



Faculty of Nursing

(2)
Community Health Nursing

Post Graduate Doctorate Degree



Zagazig University

**Courses Specification of Community Health Nursing
for Doctorate Degree
2020-2022**





(2)
Community Health Nursing



Faculty of Nursing

Post Graduate Doctorate Degree

Zagazig University

**Courses Specification of Doctorate Degree
2020-2022**

I. First Term

No.	Code	Course Title
1	451	Seminars in issues and recent trends in nursing
2	457	Nursing seminars in the area of general specialty
3	463	Nursing seminars in the area of specific specialty

II. Second Term

No.	Code	Course Title
1	469	Nursing seminars in the area of general specialty
2	475	Nursing seminars in the area of specific specialty



تلتزم كلية التمريض - جامعة الزقازيق بتقديم تعليم
تمريضي يتسوفي معايير الجودة ويحث على احترام
أخلاقيات المهنة ويلبي احتياجات المؤسسات الصحية
وإنتاج أبحاث علمية تساهم في كفاءة الرعاية الصحية
وتوفير خدمات مجتمعية لتنمية البيئة المحلية في إطار
من الحداثة والتنافسية.



تطمح كلية التمريض - جامعة الزقازيق
أن تكون مؤسسة تعليمية وبحثية
ومساهمة في التنمية المجتمعية بكفاءة
تنافسية مع كليات التمريض على المستوى المحلي
والإقليمي.



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Courses Specification of Doctorate Degree
2020-2022

I. First Term



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وحدة ضمان الجودة

نموذج (12)

1-Basic information		
Level: 1 st term doctorate degree	Title: Seminars in issues and recent trends in nursing	Code: 451
Theoretical: 48 hr.		Practical: ---
Major or minor element of program	Major	
Department offering the program	Community health nursing	
Department offering the course	Community health nursing	
Date of specification approval	2016-2017	
Academic year	2020-2022	

This course provides the doctorate student with recent issues (problems) in community to intervene effectively with common and various health problems in different community settings, and demonstrate knowledge and understanding of basic principles of clinical nursing practice including critical care, and new trends in nursing.

2-Overall Aims of Course

3. Intended Learning Outcomes of Course (ILOs)

At the end of this course the doctorate student will be able to:

A.1 Discuss evidence based practice in community nursing. A.2 Interpret the informatics technology. A.3 Explain the quality assurance in services & education. A.4 Differentiate between the concepts of complementary and alternative medicine. A.5 Discuss the ethical decision making. A.6 Indicate the global warming issues. A.7 Discuss the concept of global health. A.8 Classify the sustainable development goals. A.9 Describe the concepts of holistic nursing. A.10 Explain the concept of health literacy.	A- Knowledge and Understanding
B.1 Demonstrate the quality assurance in services & education. B.2 Apply the role of community health nurse in solving community health problems in different health care settings. B.3 Evaluate the effect of complementary and alternative medicine in different health care settings.	B- Intellectual Skills



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C.1 Apply the ethical principles in different community settings. C.2 Incorporate evidence based practice in community health nursing.	C- Professional and practical skills
D.1 Utilize interpersonal skills to communicate with different age groups in various community settings. D.2 Prioritize self-learning and continuous self-evaluation. D.3 Develop leadership ability in conducting and managing the scientific seminars. D.4 Use computer skills to implement course requirements.	D- General and transferable skills
E.1 Respond to patient / client rights. E.2 Act as a role model in nursing practice. E.3 Participate the patient in decision making about health care and services.	E- Attitude

4- Course Content:

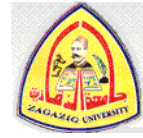
Weeks	Topic	Theory	Practical	Total no. of hours
1-3	Evidence based practice	9	-	9
4-5	Informatics technology	6	-	6
6	Global health	3	-	3
7-8	Quality assurance in services and education	6	-	6
9-10	Complementary and alternative medicine	6	-	6
11	Global warming	3	-	3
12	Nursing ethics	3	-	3
13	Health literacy	3	-	3
14-15	Sustainable developmental goals 2030	6	-	6
16	Holistic patient care in community health nursing	3	-	3
	Total	48	-	48

- Class activity
- Discussion
- Brainstorming
- E-learning
- Blended learning

5-Teaching and learning methods:



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Not applicable			6- Learning methods for special needs															
7- Student Assessment:																		
<ul style="list-style-type: none">Semester workWritten exam			a- Assessment Method															
The assessment at the end of the course (17 th week)			b- Time Schedule															
<table><tr><td></td><td>Score</td><td>%</td></tr><tr><td>Assessment Method</td><td>Degree</td><td>Weight</td></tr><tr><td>Semester work</td><td>20 degree</td><td>20%</td></tr><tr><td>Final written exam</td><td>80 degree</td><td>80 %</td></tr><tr><td>Total</td><td>100</td><td>100</td></tr></table>				Score	%	Assessment Method	Degree	Weight	Semester work	20 degree	20%	Final written exam	80 degree	80 %	Total	100	100	c- Grading system
	Score	%																
Assessment Method	Degree	Weight																
Semester work	20 degree	20%																
Final written exam	80 degree	80 %																
Total	100	100																
8- List of References:																		
<ul style="list-style-type: none">Handout			A - Course Note															
<ul style="list-style-type: none">Nies, M.A., and McEwen, M. (2015). Community/ Public Health Nursing: Promoting the Health of Populations, 6th Edition by Saunders, an imprint of Elsevier Inc. WY 106.Moore, M. (2016). Community capacity assessment: A guide for developing an inventory of community-level assets and resources. Santa Fe, NM: New Mexico Children, Youth and Families Department.			B- Required books (Text Books)															
<ul style="list-style-type: none">Ricketts, T. C.; Karen D, and Taylor. P. (2016). Definitions of Rural: A Handbook for Health Policy Makers and Researchers" Chapel Hill: North Carolina Rural Health Research Program, Cecil G. Sheps Center for Health Services Research, University of North Carolina:McKnight, J. (2016). Mapping community capacity. Chicago, IL: Northwestern University: Center for Urban Affairs and Policy Research.Griffiths, W. (2016). Health Education Definitions, Problems, and Philosophies. Health Education Monographs, 31, 12-14.McKnight, J. (2016). Building community. AHEC Community Partners Annual Conference, Keynote address. Northwestern University: Center for Urban Affairs and Policy Research.			C- Recommended books															



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- **Royal Society for Public Health. (2017).** Tackling health inequalities: The case for investment in the wider public health workforce. London: Royal Society for Public Health.
- **Thompson, Margaret, and Wachs, J. (2016).** Occupational Health Nursing in the United States. *Workplace Health & Safety*, (60)3,127-133.
- Journal of evidence based medicine
- Journal of effective health care
- Www. Cinahi.com
- Www. Rano. Org
- Www. Guidelines. gov
- Www. Cochroha reviews

**D - Periodicals, Web Sites
...etc.**

Course coordinator:

Prof. Dr. Amany Sobhy Sorour

Date:



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Array of Knowledge and skills of seminars in issues and recent trends in nursing

Code: 451

Course content	Knowledge	Intellectual Skills	Professional skills	General & transferable skills	Attitude
▪ Evidence based practice	A1	B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Informatics technology	A2	B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Quality assurance in services and education	A3	B1,B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Complementary and alternative medicine	A4	B2,B3	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Nursing ethics	A5	B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Global warming	A6	B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Global health	A7	B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Health literacy	A10	B1,B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Sustainable developmental goals 2030	A8	B1,B2	C1,C2	D1,D2,D3, D4	E1,E2,E3
▪ Holistic patient care in community health nursing	A9	B1,B2	C1,C2	D1,D2,D3, D4	E1,E2,E3

Course coordinator:

Prof. Dr. Amany Sobhy Sorour

Date:



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وحدة ضمان الجودة
نموذج (12)

1. Basic information		
Level: 1 st term doctorate degree	Title: Nursing seminars in the area of general specialty (General)	Code: 457
Theoretical: 48 hr.	Practical: ---	
Major or minor element of program	Major	
Department offering the program	Community health nursing	
Department offering the course	Community health nursing	
Date of specification approval	2016-2017	
Academic year	2020-2022	

This course provides the doctorate student with advanced necessary knowledge, skills & attitudes that enable them to provide quality nursing care in different community setting through evidence based guidelines.		2-Overall Aims of Course
3-Intended Learning Outcomes of Course (ILOs)		
By the end of this course the doctorate student will be able to:		
A.1 Discuss the family health theories. A.2 Describe the school health program. A.3 Interpret the theories of health promotion. A.4 Compare between women and men health. A.5 Explain basic principles of computer ergonomics. A.6 Describe the different protocols of cancer management. A.7 Discuss the concept of client centered care.		A- Knowledge and Understanding
B.1 Apply the principles & problems-solving approach in providing nursing care for individuals, families & communities. B.2 Apply levels of prevention in various categories of different health care settings such as hospitals, clinics and community centers, schools and communities. B.3 Utilize nursing process in caring of individuals, families & communities. B.4 Demonstrate the values, beliefs, and core processes of client centered care in interactions with clients.		B- Intellectual Skills



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C.1 Use appropriate interpersonal communication skills. C.2 Apply basic principles of health education and counseling.	C- Professional and practical skills
D.1 Work effectively with a team spirit. D.2 Prioritize self-learning and continuous self-evaluation. D.3 Use effective methods of communication skills in providing care.	D- General and transferable skills
E.1 Respond to patient / client rights. E.2 Act as a role model in nursing practice. E.3 Participate the patient in decision making about health care and services.	E- Attitude

4- Course Content:

Weeks	Topic	Theory	Practical	Total no. of hours
1-2	Family health theories	6	-	6
3-4	School health program	6	-	6
5-7	Health promotion	9	-	9
8-10	Women health & men health	9	-	9
11-12-13	Computer ergonomics	9	-	9
14-15	Cancer management	6	-	9
16	Client centered care	3		3
	Total	48		48

<ul style="list-style-type: none"> ▪ Class activity ▪ Discussion ▪ Brainstorming ▪ E-learning ▪ Blended learning 	5- Teaching and learning methods:
Not applicable	6- Learning methods for special needs

7- Student Assessment:

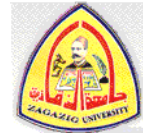
<div><div>▪ Semester work</div><div>▪ Final written exam</div></div>			a-Assessment Method
The assessment at the end of the course (17 th week)			b- Time Schedule
Assessment Method	Score	Weight	c- Grading system
▪ Semester work	20 degree	20%	
▪ Final written exam	80 degree	80%	
Total	100 degree	100%	



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8- List of References:

<ul style="list-style-type: none"> ▪ Handout 	A - Course Note
<ul style="list-style-type: none"> ▪ Griffiths, W. (2016). Health Education Definitions, Problems, and Philosophies.” Health Education Monographs, 31, 12-14. ▪ McKnight, J. (2016). Building community. AHEC Community Partners Annual Conference, Keynote address. Northwestern University: Center for Urban Affairs and Policy Research. 	B- Required Books (Text Book)
<ul style="list-style-type: none"> ▪ McKnight, J. (2016). Mapping community capacity. Chicago, IL: Northwestern University: Center for Urban Affairs and Policy Research. ▪ Thompson, Margaret, and Wachs, J. (2016). Occupational Health Nursing in the United States. <i>Workplace Health & Safety</i>, (60)3: 127-133 	C- Recommended Books
<ul style="list-style-type: none"> ▪ The Quality Assurance and Accreditation Handbook for Higher Education in Egypt, Web: www.qaap.net ▪ Middle States Association - Commission on Higher Education, Web: www.msache.org ▪ Council for Higher Education Accreditation in USA, Web: www.chea.org ▪ WWW. Nursing center. com ▪ WWW.nursingresearch.com ▪ http://www.nice.org.uk/guidance/CG2 ▪ Journal of clinical effectiveness 	D- Periodicals, Web Sites...etc.

Course coordinator:

Prof. Dr. Amany Sobhy Sorour

Date:



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Array of Knowledge and skills of nursing seminars in the area of general specialty

Code: 457

Course content	Knowledge	Intellectual Skills	Professional skills	General & transferable skills	Attitude
▪ Family health theories	A1	B1,B2,B3	C1,C2	D1,D2,D3	E1,E2,E3
▪ School health program	A2	B1,B2,B3	C1,C2	D1,D2,D3	E1,E2,E3
▪ Health promotion	A3	B1,B2,B3	C1,C2	D1,D2,D3	E1,E2,E3
▪ Woman health & men health	A4	B1,B2,B3	C1,C2	D1,D2,D3	E1,E2,E3
▪ Computer ergonomics	A5	B1,B2,B3	C1,C2	D1,D2,D3	E1,E2,E3
▪ Cancer management	A6	B1,B2,B3	C1,C2	D1,D2,D3	E1,E2,E3
▪ Client-centered care	A7	B1,B2,B3, B4	C1,C2	D1,D2,D3	E1,E2,E3

Course coordinator:

Prof. Dr. Amany Sobhy Sorour

Date:



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وحدة ضمان الجودة
نموذج (12)

1- Basic information		
Level: 1 st semester doctorate degree	Title: Nursing seminars in the area of specific specialty	Code: 463
Theoretical: 48 hr.	Practical : ---	
Major or minor element of program	Major	
Department offering the program	Community health nursing	
Department offering the course	Community health nursing	
Date of specification approval	2016-2017	
Academic year	2020-2022	

This course provides the doctorate student with advances in the area of specific specialty in community health nursing.		2-Overall Aims of Course
Intended Learning Outcomes of Course (ILOs)		
By the end of this course the doctorate student will be able to:		
A.1 Recognize school health needs. A.2 Discuss school health problems. A.3 Explain school health program. A.4 Describe occupational hazards. A.5 Clarify management of occupational hazards. A.6 Discuss the concept of chronic diseases.		A- Knowledge and Understanding
B.1 Explore health needs and problems of school children. B.2 Assess the effect of the occupational hazards in different community settings. B.3 Apply the role of community health nurse in managing chronic health problems.		B - Intellectual Skills
C.1 Utilize levels of prevention for management of occupational hazards. C.2 Apply the role of community health nurse for managing school health problems.		C- Professional and practical skills



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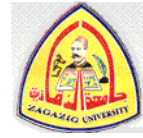
Post Graduate Doctorate Degree

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D.1 Build team of nursing personnel to provide comprehensive care based on contemporary parameters in different health care settings.		D- General and transferable skills		
D.2 Use appropriate interpersonal communication skills.				
E.1 Respond to patient / client rights.		E- Attitude		
E.2 Act as a role model in nursing practice.				
E.3 Participate the patient in decision making about health care and services.				
4- Course Content:				
Weeks	Topic	Theory	Practical	Total no. of hours
1-5	<u>Unit 1: School Health</u> <ul style="list-style-type: none">▪ School health needs.▪ School Health problems.▪ School health program.▪ Management of school age problems.	4 4 4 3	-	15
6-10	<u>Unit 2: Occupational health nursing</u> <ul style="list-style-type: none">▪ Occupational health.▪ Types of industries in Egypt.▪ Occupational Hazards.▪ Management of occupational hazards.	4 4 4 3	-	15
11-16	<u>Unit 3: Chronic diseases</u> <ul style="list-style-type: none">▪ Musculoskeletal system disorders.▪ Cardiovascular system disorders.▪ Digestive system disorders.▪ Endocrinal system disorders.▪ Immune system disorders.	3 4 3 4 4	-	18
	Total	48	-	48
<ul style="list-style-type: none">▪ Class activity▪ Discussion▪ Brainstorming▪ E-learning▪ Blended learning			5-Teaching and learning methods :	



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Not applicable			6-learning methods for special needs
7- Student Assessment:			
<ul style="list-style-type: none">Semester workFinal written exam			a-Assessment Method
The assessment: at the end of the course (17 th week)			b- Time Schedule
Assessment Method	Score	Weight	c- Grading system
<ul style="list-style-type: none">Semester workFinal written exam	20 degree 80 degree	20% 80%	
Total	100 degree	100%	
8- List of References:			
<ul style="list-style-type: none">Handout			A- Course Note
<ul style="list-style-type: none">World Health Organization. (2018). Global tuberculosis report 2018. Geneva: WHO.			B- Required Books (Text Books)
<ul style="list-style-type: none">Moore, M. (2016). Community capacity assessment: A guide for developing an inventory of community-level assets and resources. Santa Fe, NM: New Mexico Children, Youth and Families Department.McKnight, J. (2016). Mapping community capacity. Chicago, IL: Northwestern University: Center for Urban Affairs and Policy Research.			C- Recommended Books
<ul style="list-style-type: none">Johnson, K. (2016). "Demographic Trends in Rural and Small Town America". Reports on Rural America. 1: 1–36.American Association of Occupational Health Nurses. (2016). "American Association of Occupational Health Nurses (AAOHN) Fact Sheet". Retrieved on October 24, 2016: www.aaohn.org .National Task Force on the Preparation and Practice of Health Educators. (2016). A Framework for the Development of Competency-Based Curricula. New York: national Task Force, Inc.,Royal college of psychiatrists (2017). Eating disorders in young people - what parents need to know: information for parents, careers and anyone who works with young people Located at web site http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentsandcareers/eatingdisorders.aspxWorld Health Organization (2018). Youth violence, located at web site http://www.who.int/mediacentre/factsheets/fs356/en/			D- Periodicals, Websites...etc.

Course coordinator: Prof. Dr. Mona Mostafa

Date:



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Community Health Nursing

Post Graduate Doctorate Degree



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Array of Knowledge and skills of nursing seminars in the area of specific specialty

Code: 463

Course content	Knowledge	Intellectual Skills	Professional skills	General & transferable skills	Attitude
Unit 1: School Health	A1, A2,A3	B1	C2	D1,D2	E1,E2,E3
Unit 2: Occupational health nursing	A4,A5	B2	C1	D1,D2	E1,E2,E3
Unit 3: Chronic diseases	A6	B3	---	D1,D2	E1,E2,E3

Course coordinator:

Prof. Dr. Mona Mostafa

Date:



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**Courses Specification of Doctorate Degree
2020-2022**

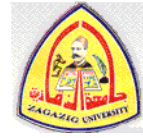
II. Second Term



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وحدة ضمان الجودة

نموذج (12)

1. Basic information		
Level: 2 nd term doctorate degree	Title: Nursing seminars in the area of general specialty	Code: 469
Theoretical: 48 hr.		Practical: ---
Major or minor element of program		Major
Department offering the program		Community health nursing
Department offering the course		Community health nursing
Date of specification approval		2016-2017
Academic year		2020-2022
This course prepares the doctorate students to utilize nursing theories, models; evidence based nursing, and improves the quality in nursing education and practice.		2. Overall Aims of Course
3. Intended Learning Outcomes of Course (ILOs)		
At the end of this course the doctorate student will be able to:		
A.1 Interpret the approaches for promoting community settings. A.2 Classify the needs and health problems of refugees. A.3 Discuss the needs and health problems of youth. A.4 Summarize the health hazards of the occupational settings. A.5 Compare between emerging and reemerging diseases in community. A.6 Explain the concepts of physically compromised, and handicapped individuals.		A. Knowledge and Understanding
B.1 Use information of appropriate sources on behalf of the individual, family and community. B.2 Develop priority based nursing care to individual, families and groups through independent and collaborative application of the nursing process. B.3 Apply levels of prevention in different community health care settings. B.4 Use steps of evidence based nursing in practice.		B. Intellectual Skills
C.1 Use appropriate interpersonal communication. C.2 Apply basic principles of health education and counseling.		C. Professional and Practical Skills
D.1 Use of scientific inquiry as demonstrated in the nursing process, as an essential tool for provision of nursing care of the individual, family, and community.		D. General and Transferable Skills



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D.2 Utilize effective communication skills with clients, their families and the community.	
E.1 Respond to patient / client rights. E.2 Act as a role model in nursing practice. E.3 Participate the patient in decision making about health care and services.	E. Attitude

4. Course Content:

Weeks	Topic	Theory	Practical	Total no. of hours
1-2	National Academic Standard	6	-	6
3-4	Refugee health	6	-	6
5-7	Care of youth	9	-	9
8-10	Emerging diseases in community	9	-	9
11-13	Occupational health hazards	9	-	9
14-16	Physically compromised and handicapped individuals	9	-	9
	Total	48	-	48

<ul style="list-style-type: none"> Class activity Discussion Brainstorming E-learning Blended learning 	5. Teaching and learning methods:
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Not applicable	6. Learning methods for special needs
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7. Student Assessment:

<ul style="list-style-type: none">Semester work.Final written exam.	a. Assessment Method																
The assessment at the end of the course (17 th week)	b. Time Schedule																
c. Grading system																	
<table><tr><td></td><td>Score</td><td>%</td></tr><tr><td>Assessment Method</td><td>Degree</td><td>Weight</td></tr><tr><td>Semester work</td><td>20 degree</td><td>20%</td></tr><tr><td>Final Written Exam</td><td>80 degree</td><td>80%</td></tr><tr><td>Total</td><td>100</td><td>100</td></tr></table>				Score	%	Assessment Method	Degree	Weight	Semester work	20 degree	20%	Final Written Exam	80 degree	80%	Total	100	100
	Score	%															
Assessment Method	Degree	Weight															
Semester work	20 degree	20%															
Final Written Exam	80 degree	80%															
Total	100	100															

8. List of References:

<ul style="list-style-type: none"> Handout 	a. Course Note
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<ul style="list-style-type: none"> ▪ Allender, J., and Rector, C. (2015). Community health nursing: promoting the public's health. Lippincot,Waliams Wikins, China P.p. 477-492. 	<p>b. Required Books (Text Books)</p>
<ul style="list-style-type: none"> ▪ Kaakinen, J. R. (2016). Family health care nursing. (4th ed.). Davis Company, United States of America, 73- 81. ▪ Allender, J.A., Rector.C., and Warner, K.D. (2017). Community health nursing, promoting, protecting public health (7th ed.).Wolters Kluwer Health Lippincott Williams & Wilkins. P.p. 660- 670. ▪ Moore, M. (2016). Community capacity assessment: A guide for developing an inventory of community-level assets and resources. Santa Fe, NM: New Mexico Children, Youth and Families Department. ▪ Griffiths, W. (2016). Health Education Definitions, Problems, and Philosophies. <i>Health Education Monographs</i>, 31, 12-14. ▪ McKnight, J. (2016). Building community. AHEC Community Partners Annual Conference, Keynote address. Northwestern University: Center for Urban Affairs and Policy Research. 	<p>c. Recommended Books</p>
<ul style="list-style-type: none"> ▪ McKnight, J. (2016). Mapping community capacity. Chicago, IL: Northwestern University: Center for Urban Affairs and Policy Research. ▪ Thompson, Margaret, and Wachs, J. (2016). Occupational Health Nursing in the United States. <i>Workplace Health & Safety</i>, (60)3: 127-133. ▪ WWW. nursingcenter.com ▪ WWW.nursingresearch.com ▪ http://www.nice.org.uk/guidance/CG2 ▪ Journal of clinical effectiveness ▪ Wwww. Cochrona reviews 	<p>d. Periodicals, Web Sites ...etc.</p>

Course coordinator:

Prof. Dr. Amany Sobhy Sorour

Date:



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Array of Knowledge and skills of nursing seminars in the area of general specialty

Code: 469

Course content	Knowledge	Intellectual Skills	Professional skills	General & transferable skills	Attitude
▪ National Academic Standard	A1	B4	-----	D1	E1,E2,E3
▪ Refugee health	A2	B1,B2,B3,B4	C1, C2	D1,D2	E1,E2,E3
▪ Care of youth	A3	B1,B2,B3,B4	C1, C2	D1,D2	E1,E2,E3
▪ Emerging diseases in community	A4	B1,B2,B3,B4	C1, C2	D1,D2	E1,E2,E3
▪ Occupational health hazards	A5	B1,B2,B3,B4	C1, C2	D1,D2	E1,E2,E3
▪ Physically compromised and handicapped individuals	A6	B1,B2,B3,B4	C1, C2	D1,D2	E1,E2,E3

Course coordinator:

Prof. Dr. Amany Sobhy Sorour

Date:



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Zagazig University

وحدة ضمان الجودة

نموذج (12)

1. Basic information		
Level: 2 nd term doctorate degree	Title: Nursing seminars in the area of specific specialty	Code: 475
Theoretical: 48 hr.	Practical: ---	
Major or minor element of program	Major	
Department offering the program	Community health nursing	
Department offering the course	Community health nursing	
Date of specification approval	2016-2017	
Academic year	2020-2022	

This course prepares the candidate to acquire advanced knowledge concerning individual, family, normal, and abnormal condition.		2. Overall Aims of Course
3. Intended Learning Outcomes of Course (ILOs)		
At the end of this course the doctorate student will be able to:		
A.1 Describe the concept of palliative care. A.2 Summarize the common health problems among women. A.3 Classify the essential screening tests of the women. A.4 Discuss factors affecting health. A.5 Explain the importance of community health services. A.6 Compare between different types of cancer. A.7 Discuss the health risk behaviors. A.8 Identify nutritional elements.		A. Knowledge and Understanding
B.1 Choose nutritional elements according to the health needs. B.2 Apply three levels of prevention on women health status. B.3 Assess clients condition with chronic disease. B.4 Implement plan of care within legal ethical and regulatory framework of nursing practice. B.5 Assess the factors affecting health behaviors.		B. Intellectual skills
C.1 Use appropriate interpersonal communication. C.2 Apply basic principles of health education and counseling. C.3. Implement strategies for improving practice contributing to the development of quality services.		C. Professional and practical skills



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D.1 Use communication skills effectively in different work settings. D.2 Apply steps of evidence based practice.	D. General and transferable skills
E.1 Respond to patient / client rights. E.2 Act as a role model in nursing practice. E.3 Participate the patient in decision making about health care and services.	E. Attitude

4. Course Content:

Weeks	Topic	Theory	Practical	Total no. of hours
1-2	Unit 1: Health risk behaviors	6	-	6
3-5	Unit 2: Chronic diseases as cancer and problems related to women	9	-	9
6-9	Unit 3: Palliative care	12	-	12
10-14	Unit 4: Applied nutrition according to certain factors	15	-	15
15-16	Unit 5: Community health services	6	-	6
	Total	48	-	48

<ul style="list-style-type: none"> Class activity Discussion Brainstorming E-learning Blended learning 	5. Teaching and learning methods
Not applicable	6. Learning methods for special needs

7. Student Assessment:

1- Semester work 2- Final written exam	a. Assessment Method														
The assessment at the end of the course (17 th week)	b. Time Schedule														
<table><tr><td>Assessment Method</td><td>Score</td><td>%</td></tr><tr><td>▪ Semester work</td><td>20</td><td>20%</td></tr><tr><td>▪ Final written exam</td><td>80</td><td>80%</td></tr><tr><td>Total</td><td>100</td><td>100%</td></tr></table>	Assessment Method	Score	%	▪ Semester work	20	20%	▪ Final written exam	80	80%	Total	100	100%	c. Grading system		
Assessment Method	Score	%													
▪ Semester work	20	20%													
▪ Final written exam	80	80%													
Total	100	100%													

8. List of References:

<ul style="list-style-type: none"> Handout 	a. Course Note
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<ul style="list-style-type: none">▪ Polit F.D. and Hungler B.P (2016). Nursing Research principles and Methods. (7th ed.). Philadelphia, JB Lippincot Company.	b. Required Books (Text Books)
<ul style="list-style-type: none">▪ Nies, M.A., and McEwen, M. (2015). Community/ Public Health Nursing: Promoting the Health of Populations, 6th Edition by Saunders, an imprint of Elsevier Inc. WY 106.▪ Association of Rehabilitation Nurses (2014). Standards & Scope of Rehabilitation Nursing Practice, (6th ed.). Chicago, IL.▪ Jacelon, C.S. (2015). The Specialty Practice of Rehabilitation Nursing: A Core Curriculum (6th ed.). Glenview, IL: Association of Rehabilitation Nurses.▪ Pojman, L.P. (2015). Ethical theory: Classical and contemporary readings. (5th ed.). Florence, KY: Cengage Learning, Inc. P.p.15-37.	c. Recommended books
<ul style="list-style-type: none">▪ Madaus, J. W., McKeown, K., Gelbar, N., and Banerjee, M. (2016). The Online and Blended Learning Experience: Differences for Students With and Without Learning Disabilities and Attention Deficit/Hyperactivity Disorder. (PDF). <i>International Journal for Research in Learning Disabilities</i>.▪ Skinner, B.F. (2016). The technology of teaching. New York: Appleton-Century-Crofts. Library of Congress Card Number 68-12340 E 81290.▪ WWW.nursingcenter.com▪ WWW.nursingresearch.com▪ Journal of clinical effectiveness▪ Journal of evidence based medicine▪ Journal of effective health care	d. Periodicals, Web Sites ...etc.

Course coordinator:

Prof. Dr. Mona Mustafa

Date:



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Array of Knowledge and skills of nursing seminars in the area of specific specialty

Code: 475

Course content	Knowledge	Intellectual Skills	Professional skills	General & transferable skills	Attitude
▪ Unit 1: Palliative care	A1,A2,A4, A5,A6,A7	B1,B5	C1, C2,C3	D1,D2	E1,E2,E3
▪ Unit 2: Applied nutrition to certain factors	A2,A8	B1,B2	C1, C2,C3	D1,D2	E1,E2,E3
▪ Unit 3: Chronic diseases	A1,A2,A3, A5	B3	C1, C2,C3	D1,D2	E1,E2,E3
▪ Unit 4: Health risk behaviors	A1, A4	B1,B2,B5	C1, C2,C3	D1,D2	E1,E2,E3
▪ Unit 5: Community health services	A1,A2,A3, A5	B1,B3,B4	C1, C2,C3	D1,D2	E1,E2,E3

Course coordinator:

Prof. Dr. Mona Mustafa

Date: