in a variety of areas of Rehabilitation Practice. In addition, students will have the opportunity to develop research or practice expertise in an area of Clinical Rehabilitation and to apply this to a specific research. Enables students to review the principles and practice of Clinical Rehabilitation and then focus their study on one area of clinical practice including undertaking a significant research project</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Discuss steps of progressive physical activities A2. Discuss importance of early mobilization and its benefit for critically ill patient A3. Identify phases of cardiac rehabilitation and its components A4. Describe components of diet for cardiac patients, patient with respiratory disease or neurological disease A5. Tell types of physical exercise which permitted to cardiac patient during acute stage A6. Describe breathing strategies for patients with respiratory</p>	أ - المعلومات والمفاهيم

<p>disease.</p> <p>A7. Describe physical activities for patient with neurological disease.</p> <p>A8. Describe types of different devices which can be to help stroke patient during physical activities .</p> <p>A9. Explain cognitive and emotional activities therapy for patient with communication disorder.</p>	
<p>B1. Compare between different phases of cardiac rehabilitation</p> <p>B2. Detect types of food which is forbidden to patients with cardiac, respiratory or neurological disease</p> <p>B3. Detect signs and symptoms which indicate that physical activities or exercises must be stopped</p> <p>B4. Formulate nursing care plan that help smokers to stop smoking</p> <p>B5. Determine content outline for educational strategies about cardiac, respiratory and neurological diseases and how to manage it</p> <p>B6. Classify different types of food according to different diseases</p> <p>B7. Formulate nursing care plan for cognitive and emotional activities therapy for patients with communication disorder</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Assess educational needs for patient with cardiac respiratory or neurological disease</p> <p>C2. Apply early mobilization and exercise in critical care units</p> <p>C3. Practice activities of nutritional counseling for patients with cardiac, respiratory or neurological disease</p> <p>C4. Implement nursing care plan of breathing strategies for patient with respiratory disease</p> <p>C5. Perform nursing care plan for physical activities and exercise for patient with cardiac, respiratory and neurological disease</p> <p>C6. Develop nursing activities of smoking cessation for smokers</p> <p>C7. Supervise patients during their physical activities and making their exercise cessation</p> <p>C8. Evaluate effectiveness of different rehabilitation</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>D1. Applying problem solving approach</p> <p>D2. Demonstrate abilities of communication skills with health team and patients in hospital setting and colleagues</p> <p>D3. Provide professional behavior and ethical nursing behavior while in the hospital</p> <p>D4. Protect patient's right, respect and confidentiality</p> <p>D5. Document each activities which is done for the patient during rehabilitation program</p> <p>D6. Demonstrate professional attitude toward the profession, patient, families and health care</p> <p>D7. Give feedback to patients, family and health team about patient progress during rehabilitation program</p> <p>D8. Lead new staff member in their performance or application of rehabilitation programs</p>	<p>د- المهارات العامة</p>
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<p>53. Early mobilization and physical activities during acute stage</p> <p>54. Cardiac rehabilitation</p> <ul style="list-style-type: none"> ▪ Nutrition for cardiac patient ▪ Exercises ▪ Stress management ▪ Smoking cessation <p>55. Pulmonary rehabilitation</p> <ul style="list-style-type: none"> ▪ Exercise training ▪ Nutritional counseling ▪ Education on lung disease and how to manage it ▪ Energy-conserving techniques ▪ Breathing strategies ▪ Psychological counseling and/or group support <p>56. Neurological rehabilitation</p> <ul style="list-style-type: none"> ▪ Physical activities: Strengthening motor skills, mobility training, constraint-induced therapy, range-of-motion 	<p>٤. محتوى المقرر</p>
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<p>therapy.</p> <ul style="list-style-type: none"> ▪ Technology-assisted physical activities: Functional electrical stimulation, Robotic technology, Wireless technology, Virtual reality, Noninvasive brain stimulation. ▪ Cognitive and emotional activities: therapy for communication disorders, psychological evaluation and treatment, Medications 	
<ul style="list-style-type: none"> ▪ Illustrated lecture ▪ Group discussion. ▪ Individual and group exercises. ▪ Demonstration. ▪ Simulation practice. ▪ Case studies. ▪ Clinical conferences. ▪ Clinical practices 	٥. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Presenting information at different ways that appropriate for all types of learners ▪ Let students express their difficulties and how it could be resolved according to their needs ▪ Increase time spending with those student 	٦. أساليب التعليم والتعلم للطلاب ذوي قدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Final written exam ▪ oral exam ▪ Objective Structured Clinical Evaluation 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Handout prepared by student 	أ-مذكرات



▪ Sunder S . Textbook of rehabilitation. Second edition: New Delhi, Jayee brothers.2002.	ب - كتب ملزمة
▪ All available critical care nursing textbooks at the faculty library	ج - كتب مقترحة
▪ http://www.aacn.org/	د - دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

ستاذ المادة :



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

مصفوفة مقرر إعادة التأهيل لمرضى العناية الحرجة تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Rehabilitation of Critical Care Patients "minor specialty"

Code No: 802E11

No	Content	week No/	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable D
1.	Early mobilization and physical activities during acute stage	1,2	a.1,a.2,a.8	b.3	c.2,c.7,c.8	d.1___d.8
2.	<u>Cardiac rehabilitation</u> 1- Nutrition for cardiac patient 2- Exercises 3- Stress management 4- Smoking cessation	3-6	a.3,a.4,a.5	b.1,b.2,b.5 ,b.6	c.1, c.3 ,c.5,c.8	d.1___d.8



3.	<u>Pulmonary rehabilitation</u> 1-Exercise training 2-Nutritional counseling 3- Education on lung disease and how to manage it 4-Energy-conserving techniques 5-Breathing strategies 6-Psychological counseling and/or group support	7-11	a.6	b.2. , b.4__ b.6	c.1,c.3__c.6, c.8 ,	d.1__d.8
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4.	<u>Neurological rehabilitation</u> 1. Physical activities: Strengthening motor skills, mobility training, constraint-induced therapy, range-of-motion therapy. 2. Technology-assisted physical activities: Functional electrical stimulation, Robotic technology, Wireless technology, Virtual reality, Noninvasive brain stimulation. 3. Cognitive and emotional activities: therapy for communication disorders, psychological evaluation and treatment, Medications	14-12	a.1,a.7__a.9	b.2,b.5__b.7	c.1,c.2,c.5,c.8	d.1__d.8
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رئيس مجلس القسم العلمي : أ.م. د. سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر إعادة التأهيل لمرضى العناية الحرجة تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: Rehabilitation of Critical Care Patients "minor specialty"

Code No: 802E11

No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandin g a	Intellectual skills b	Professional skills c	General &transferable d			
5.	Early mobilization and physical activities during acute stage	1,2	a.1,a.2,a.8	b.3	c.2,c.7,c.8	d.1___d.8	Lecture	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%)- Presentation and case study (40%)
6.	<u>Cardiac rehabilitation</u> 1- Nutrition for cardiac patient	3-6	a.3,a.4,a.5	b.1,b.2,b.5 ,b.6	c.1, c.3 ,c.5,c.8	d.1___d.8	Lecture		



	<p>2- Exercises</p> <p>3- Stress management</p> <p>4- Smoking cessation</p>								
7.	<p><u>Pulmonary rehabilitation</u></p> <p>1-Exercise training 2-Nutritional counseling 3- Education on lung disease and how to manage it 4-Energy-conserving techniques 5-Breathing strategies 6-Psychological counseling and/or group support</p>	7-11	a.6	b.2. , b.4____ b.6	c.1,c.3____c.6 , c.8 ,	d.1____d.8	Lecture		



الهيئة القومية لضمان جودة التعليم والاعتماد

رئيس مجلس القسم العلمي : أ.م. د. سحر يونس

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

المستوى : دكتوراة	اسم المقرر: التوعية لمرضى العناية الحرجة داخل وخارج العناية	الرمز الكودي: 802E112
عدد الوحدات الدراسية نظري	عدد الوحدات الدراسية نظري	التخصص: تمريض العناية الحرجة والطوارئ
عملى	٢	
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After completion of this course, the student will be able to communicate with critically ill patients and their families in proper manner, assess patient's needs and according to patient's needs the student will be able to develop, perform and evaluate effectiveness of an educational program.	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Discuss Fundamental skills of communication</p> <p>A2. Define fundamental skills of orientation</p> <p>A3. Define fundamental skills of orientation</p> <p>A4. Tell criteria and components of education program</p> <p>A5. Explain educational program for patients treatment</p> <p>A6. Describe education program for specific types of nutrition</p> <p>A7. Describe education program for progressive physical activities and exercise</p> <p>A8. List different methods of evaluating an educational program</p>	أ - المعلومات والمفاهيم
<p>B1. Formulate an educational program for specific types of nutrition</p> <p>B2. Determine component of an educational program about specific</p>	ب - المهارات الذهنية

<p>exercise activities for different diseases</p> <p>B3. Detect effect of usage of different educational program</p> <p>B4. Detect importance of involving educational program during management of critically ill patients</p> <p>B5. Give an example of educational program</p> <p>B6. Determine different methods for evaluating an educational program.</p>	
<p>C1. Assess quality of constructed educational program</p> <p>C2. Apply an educational program about physical activities</p> <p>C3. Practice educational program about specific type of diet</p> <p>C4. Implement an educational program about patient's treatment</p> <p>C5. Plan an educational program for other staff members</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>
<p>D1. Applying problem solving approach</p> <p>D2. Demonstrate abilities of communication skills with health team and patients in hospital setting and colleagues.</p> <p>D3. Provide professional behaviour and ethical nursing behaviour while in the hospital</p> <p>D4. Protect patient's right, respect and confidentiality.</p> <p>D5. Document each activities which is done for the patient during educational program</p> <p>D6. Demonstrate professional attitude toward the profession, patient, families and health care</p> <p>D7. Give feedback to patients, family and health team about patient progress during rehabilitation program</p> <p>D8. Lead new staff member in their performance or application of educational programs</p>	<p>د- المهارات العامة</p>

<p>57. Fundamental communications skills</p> <p>58. Fundamental orientation skills for staff, unit and equipment</p> <p>59. Development of educational program</p> <p>60. Component of educational program</p>	
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<p>61. Implementation of educational program</p> <p>62. Evaluation of educational program</p> <p>63. Different educational program for critically ill patients during hospitalization and after discharge:</p> <ul style="list-style-type: none"> ▪ Education program for nutrition ▪ Education program for treatment including side effect, time. ▪ Education program for physical activities and exercise ▪ Education program for stress relieving measures ▪ Education program for pain relieving measures 	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Illustrated lecture and group discussion ▪ Individual and group exercises ▪ Demonstration ▪ Simulation practice ▪ Case studies ▪ Clinical conferences ▪ Clinical practices 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Presenting information at different ways that appropriate for all types of learners ▪ Let students express their difficulties and how it could be resolved according to their needs ▪ Increase time spending with those student 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	<p>أ – الأساليب المستخدمة</p>
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	<p>ب-التوقيت</p>
<p>ج- توزيع الدرجات</p>	



٨. قائمة الكتب الدراسية والمراجع	
▪ Handout prepared by student	أمذكرات
▪ Edward J. Basic concepts of patient education.5th edition, USA: Jones& Bartlett learning.2010.	ب - كتب ملزمة
▪ Gbn All available critical care nursing textbooks at the faculty library	ج - كتب مقترحة
▪ http://www.aacn.org/ ▪ www.americanheart.org/	د - دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

مصفوفة مقرر التوعية لمرضى العناية الحرجة داخل وخارج العناية تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Education of critical care patients in and out of intensive care "minor specialty" Code No: 802E112

No	Content	No/ we ek	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1	• Fundamental communications skills	1	a.1	...	...	d.1,d.2
2	• Fundamental orientation skills for staff, unit and equipment	2	a.2,a.3	...	...	d.1, d7
3	• Development of educational program	3	a.4, a5	b.3 –b.5	c.1- c.5	d.1,d.2
4	• Component of educational program	4	a.4 , a5	b.2	c.1	d.1
5	• Implementation of educational program	5,6	a.5	b.3,b.4	c.4, c.5	d.1___d.8
6	• Evaluation of educational program	7,8	a.8	b.6	c.1,c.5	d.1,d.2, d7



7	<ul style="list-style-type: none">• <u>Different educational program for critically ill patients during hospitalization and after discharge:</u><ol style="list-style-type: none">1- Education program for nutrition2- Education program for treatment including side effect, time.3- Education program for physical activities and exercise4- Education program for stress relieving measures5- Education program for pain relieving measures	9- 14	a.5__a.7	b.1,b.5	c.2__c.4	d.3__d.8
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رئيس مجلس القسم العلمي : أ.م.د سحر يونس



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

خريطة مقرر التوعية لمرضى العناية الحرجة داخل وخارج العناية تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Education of critical care patients in and out of intensive care "minor specialty" Code No: 802E112

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	• Fundamental communications skills	1	a.1	d.1,d.2	Lecture	-Activities (presentation, case study) -Final written exam	-Final-term Exam (60%)- Presentation and case study (40%)
2	• Fundamental orientation skills for staff, unit and equipment	2	a.2,a.3	...	...	d.1, d7	Lecture
3	• Development of educational program	3	a.4, a5	b.3 –b.5	c.1- c.5	d.1,d.2	Lecture		
4	• Component of	4	a.4 , a5	b.2	c.1	d.1	Lecture		



	educational program								
5	• Implementation of educational program	5,6	a.5	b.3,b.4	c.4, c.5	d.1__d.8	Group discussion		
6	• Evaluation of educational program	7,8	a.8	b.6	c.1,c.5	d.1,d.2, d7	Group discussion		
7	<p>• <u>Different educational program for critically ill patients during hospitalization and after discharge:</u></p> <p>1- Education program for nutrition</p> <p>2- Education program for treatment including side effect, time.</p> <p>3- Education program for physical activities and exercise</p> <p>4- Education program for stress relieving measures</p> <p>5- Education program for pain relieving measures</p>	9-14	a.5__a.7	b.1,b.5	c.2__c.4	d.3__d.8	Lecture and Group discussion		

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي: 802E113	اسم المقرر: تطبيقات تمريض العناية الحرجة والطوارئ القائم علي الدلائل	الفرقة / المستوى : دكتوراه
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي لا يوجد

<p>This course is designed to help the candidates to provide best care through the use of evidence-based statements. The application evidence based practices are intended to reduce variability and improve patients' outcomes by bridging research practice gaps. Upon completion of this course, candidates will be able to question practices that are current and utilize evidence to make their care more effective.</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Describe key stages, principles, and processes of evidence-based practice within the context of critical care nursing. A2. Indicate the importance of evidence-based practice (EBP) in critical care nursing. A3. Name the most recent evidence based CPR guidelines A4. Identify Bundle of care components. A5. Identify criteria of effective bundle. A6. Clarify barriers of applying evidence base critical care nursing practices. A7. Discuss facilitators of applying evidence base critical care</p>	أ - المعلومات والمفاهيم

<p>nursing practices.</p> <p>A8. Explain evidence based nursing practices in sedation and pain management.</p> <p>A9. Describe evidence based nursing practices in dealing with neurological problems in ICU.</p> <p>A10. Recognize evidence based nursing practices in for prevention of ventilator-associated pneumonia.</p> <p>A11. Discuss the application of glycemic control protocol in the ICUs.</p>	
<p>B1. Synthesize key component from evidence based nursing practice and research utilization to drive the provision of quality nursing care.</p> <p>B2. Assembling the most appropriate evidence that addresses the issue identify.</p> <p>B3. Demonstrate analytical skills in the critical appraisal of the research evidence, and to consider the applicability of research evidence in the provision of nursing care</p> <p>B4. Correlate between evidence based practice and bundle of care.</p> <p>B5. Integrate of best evidence into critical care nursing practice.</p> <p>B6. Draw a diagram showing steps of developing bundle of care.</p> <p>B7. Design treatment algorithm to facilitate using clinical guidelines.</p> <p>B8. Analyze barriers of applying bundle of care and evidence base critical care nursing practices.</p> <p>B9. Evaluate the evidence critically to determine the validity, relevance, and applicability.</p> <p>B10. Analyse factors which may influence research utilization in nursing and health care practice</p> <p>B11. Develop patients care based on advanced guidelines and evidence based practices.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Demonstrate an ability to locate and retrieve best available evidence for use in critical care nursing.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>C2. Utilize evidence based practice and clinical pathway to improve quality of nursing care in critical care settings.</p> <p>C3. Use information technology to locate articles to support practice: including research evidence, care bundles, systematic reviews, and clinical practice guidelines.</p> <p>C4. Demonstrate proficiency in evidence based practice using the principles of the research process.</p> <p>C5. Implement clinical practice based on clinical evidence with effective documentation.</p> <p>C6. Assess the changes resulting from the use of the best evidence.</p> <p>C7. Apply steps of developing bundle of care in clinical setting.</p> <p>C8. Apply strategies to overcome barriers of applying evidence base critical care nursing practices.</p> <p>C9. Assess clinical setting needs for bundle of care and evidence based guidelines.</p>	
<p>D1. Develop the responsibility of searching, finding the information and data using.</p> <p>D2 Communicate, manage knowledge, mitigate error, and support decision making using information technology.</p> <p>D3. Develop confidence in clinical decision – making based on available research evidence in the critical care setting</p> <p>D4. Share the results of evidence-based practice process.</p> <p>D5. Practice within the ethical, cultural, and professional standards.</p> <p>D6. Use technology in communication skills with others.</p>	<p>د- المهارات العامة</p>

<ol style="list-style-type: none"> 1. Introduction: General background of Evidence Based Practice (EBP) & its importance to CCN practice. 2. Application of EBP in cardiovascular system <ul style="list-style-type: none"> ▪ CPR Guidelines ▪ Guideline for the Management of patients with Acute coronary syndromes ▪ Central Line Bundle of care ▪ CABG clinical pathway 	<p>٤. محتوى المقرر</p>
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<p>3. Application of EBP in Respiratory system</p> <ul style="list-style-type: none"> ▪ Evidence-based care guidelines for Weaning patients from MV. ▪ Using EBP to prevent ventilator-associated pneumonia: Ventilator bundle. ▪ Oral care during Mechanical Ventilation ▪ Evidence-based clinical pathway for management of acute exacerbation of COPD. <p>4. Application of EBP in Renal system</p> <ul style="list-style-type: none"> ▪ Guidelines for prevention and management of acute kidney injury ▪ Guidelines prevention of catheter-associated urinary tract infection <p>5. Application of EBP in nervous system</p> <ul style="list-style-type: none"> ▪ Guidelines for the management of TBI ▪ Guidelines for early management of patients with acute ischemic stroke ▪ Implementing the “ABCDE Bundle ▪ Pain management protocol <p>6. Application of EBP in gastrointestinal system</p> <ul style="list-style-type: none"> ▪ Guidelines for stress ulcer prophylaxis ▪ Evidence-based nutrition guidelines in ICUs. <p>7. Application of EBP in endocrine system</p> <ul style="list-style-type: none"> ▪ Glycemic control protocol <p>8. Evidence-based eye care protocol for ICU patients with altered level of consciousness.</p> <p>9. Evidence-based protocol for pressure ulcer prevention.</p> <p>10. Physical restraints protocol in acute and critical care settings</p> <p>11. Implementation of a Nurse-Driven Mobility Protocol in Critical Care.</p>	
<ul style="list-style-type: none"> • Lecture / Discussion • Directed readings • Power Point Presentation • Web/ internet search 	<p>٥. أساليب التعليم والتعلم</p>
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	<p>٦. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p>
<p>٧. تقويم الطلاب :</p>	

<ul style="list-style-type: none"> • Written exam • Presentation • Participation in Group discussion 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Marik PE. Handbook of evidence based critical care, Springer, 2010. 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ www.americanheart.org ▪ www.ccmjournal.org / Critical Care Medicine ▪ www.Pubmed. Com ▪ http://www.aacn.org/ ▪ www.sccm.org. American Journal of Critical Care Nursing ▪ National Guideline Clearing House at www.guideline.gov ▪ Cochrane Library database ▪ WWW. ScienceDirect.com ▪ WWW.springerlink.com/books/ 	د – دوريات علمية أو نشرات إلخ

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة مقرر تطبيقات تمريض العناية الحرجة والطوارئ القائمة على الدلائل تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Critical Care and Emergence Nursing Applications - Based on Evidence"minor specialty"

Code No: 802E113

No	Content	No/week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General & transferable d
1	Introduction: General background of Evidence Based Practice (EBP) & its importance to CCN practice.	1	a.1,a.2,a.4,a.6,a.7	b.1__b.3,b.10, b.15	c.1__c.3	d.1__d.3,d.6
2	Application of EBP in cardiovascular system	2-3	a.3,a.5,a.11	b.4__b.7,b.9	c.1__c.7	d.1__d.6
3	Application of EBP in Respiratory system	4-5	a.10	b.5,b.7,b.9	c.1__c.7	d.1__d.6
4	Application of EBP in Renal system	6	...	b.5,b.7,b.9	c.1__c.7	d.1__d.6
5	Application of EBP in nervous system	7	a.3,a.5,a.8,a.9	b.4__b.7,b.9	c.1__c.7	d.1__d.6



6	Application of EBP in gastrointestinal system	8	...	b.5,b.7,b.9	c.1__c.7	d.1__d.6
7	Application of EBP in endocrine system	9	a.12	b.5,b.7,b.9	c.1__c.7	d.1__d.6
8	Evidence-based eye care protocol for ICU patients with altered level of consciousness.	10-11	...	b.5,b.7,b.9	c.1__c.7	d.1__d.6
9	Evidence-based protocol for pressure ulcer prevention.	12	....	b.5,b.7,b.9	c.1__c.7	d.1__d.6
10	Physical restraints protocol in acute and critical care settings	13-14	....	b.5,b.7,b.9	c.1__c.7	d.1__d.6
11	Implementation of a Nurse-Driven Mobility Protocol in Critical Care.	12	....	b.5,b.7,b.9	c.1__c.7	d.1__d.6

رئيس مجلس القسم العلمى : أ.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر تطبيقات تمريض العناية الحرجة والطوارئ القائمة على الدلائل تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Critical Care and Emergence Nursing Applications - Based on Evidence"minor specialty" Code No: 802E113

No	Content	No/w 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: General background of Evidence Based Practice (EBP) & its importance to CCN practice.	1	a.1,a.2,a.4,a.6,a.7	b.1_b.3,b.10, b.15	c.1__c.3	d.1__d.3,d.6	Lecture	-Activities (presentation, case study)	-Final-term Exam (60%)- Presentation and
2	Application of EBP in cardiovascular system	2-3	a.3,a.5,a.11	b.4__b.7,b.9	c.1__c.7	d.1__d.6	Group discussion	-Final written	



No	Content	No/w 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			
								exam	case study (40%)
3	Application of EBP in Respiratory system	4-5	a.10	b.5,b.7,b.9	c.1___c.7	d.1___d.6	Group discussion		
4	Application of EBP in Renal system	6	...	b.5,b.7,b.9	c.1___c.7	d.1___d.6	Group discussion		
5	Application of EBP in nervous system	7	a.3,a.5,a.8,a.9	b.4___b.7,b.9	c.1___c.7	d.1___d.6	Group discussion		
6	Application of EBP in gastrointestinal system	8	...	b.5,b.7,b.9	c.1___c.7	d.1___d.6	Group discussion		
7	Application of EBP in endocrine system	9	a.12	b.5,b.7,b.9	c.1___c.7	d.1___d.6	Group		



No	Content	No/w 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			
							discussion		
8	Evidence-based eye care protocol for ICU patients with altered level of consciousness.	10-11	...	b.5,b.7,b.9	c.1__c.7	d.1__d.6	Lecture		
9	Evidence-based protocol for pressure ulcer prevention.	12	....	b.5,b.7,b.9	c.1__c.7	d.1__d.6	Lecture	
10	Physical restraints protocol in acute and critical care settings	13-14	....	b.5,b.7,b.9	c.1__c.7	d.1__d.6	Lecture	
11	Implementation of a Nurse-Driven Mobility Protocol in Critical Care.	12	....	b.5,b.7,b.9	c.1__c.7	d.1__d.6	Lecture	

رئيس مجلس القسم العلمي : أ.م.د سحر يونس



الهيئة القومية لضمان جودة التعليم والاعتماد

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور

كلية / معهد : التمريض

قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي

٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي: 802E114	اسم المقرر: العناية التمريضية في نهاية الحياة	الفرقة / المستوى : دكتوراه
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي <input type="checkbox"/>

<p>This course aims to assist candidates in developing in-depth knowledge and practice in the field of end of life care in critical care settings. It will provide the opportunity for candidates to apply theory-based practices in virtual real-world interactive scenarios. Candidates will participate in seminars and directed reading focusing on approaches to recognize quality standards of end of life care related to critically ill patients in Intensive Care Units (ICUs).</p>	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Describe the importance of the Palliative Care in ICUs. A2. List the principles for end of life care in ICUs. A3. Recognize the Scope of Palliative Care. A4. Give example of the ethical issues of end of life care in ICUs. A5. Identify the principles of beneficence and non-maleficence. A6. Illustrate Legal framework for end of life care in ICU. A7. Explain the difference between Palliative Care and Hospice. A8. Recognize importance of the holistic needs for End-of-Life Care of critically ill patients in ICU. A9. Restate methods for reducing the stress surrounding death in the ICU related to critical care nurse. A10. Clarify signs of approaching death.</p>	أ - المعلومات والمفاهيم

<p>A11. Discuss Models for palliative care.</p> <p>A12. Illustrate the cultural considerations at the end of life care.</p> <p>A13. Indicate recommendations for communicating end of life concepts.</p> <p>A14. Explain the Do Not Resuscitate ((DNR) orders.</p> <p>A15. Understand The certification and registration of death.</p>	
<p>B1. Differentiate between pharmacologic and non-pharmacologic comfort measures for the dying patient.</p> <p>B2. Compare between different strategies to help the ICU team deliver care at the end of life care of critically ill patients.</p> <p>B3. Categories clinical practice guidelines for quality palliative care.</p> <p>B4. Organize Issues for end of life care decision.</p> <p>B5. Formulate Nursing Care of the Imminently Dying Patient in critical care settings.</p> <p>B6. Give evidence of local and national policies, guidelines and directives that underpin and impact on the treatment and delivery of end of life care.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Assess and solve psychological and psychiatric problems of end of life care related to critical care nurse in ICU.</p> <p>C2. Implement effectively interventions identified to meet different psychological needs of critically ill patients/families, nursing personal and organizational systems in a safe and ethical manner according to priorities.</p> <p>C3. Demonstrate the ability to communicate clearly, respectfully and compassionately to patients and their families at the end of life.</p> <p>C4. Demonstrate professional attitudes and caring behaviours when dealing with critically ill patients/ their families, and significant others at the end of life.</p> <p>C5. Apply different experiences of death, dying and bereavement and the associated caring practices with theoretical knowledge.</p> <p>C6. Apply and evaluate knowledge of professional intervention to relieve psychological stress to nurse and patient`s family related to palliative care.</p> <p>C7. Assess quality standard for end of life care in ICU.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>D1. Demonstrate effective communication and decision making skill regarding End of Life Care.</p> <p>D2. Manage time effectively in critical care settings during End of Life Care.</p> <p>D3. Acquire different information resources to provide comprehensive end of life care in Critical Care Settings.</p> <p>D4. Interact with multi-disciplinary team efficiently.</p> <p>D5. Understand the need to educate and train staff to relieve psychological problems related to end of life care in critical care settings.</p>	<p>د- المهارات العامة</p>
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<p>18. General Background of Palliative Care</p> <ul style="list-style-type: none"> ▪ Suffering: types & assessing of suffering ▪ Death, Dying, and Grief ▪ Palliative Care ▪ Goals of Palliative Care ▪ Domains of Palliative Care ▪ Palliative Care and Hospice ▪ Orlando's Deliberative Nursing Process Theory <p>19. Assessment of suffering in palliative care settings</p> <ul style="list-style-type: none"> ▪ Edmonton Symptom Assessment System ▪ McGill Quality of Life Questionnaire ▪ Palliative Outcome Scale <p>20. End of Life Care in Intensive Care Unit</p> <ul style="list-style-type: none"> ▪ The scope of Palliative Care ▪ Core Elements of Palliative Care ▪ Models for palliative care ▪ ICU Palliative Care Plan ▪ Strategies to help the ICU team deliver care at the end of life <p>21. Clinical Practice Guidelines for Quality Palliative Care:</p> <ul style="list-style-type: none"> ▪ Structure and Processes of End of Life Care ▪ Physical Aspects of End of Life Care. ▪ Psychological and Psychiatric Aspects of End of Life Care. ▪ Social Aspects of End of Life Care. ▪ Spiritual, Religious and Existential Aspects of End of Life Care. ▪ Cultural Aspects of End of Life Care. ▪ Care of the Imminently Dying Patient in ICU. ▪ Ethical and Legal Issues of End of Life Care. <p>22. End-of-Life care Issues in ICU:</p> <ul style="list-style-type: none"> ▪ Organ donation and transplantation ▪ Issues for end of life care decision 	<p>١٧. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Interactive Lecture and tutorials 	

<ul style="list-style-type: none"> ▪ Case Study ▪ E- Learning ▪ Focus group discussion ▪ Use of computer projector “data show” ▪ Individual and group exercises 	١٨. أساليب التعليم والتعلم
<ul style="list-style-type: none"> ▪ Using different methods for presenting information that looks appropriate for all types of learners ▪ Meeting with them in office hours and sometimes in extra hours rather than the office hour. 	١٩. أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
٢٠. تقويم الطلاب :	
<ul style="list-style-type: none"> ▪ Written assignments ▪ Written exams. 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> ▪ Midterm exam 8-10th weeks ▪ Final written exam 15th week 	ب-التوقيت
<ul style="list-style-type: none"> ▪ Summative semester work 40 Mark ▪ Final written exam 60 Mark ▪ Total 100 Mark 	ج- توزيع الدرجات
٢١. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> ▪ Hand out prepared by students 	أ-مذكرات
<ul style="list-style-type: none"> ▪ Morton P, Fontaine D. Critical care nursing: a holistic approach. 9th ed, Philadelphia: Lippincott Williams & wilkins; 2013 	ب - كتب ملزمة
<ul style="list-style-type: none"> ▪ All advanced Critical Care Nursing textbooks available at the library. 	ج – كتب مقترحة
<ul style="list-style-type: none"> ▪ Albers, G., Echteld, M., de Vet, H., Onwuteaka-Philipsen, B., van der Linden, M., & Deliens, L. Evaluation of quality-of-life measures for use in palliative care: a systematic review. Palliative Medicine 2010; 24(1), 17-37. doi:10.1177/0269216309346593 ▪ American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th ed.). American Psychological Association: Washington, DC ▪ Cluzeau FA, Burgers JS, Brouwers M, Grimshaw J. Development and validation of an international appraisal instrument for assessing the quality of clinical practice guidelines: the AGREE project. 	د – دوريات علمية أو نشرات إلخ



<p>Quality and Safety in Health Care 2003; 12(1): 18-23.</p> <ul style="list-style-type: none">▪ Elsevier health.com/ Journals/ ICCN).▪ <i>Www. nursing.jhu.edu/academics/resources/course _listings)</i>▪ American journal of Critical Care Nursing▪ http://www.ahrq.gov▪ http://www.ahrq.gov▪ http://www.qualityforum.org/Publications/2012/04/Palliative_Care_of_Life_Care.▪ https://www.psychologytoday.com▪ www.mcw.edu	
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رئيس مجلس القسم العلمى : أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور
كلية: التمريض
قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة في تمريض العناية الحرجة والطوارئ

العناية التمريضية في نهاية الحياة تخصص دقيق

Course title: Nursing care at the end of life "minor specialty"

Code No: 802E114

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1.	General Background of Palliative Care	1,2	a.1,a.3,a.10,a.11	b.1,b.6	c.1,c.5	d.1,d3
2.	Assessment of suffering in palliative care settings	3,4	...	b.5, b.6	c.2,c,6	d.4
3.	End of Life Care in Intensive Care Unit	4-10	a.2,a.3,a.5,a.11,a.13	B.2,b.3,b.5	c.1__c.4	d.1__d.5
4.	Clinical Practice Guidelines for Quality Palliative Care	11-13	a.6,a.8,a.9,a.12	B.3,b.4, b6	c.2,c.5,c.6	d.1__d.5
5.	End-of-Life care Issues in ICU	14	a.4,a.14,a15	b.4,b.6	c.3,c.4,c.7	d.1__d.5

رئيس مجلس القسم العلمي: أ.م.د سحر يونس



جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة محتوى مقرر دكتوراة فى تمريض العناية الحرجة والطوارئ

العناية التمريضية فى نهاية الحياة تخصص دقيق

Course title: Nursing care at the end of life "minor specialty"

Code No: 802E114

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.	General Background of Palliative Care	1,2	a.1,a.3,a.10,a.11	b.1,b.6	c.1,c.5	d.1,d3	Group discussion	-Activities (presentation, case study)	Final-term Exam (60%)- Presentation and case study (40%)
2.	Assessment of suffering in palliative care settings	3,4	...	b.5, b.6	c.2,c,6	d.4	Brain storming		



3.	End of Life Care in Intensive Care Unit	4-10	a.2,a.3,a.5,a.11,a.13	B.2,b.3,b.5	c.1__c.4	d.1__d.5	Group discussion		
4.	Clinical Practice Guidelines for Quality Palliative Care	11-13	a.6,a.8,a.9,a.12	B.3,b.4, b6	c.2,c.5,c.6	d.1__d.5	Group discussion		
5.	End-of-Life care Issues in ICU	14	a.4,a.14,a.15	b.4,b.6	c.3,c.4,c.7	d.1__d.5	Group discussion		

رئيس مجلس القسم العلمي : أ.م.د سحر

نموذج رقم (١٢)

جامعة /أكاديمية : دمنهور
كلية / معهد : التمريض
قسم : تمريض العناية الحرجة والطوارئ

توصيف مقرر دراسي
٢٠٢٠/٢٠١٩

١. بيانات المقرر

الرمز الكودي: 802E115	اسم المقرر: تطبيقات حديثة فى العناية الحرجة والطوارئ	المستوى : دكتوراة
التخصص: تمريض العناية الحرجة والطوارئ	عدد الوحدات الدراسية نظري ٢	عملي -

After completion of this course, the student will be able to use all new advances technology devices or machines as diagnostic or therapeutic technique for critical diseases and student will be able to use all computerized technology and nursing informatics in practice, education and research	٢. هدف المقرر
٣. المستهدف من تدريس المقرر :	
<p>A1. Describe methods of information technology in ICU</p> <p>A2. Define nursing informatics</p> <p>A3. Define tele-medicine and tele-nursing</p> <p>A4. Identify different techniques of advanced technology for diagnosis of respiratory diseases at intensive care unit for critically ill patients</p> <p>A5. List different techniques of advanced technology for diagnosis of cardiac diseases at intensive care unit for critically ill patients</p> <p>A6. Explain different techniques of advanced technology for diagnosis of neurological diseases at intensive care unit for critically ill patients</p> <p>A7. Describe different techniques of advanced technology for diagnosis of hematological diseases at intensive care unit for critically ill patients</p>	أ - المعلومات والمفاهيم

<p>A8. Describe different techniques of advanced technology for diagnosis of immunological diseases at intensive care unit for critically ill patients</p> <p>A9. List different techniques of advanced technology for diagnosis of renal diseases at intensive care unit for critically ill patients</p> <p>A10. List new technological devices which can be used in diagnosis of any disease</p>	
<p>B1. Formulate a strategy for usage of computers in intensive care</p> <p>B2. Analyze the different usages of computers in critically ill patients care</p> <p>B3. Evaluate the effect of usage of information technology on quality of care of critically ill patients</p> <p>B4. Interpret importance of involving nursing informatics in nursing care of critically ill patients</p> <p>B5. Evaluate the effectiveness of using extra corporal membrane oxygenation in critically ill patients</p> <p>B6. Analyze the benefits of using intra-aortic balloon pump in critically ill patients.</p> <p>B7. Compare between different methods of ICP monitoring.</p> <p>B8. Compare between different techniques of advanced technology for diagnosis of hematological diseases at ICU.</p> <p>B9. Analyze the outcome of CRRT in critically ill patients</p> <p>B10. Evaluate the effect of liver dialysis in critically ill patients.</p>	<p>ب - المهارات الذهنية</p>
<p>C1. Apply methods of information technology in ICU.</p> <p>C2. Implement nursing informatics in ICU patients monitoring</p> <p>C3. Assess nurses knowledge regarding new technological devices</p> <p>C4. Apply the new technological devices in the diagnosis of different diseases</p> <p>C3. Practice new techniques in specific clinical procedures</p> <p>C4. Manage troubleshooting during CRRT and liver dialysis sessions</p> <p>C5. Monitor the critically ill patient during intra-aortic balloon pump support.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر</p>

<p>C6. Plan an educational program for other staff member</p>	
<p>D1. Applying problem solving approach</p> <p>D2. Demonstrate abilities of communication skills with health team and patients in hospital setting and colleagues.</p> <p>D3. Provide professional behavior and ethical nursing behavior while in the hospital</p> <p>D4. Protect patient's right, respect and confidentiality.</p> <p>D5. Document each activities which is done for the patient during educational program</p> <p>D6. Demonstrate professional attitude toward the profession, patient, families and health care</p> <p>D7. Give feedback to patients, family and health team about patient progress during rehabilitation program</p> <p>D8. Lead new staff member in their performance or application of educational program</p>	<p>د- المهارات العامة</p>

<p>64. Information Technology in Critical Care</p> <p>65. New technological techniques or devices in the diagnosis of :</p> <ul style="list-style-type: none"> ▪ Respiratory disease ▪ Cardiac diseases ▪ Neurological diseases ▪ Hematological diseases ▪ Immunological diseases ▪ Renal diseases ▪ Gastrointestinal diseases 	<p>٤. محتوى المقرر</p>
<ul style="list-style-type: none"> ▪ Illustrated lecture and group discussion. ▪ Individual and group exercises. ▪ Demonstration. ▪ Simulation practice. ▪ Case studies. 	<p>٥. أساليب التعليم والتعلم</p>

<ul style="list-style-type: none"> Clinical conferences. Clinical practices 	
<ul style="list-style-type: none"> Presenting information at different ways that appropriate for all types of learners Let students express their difficulties and how it could be resolved according to their needs Increase time spending with those student 	٦. أساليب التعليم والتعلم للطلاب ذوي لقدرات المحدودة
٧. تقويم الطلاب :	
<ul style="list-style-type: none"> Written assignments Written exams 	أ – الأساليب المستخدمة
<ul style="list-style-type: none"> Midterm exam 8-10th weeks Final written exam 15th week 	ب-التوقيت
<ul style="list-style-type: none"> Summative semester work 40 Mark Final written exam 60 Mark Total 100 Mark 	ج- توزيع الدرجات
٨. قائمة الكتب الدراسية والمراجع	
<ul style="list-style-type: none"> -Handout prepared by student 	أ-مذكرات
<ul style="list-style-type: none"> Rainer R. Introduction to information systems. 5th ed. USA Willey& Sons incorporated John. 2013. 	ب - كتب ملزمة
<ul style="list-style-type: none"> All available critical care nursing textbooks at the faculty library 	ج – كتب مقترحة
<ul style="list-style-type: none"> http://www.aacn.org/ www.americanheart.org/ 	د – دوريات علمية أو نشرات ....إلخ

رئيس مجلس القسم العلمي : أ.م.د سحر يونس

أستاذ المادة :



جامعة: دمنهور

كلية: التمريض

قسم: تمريض العناية الحرجة والطوارئ

مصفوفة محتوى مقرر دكتوراة فى تمريض العناية الحرجة والطوارئ

تطبيقات حديثة فى العناية الحرجة والطوارئ تخصص دقيق للعام الجامعى ٢٠٢٠/٢٠١٩

Course title: Recent applications in critical care and emergency 'minor specialty ' Code No: 802E115

No	Content	No/ week	Intended learning outcomes of course			
			Knowledge & understanding a	Intellectual skills b	Professional skills c	General &transferable d
1.	• Information Technology in Critical Care	1-3	a.1___a.3	b.1___b.4	c.1,c.2	d.1___d.8
2.	• <u>New technological techniques or devices in the diagnosis of :</u> 1- Respiratory disease 2- Cardiac diseases 3- Neurological diseases 4- Hematological diseases 5- Immunological diseases 6- Renal diseases 7- Gastrointestinal diseases	4-12	a.4___a.10	b.5___b.10	c.3___c.6	d.1___d.8



رئيس مجلس القسم العلمي : أ.م.د سحر يونس

جامعة: دمنهور
كلية: التمريض
قسم : تمريض العناية الحرجة والطوارئ

خريطة مقرر تطبيقات حديثة فى العناية الحرجة والطوارئ تخصص دقيق للعام الجامعي ٢٠٢٠/٢٠١٩

Course title: Recent applications in critical care and emergency 'minor specialty ' Code No: 802E115

No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandi ng a	Intellectual skills b	Professional skills c	General &transferable d			
3.	• Information Technology in Critical Care	1-3	a.1__a.3	b.1__b.4	c.1,c.2	d.1__d.8	lecture	-Activities (presentation, case study)	-Final-term Exam (60%)- Presentation and case study (40%)
4.	• <u>New technological techniques or devices in the diagnosis of :</u> 1- Respiratory disease 2- Cardiac diseases	4-12	a.4__a.10	b.5__b.10	c.3__c.6	d.1__d.8	lecture	-Final written exam	



No	Content	No/ week	Intended learning outcomes of course				Teaching and learning activities	Method of assessment	Evidence
			Knowledge & understandi ng a	Intellectual skills b	Professional skills c	General &transferable d			
	3- Neurological diseases 4- Hematological diseases 5- Immunological diseases 6- Renal diseases 7- Gastrointestinal diseases								

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