

**Course Specification**  
**First year -2<sup>nd</sup> Semester**

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Suez Canal University  
Faculty of Nursing  
Medical Surgical Nursing Department

***Medical Surgical Nursing Course Specification***

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**A- Administrative Information:**

**-Course Title:** Medical Surgical Nursing (1)

**-Code:** MSN 1/8

**-Department offering the course:** Medical Surgical Nursing

**-Programme(s) on which the course is given:** B.Sc. Nursing

**-Department offering the Programme:** Medical Surgical Nursing - Faculty of Nursing - SCU

**-Academic year/level:** 2009/2010 – First year

**-Semester:** Second Semester

**-Date of specification / revision:** 1/ 2 / 2010

**-Date of approval by Departmental / Faculty council:** / / 2010

**-Credit / taught hours:**

**Lectures:** 3 h /w      **Tutorial:** 7 h/w      **Practical:** 8 h/w      **Others:** NA      **Total:** 18 h/w

**B- Professional Information:**

***1- Overall aims of course***

*At the end of the course, the student will be able to:*

Utilize the nursing process in formulating and evaluating adult individualized plans of care for clients experiencing the functional health different body systems alteration e.g. Fever, Pneumonia, Diabetes Mellitus, Hypertension, Melina, Hematemesis, Urinary tract infection, AIDs and Viral Hepatitis

**2-Intended learning outcomes of Course (ILOS)**

<b>ILO</b>	<b>Topic</b>	<b>No. of h/ week</b>	<b>Total no of h./semester/ Year</b>	<b>Hours for lectures</b>	<b>H. for Tutorial and/or project</b>	<b>H. for Practical</b>
<p><b>a- Knowledge and understanding:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>a1- Identify basic principle and component of nursing practice.</p> <p>a 2- Identify heat and cold applications, its mechanics, indication, contraindication.</p> <p>a 3- Discuss effect of immobility on all body systems.</p> <p>a 4- Discuss path physiology of COPD.</p> <p>a 5- Identify causes of pneumonia.</p> <p>a6- Differentiate between hyperglycemia &amp; Hypoglycemia through causes, signs &amp; symptoms and treatment of each other.</p> <p>a7- Discuss causes of lower and upper urinary tract infection.</p> <p>a8- Differentiate between types of viral hepatitis through modes of transmission, signs &amp; symptoms.</p> <p>a9- Define Hematemesis and Melina.</p> <p>a10- Discuss management of patient with AIDs.</p>	<p>-Principle &amp; component of nursing practice</p> <p>-heat and cold applications</p> <p>-Immobility</p> <p>- COPD</p> <p>- Pneumonia</p> <p>- hyperglycemia &amp; Hypoglycemia</p> <p>-Upper urinary tract infection</p> <p>- Viral hepatitis</p> <p>-Hematemesis and Melina</p>	<p>45 minutes</p>	<p>10 h/ semester</p>	<p>10 h/ semester</p>	<p>25 h/ semester</p>	<p>30 h/ semester</p>

<p><b>a11-</b> Identify causes of heart failure.</p>	<p>- AIDs. -Heart failure</p>					
<p><b>b- Intellectual skills:</b> <i>By the end of the course, the student will be able to:</i> b1- Interpret physical assessment result. b2- Formulate appropriate management plans for individual patients presenting with the most common medical disorders. b3- Compare between types of Diabetes Mellitus. b4- Identify classification of hypertension. b5- Identify causes of GIT bleeding b6- Discuss nursing management of patient with GIT bleeding b7- Explain prevention of each types of viral hepatitis b8- Explain management of patient with fever. b12- Mention classification of urinary tract infection. b14-Identify systemic clinical manifestation of patient with AIDs.</p>	<p>-Physical assessment  - Nursing care plan  - D.M -Hypertension. - GIT bleeding.  - Viral hepatitis. - Fever.  - Urinary infection - Manifestation of AIDs.</p>	<p>45 minutes</p>	<p>10 h/ semester</p>	<p>10 h/ semester</p>	<p>30 h/ semester</p>	<p>30 h/ semester</p>

<p><b>C-Professional and practical skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>c1-Perform complete health assessment for all systems of body.</p> <p>c2- Apply prevention measures of immobility</p> <p>c 3- Manage patients with different health situation.</p> <p>c4- Demonstrate competency in providing different treatment modalities and nursing interventions commonly used for medical disorders.</p> <p>c 5- Perform diagnostic tests of patient with Diabetes Mellitus</p>	<p>- Health assessment</p> <p>- Immobility.</p> <p>- Different treatment used for medical disorders.</p> <p>- D.M.</p>	<p>45 minutes</p>	<p>15 h/ semester</p>	<p>15 h/ semester</p>	<p>35 h/ semester</p>	<p>45 h/ semester</p>
<p><b>d- General and transferable skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>d1-Apply basic principles of health teaching for adult patients and their family.</p> <p>d2- Use nursing process for different health problem.</p> <p>d3- Demonstrate appropriate professional attitude and behavior in different health settings.</p> <p>d4- Present patients' data in an organized and informative manner.</p>	<p>-Nursing process</p> <p>- Health assessment</p> <p>- Data collection</p>	<p>45 minutes</p>	<p>10 h/ semester</p>	<p>10 h/ semester</p>	<p>15 h/ semester</p>	<p>15 h/ semester</p>
			<p>45 h/ semester</p>		<p>225 h/ semester</p>	

**3 - Teaching and learning methods:**

- 3.1- Modified Lecture
- 3.2- Group discussion
- 3.3 - Skill lab

**4- Student assessment methods:**

- 4.1- Written and Oral exam **to assess** Knowledge and understanding
- 4.2- Practical exam **to assess** professional and practical skills

**5- Assessment Schedule:**

- 5.1- **Assessment 1 Quiz week** 6<sup>th</sup> week
- 5.2 - **Assessment 2 midterm week** 10<sup>th</sup> week
- 5.3- **Assessment 3 final week** 16<sup>th</sup> week

**6- Weighting of assessments:**

Semester Work	40 %
Final term examination	40 %
<u>Oral &amp;practical examination</u>	<u>20%</u>
Total	100 %

**-Any formative only assessments:** not present

**7- List of references:**

**7.1– Course notes:**

- Hand out prepared by staff

**7.2 – Essential books (Text Books):**

- Potter PA., (2005):** Fundamental of Nursing, Mosby .co
- Timby BK.,( 2006):** Introduction medical surgical Nursing

**7.3- Recommended books:**

**Heitkemper I., (2006):** Medical Surgical Nursing

**7.4- Periodical, Web sites, etc:** - [www.google.com](http://www.google.com) and [www.yahoo.com](http://www.yahoo.com)

**8- Other Resources / Facilities required for teaching and learning achieving the above ILOS**

- Data show
- White board
- Skill lab
- Hospital training

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

**Name:** DR\ Soheir Abou Elfadle

**Signature**.....

**Date**.....

**-Head of Department**

**Name:** Prof/ Hassan ALshahaly

**Signature**.....

**Date**.....

Suez Canal University  
Faculty of Nursing  
Medical Surgical Nursing Department

***Physiology Course Specification***

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**A- Administrative Information:**

**-Course Title:** Physiology (2)

**-Code:** PH 2/8

**-Department offering the course:** Medical Physiology, Faculty of Medicine - SCU

**-Programme(s) on which the course is given:** B.Sc. Nursing

**-Department offering the Programme:** Medical Surgical Nursing Department - SCU

**-Academic year/level:** 2009/2010 – First year

**- Semester:** Second Semester

**- Date of specification / revision:** 1/2/2010

**-Date of approval by Departmental / Faculty council:** / / 2010

**-Credit / taught hours:**

**Lectures:** 2h/w      **Tutorial:** NA      **Practical:** NA      **Others:** NA      **Total:** 2h/w

**B- Professional Information:**

***1- Overall aims of course***

*This course aimed to:*

*By the end of the course, the student will be able to:*

-Describe the basis of the different physiological mechanisms and regulatory processes occurring at the different levels of all the body systems. And also to be able to briefly describe some of the patho-physiological aspects which could affect some systems in the body.

**2-Intended learning outcomes of Course (ILOS)**

ILO	Topic	No. of h/ week	Total no of hours per semester/ Year	Hours for lectures	Hours for Tutorial or project	Hours for Practical
<p><b>a- Knowledge and understanding:</b> <i>By the end of the course, the student will be able to:</i></p> <p>a1- Discuss motor function of brain stem.</p> <p>a2- Describe the origin, distribution, functions and chemical transmission of the autonomic nervous system.</p> <p>a3- Describe the different functions of the blood and its components.</p> <p>a4-Identify the general classification of the endocrine system and describe the hormones secreted by each gland .and the different functions of them in body.</p> <p>a5-Identify the general classification of the central nervous system and describe the nerve cells structures and their functions, the nerve impulse, the synapse, receptors and</p>	<p>-Function of brain stem</p> <p>-Physiology of the CNS</p> <p>-Physiology of Autonomic nervous system</p> <p>-Endocrine physiology</p> <p>-Physiology of the CNS</p>	<p>1 h</p>	<p>15 h/ semester</p>	<p>15 h/ semester</p>	<p>-</p>	<p>-</p>



<p>sensations, motor functions including upper motor neurons and lower motor neurons.</p> <p><b>a6-</b>Identify the divisions of the digestive system. Describe the functions of each organ of the digestive system, the process of digestion and absorption and the control of digestion.</p>	<p>Physiology of the digestive system</p>					
<p><b>b- Intellectual skills:</b></p> <p><i>By the end of the course, the student will be able to:</i></p> <p>b1- Compare between gastric, pancreatic, bile secretion.</p> <p>b2- Describe action of insulin.</p> <p>b3- Identify function of kidney.</p> <p>b4- Explain function of growth hormones.</p> <p>b5- Differentiate between fast pain and slow pain.</p> <p>b6- Describe the sensory pathway for</p>	<p>- Gastric, pancreatic, bile secretion.</p> <p>- Action of insulin.</p> <p>- Function of kidney</p> <p>- Function of growth hormones</p> <p>- Fast pain and slow pain</p> <p>- Sensory pathway for</p>	<p>1 h</p>	<p>15 h/ semester</p>	<p>15 h/ semester</p>		

thermo receptive and pain slow.	thermo receptive and pain slow					
<p><b>C-Professional and practical skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>c1- Apply systemic structured observation of consumer reaction toward therapies.  c2- .....</p>	-	-				
<p><b>d- General and transferable skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p><b>d1-</b> Work effectively with team.  <b>d2-</b> Motivate individual or groups to improve awareness, learning &amp; behavior.</p>	-	-				
			30 h/ semester		-	

**3-Teaching and learning methods:**

3.1 Modified Lecture

**4- Student assessment methods:**

4.1- Written exam to assess Knowledge and understanding

**5- Assessment Schedule:**

5.1- Final exam week 16<sup>th</sup> week

**6- Weighting of assessments:**

Mid-term examination	00 %
Final term examination	100 %
Oral examination & practical examination	00 %
<u>Semester Work</u>	<u>00 %</u>
Total	100 %

**-Any formative only assessments:**

- Med term exam week 10<sup>th</sup> week

**7- List of references:**

**7.1– Course notes:**

- Hand out prepared by staff

**7.2 – Essential books (Text Books):**

1-**Mackena B. and Callander R. ( 1997)**: Illustrated Physiology.Churchill livingstone..  
Newyork Edinburgh Madrid Melbourne San Francisco and Tokyo

2-**Memmler RL, Cohen BJ. and Wood DL,(1992)**: Structure and function of the human  
body..JB Lippincott Company.Newyork London Hagerstown 1992

**7.3- Recommended Books**

-**Seeley RR. and Stephens TD (2002)**: Essentials of Anatomy and Physiology.Mc Graw-  
Hill.Boston, Newyork.2002.

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

- [www.google.com](http://www.google.com)

**8- Other Resources / Facilities required for teaching and learning achieving the above ILOS**

- Data show
- White board

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

**Name:** Dr/ Amany El- baz

**Signature..... Date.....**

**-Head of Department**

**Name :** Prof/ Yaser Mohammed Abo Zaed

**Signature..... Date.....**

Suez Canal University

Faculty of Nursing

Department: Medical Surgical Nursing

***Biochemistry Course Specification***

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**A- Administrative Information:**

**-Course Title:** Biochemistry

**-Code:** Bio-ch 3/8

**-Department offering the course:** Biochemistry department- Faculty of Medicine - SCU

**-Programme(s) on which the course is given:** B.Sc. Nursing

**-Department offering the Programme:** Medical Surgical Nursing

**-Academic year/level:** 2009/2010 – First year

**-Semester:** Second Semester

**-Date of specification / revision:** 1/ 2 / 2010

**-Date of approval by Departmental / Faculty council:** / / 2010

**-Credit / taught hours:**

**Lectures:** 1h/w

**Tutorial:** NA

**Practical:** 2 h/w

**Others:** NA

**Total:** 3 h/ w

**B- Professional Information:**

***1- Overall aims of course:***

***This course aimed to:***

- Provides the basic knowledge by which students understand the chemical structures, properties, and biological functions of 'be molecules which make up living matter and understand the role of these bio-molecules in the structure and I unction of the different tissues. Allow the students to understand the metabolic pathways of different macronutrients, regulations and integrations in different conditions. Allow the students to be able to understand the basic technique used for detection different molecules of carbohydrates, lipids and proteins. In addition, enable the student to interpret medical laboratory report.



<p>regulated according to the body requirements.</p> <p>4. Describe how glucose is stored as glycogen and how it be produced by glycogenolysis.</p> <p>5. Explain the importance of glycogenolysis and gluconeogenesis in maintaining the blood sugar level during lasting.</p> <p>6. Discuss diabetes mellitus. its causes, diagnosis and the associated metabolic disturbance.</p> <p><b><u>a 3- Amino Acids and Proteins</u></b></p> <p>1. Describe the classifications, structure and properties of the amino acids and the nature of the bonds linking them in the proteins.</p> <p>2. Describe the classifications, structure, conformation and properties of the proteins.</p> <p>3. Describe the catabolism of heme as well as the relation of this to the development of jaundice and differentiate among the different types of jaundice.</p> <p><b><u>a 4 - Lipids</u></b></p> <p>1. Describe the classifications, structure, properties and important derivatives of different lipids present in the body (simple lipids. conjugated lipids and derived lipids) and describe their biological roles.</p> <p><b><u>a 5- Structure, Function, and Replication of Informational macromolecules:</u></b></p> <p>1. Describe the structure, nomenclatures and properties of different purines and pyrimidines entering in formation of nucleic acids, and describe what is meant by nucleosides and</p>	<p>Protein Chemistry</p> <p>Lipid Chemistry</p>					
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<p>nucleotides.</p> <p>2. Describe the free nucleotides of biological importance, particularly ATP and coenzymes e.g. (NADH + H<sup>+</sup>). NADPH. FADH<sub>2</sub>. coenzyme A.</p> <p>3. Describe the structure and function of DNA and the different types of RNA.</p> <p>4. Explain how the structural features of nucleic acids allow them to store and express information.</p> <p>5. Describe the process of DNA replication.</p> <p>6. Describe the genetic code- the events of protein synthesis in human body</p>	<p>Nucleic Acid chemistry</p>					
<p><b><u>a.6- Digestion and absorption</u></b></p> <p>1. Define the terms related to digestion and absorption</p> <p>2. Describe the mechanisms of absorption of different biomolecules as carbohydrates. Proteins and lipids.</p> <p>3. Describe the role of salivary, pancreatic and intestinal enzymes in digestion and absorption of biomolecules.</p> <p>4. Enumerate the different parts of GIT and its role of each in digestion and absorption process.</p> <p>5. Give examples of some clinically important disorders related to the digestion and absorption.</p>	<p>Digestion &amp; Absorption</p>					

<p><b>b- Intellectual skills:</b></p> <p><i>By the end of the course, the student will be able to:</i></p> <p>b1- Interpret the observations of chemical tests.  b2- Interpret and explain the ketones in various body fluids. abnormal features in laboratory exam reports.  b3- Develop the ability to think scientifically  b4 -Solve MCQ questions on all of the above-mentioned topics.</p>	<p>-Introduction to lab</p> <p>-Overview of Metabolism and regulation of blood glucose level</p>	<p>30 minutes</p>	<p>4 h/ semester</p>	<p>4 h/ semester</p>		<p>7 h/ semester</p>
<p><b>C-Professional and practical skills:</b></p> <p><i>By the end of the course, the student will be able to:</i></p> <p><b>c1-</b> Demonstrate the different laboratory safety measures.  <b>c2-</b> Identify and describe the types of samples used in clinical chemistry.  <b>c3-</b> Describe the typical specimen collection.  <b>c4-</b> Outline the general steps for processing blood samples.  <b>c5-</b> Identify the preanalytical. Pre-collection, collection, and post-collection variables that can adversely affect laboratory results  <b>c6-</b> Describe the different laboratory equipments, their components, and mention how to use them properly (e.g. spectrophotometer).  <b>c7-</b> Illustrate the presence of some types of carbohydrates in a sample.</p>	<p>-Laboratory safety measures.</p> <p>-Types of samples used in clinical chemistry</p> <p>-Overview of Metabolism and regulation of blood glucose level</p> <p>-Preanalytical. Pre-collection, collection, and post- collection variables</p> <p>-Different laboratory equipments</p> <p>- Types of carbohydrates</p>	<p>30 minutes</p>	<p>4 h/ semester</p>	<p>4 h/ semester</p>		<p>8 h/ semester</p>



<p><b>c8-</b> Illustrate the presence of some amino acids in protein sample.</p> <p><b>c9-</b> Describe the principles and practice the analysis of glucose and ketones in various body fluids.</p> <p><b>c10-</b> Describe the principles and practice the analysis of total cholesterol.</p> <p><b>c11-</b> Perform renal functions test: urea. Creatinine. creatinine clearance, uric acid and complete urinalysis.</p>	<p>-Amino- acids in protein sample</p> <p>- Principles and practice the analysis of glucose</p> <p>- Principles the analysis of total cholesterol</p> <p>-Kidney Function test</p>					
<p><b>d- General and transferable skills:</b></p> <p><i>By the end of the course, the student will be able to:</i></p> <p>d1 Work effectively in a group in lab.</p> <p>d2 Communicate ideas and arguments effectively.</p> <p>d3 Manage time and resources and set priorities.</p> <p>d4 Respects the role of staff &amp;co-staff members regardless of degree or occupation.</p>		<p>30 minutes</p>	<p>4 h/ semester</p>	<p>4 h/ semester</p>	<p>7 h/ semester</p>	
			<p>15 h/ semester</p>		<p>45 h/ semester</p>	

**3-Teaching and learning methods:**

3.1 Lectures: 1 hour/week

3.2 Practical Lessons are scheduled: 2hours/week in the biochemistry Laboratory.

3.3 Information collection from different sources including faculty library

**4- Student assessment methods:**

4.1- Written and Oral exam **to assess** Knowledge and understanding

4.2- Practical exam **to assess** professional and practical skills

**5- Assessment Schedule:**

5.1- Final exam week 16<sup>th</sup> week

**6- Weighting of assessments:**

Assessment 1: short essay question every lecture

Assessment 2: End course written examination 1 day (2hours)

Assessment 3: End course practical examination

**Final Exam includes:**

- Essay questions (short and long).
- MCQ
- Practical exam.

Exam will cover both lectures and laboratory concepts

Mid-term examination	0 %
Final term examination	80 %
<u>Oral examination &amp;practical examination</u>	<u>20%</u>
Total	100 %

**Any formative only assessments:**

Student knows he/she passed or not by grading system alter the formative examinations.

**7- List of references:**

7.1– **Course notes:**

-According to the teacher preference

7.2 – **Essential books (Text Books):**

- **Harvey R.A ,(2005):** L ippincott Reviews of Biochemistry. 3<sup>rd</sup> ed lippincott William & Wilkins London
- **Saucier L. K and Jones, S., (2001):** Community Health Nursing. 4<sup>th</sup> ed. Mosby Co., London

7.3- **Recommended books:**

- **Murray RK. Granner DK. Mayes PA. and Rodwell VW .(2003):** Harper's Illustrated Biochemistry: 27<sup>th</sup> Edition by. McGraw-Hill companies New York.

- **Devlin TM Ed.wiley .(2002):** Text book of Biochemistry with Clinical Correlations 5<sup>11</sup>, Edition.  
-liss New York

7.4- Periodical, Web sites, etc

- [W.W.W.google.com](http://W.W.W.google.com)
- [WWW. Instant anatomy](http://WWW.Instant anatomy)

**8- Other Resources** / Facilities required for teaching and learning achieving the above ILOS

- o Board: is available in the lecture hall
- o Data show: is available in the lecture hall
- o Projector: is available in the Faculty when required.
- o Laboratory: laboratory facilities to perform the required experiments are available in the Biochemistry Lab

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

**Name:** Dr/ Dalia Ibrahim

**Signature**.....

**Date**.....

**-Head of Department of: Biochemistry**

**Name:** Prof/ Sabry ElKorashy

**Signature**.....

**Date**.....

Suez Canal University  
Faculty of Nursing  
Medical Surgical Nursing Department

*Epidemiology Course Specification*

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**A- Administrative Information:**

**-Course Title:** Epidemiology

**-Code:** EP 4/8

**-Department offering the course:** Community Medicine - Faculty of Medicine -SCU

**-Programme(s) on which the course is given:** B.Sc. Nursing

**-Department offering the Programme:** Medical Surgical Nursing

**-Academic year/level:** 2009/2010 – First year

**-Semester:** Second Semester

**-Date of specification / revision:** 1/2/2010

**-Date of approval by Departmental / Faculty council:** / / 2010

**-Credit / taught hours:**

**Lectures:** 2h/w      **Tutorial:** NA      **Practical:** NA      **Others:** NA      **Total:** 2h/w

**B- Professional Information:**

**1- Overall aims of course**

*At the end of the course, the student will be able to*

- Identify general epidemiology, epidemiology of infections diseases, principles of screening and investigation of an outbreak.

**2-Intended learning outcomes of Course (ILOS)**

ILO	Topic	No. of h/ week	Total no of h./semester/ Year	Hours for lectures	H. for Tutorial and/or project	H. for Practical
<p><b>a- Knowledge and understanding:</b> <i>By the end of the course, the student will be able to:</i></p> <p>a1- Understand the basic principles of general epidemiology.</p> <p><b>a2</b> -Understand the basic principles of epidemiology of selected infections diseases.</p> <p><b>a3</b> -Understand the basic principles of prevention and control of selected infections diseases.</p>	<p>- General epidemiology</p> <p>-principles of epidemiology of selected infections disease</p> <p>- Prevention of infection diseases</p>	50 min	12 h / semester	12 h / semester	—	—
<p><b>b- Intellectual skills:</b> <i>By the end of the course, the student will be able to:</i></p> <p>b1- Design a screening program.</p> <p>b2 - Investigate for an outbreak</p>	Investigation of an epidemic+ introduction to screening	50 min	12 h / semester	12 h / semester		
<p><b>C-Professional and practical skills:</b> <i>By the end of the course, the student will be able to:</i></p> <p>c1- Provide safe, effective nursing care to patient in different age &amp;groups.</p> <p>c2- Use available community resources.</p> <p>c3- Implement standardized protocol during</p>		10 min	3 h / semester	3 h / semester		

implementation of nursing intervention. c4- Apply infection control measures.						
<b>d- General and transferable skills:</b> <i>By the end of the course, the student will be able to:</i> d1- Adopt life long self directed learning. d2- Act as a role model in nursing practice.	10 min	3 h / semester	3 h / semester			
			30h / semester			

**3-Teaching and learning methods:**

- 3.1 Modified Lecture
- 3.2- Group discussion

**4- Student assessment methods:**

- 4.1- Written exam to assess knowledge and understanding.

**5- Assessment Schedule:**

- 5.1- Final exam week 16<sup>th</sup> week.

**6- Weighting of assessments:**

Mid-term examination	0 %
Final term examination	100 %
Oral examination & practical examination	0 %
Semester Work	0 %
Total	100 %

**-Any formative only assessments:**

- Assessment 1 Quiz week 6<sup>th</sup> week
- Assessment 2 midterm week 10<sup>th</sup> week

**7- List of references:**

**7.1– Course notes:**

- Hand out prepared by staff

**7.2 – Essential books (Text Books):**

- Introduction to community Health , Jones F.Mckenzie 2009

**7.3- Recommended books:**

- Community Health Nursing ,Karen Saucier Lundy and Shryn James2006

**7.4- Periodical, Web sites, etc : [www.google.com](http://www.google.com) and [www. Instant anatomy](http://www.Instant anatomy)**

**8- Other Resources / Facilities required for teaching and learning achieving the above ILOS**

- Data show
- White board

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

**Name:** DR\ Mirella Yousif

**Signature**.....

**Date**.....

**-Head of Department**

**Name :** Prof/ Nadia Hosney Rezk Allah

**Signature**.....

**Date**.....

Suez Canal University  
Faculty of Nursing  
Department: Medical Surgical Nursing

*Course Specification of Anatomy*

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**A- Administrative Information:**

-Course Title: Anatomy

-Code: AN 5/8

-Department offering the course: Anatomy department- Faculty of Medicine-SCU

-Programme(s) on which the course is given: B.Sc. Nursing

-Department offering the Programme: Medical Surgical Nursing

-Academic year/level: 2009/2010 – First year

-Semester: Second Semester

- Date of specification / revision: 1/2/2010

-Date of approval by Departmental / Faculty council: / / 2010

-Credit / taught hours:

Lectures: 2h/ w      Tutorial: NA      Practical: 2h/ w      Others: NA      Total: 4h/ w

**B- Professional Information:**

***1- Overall aims of course***

*At the end of the course, the student will be able to:*

Describe the abdominal planes. Describe stomach, liver, spleen, pancreas, and intestine. Describe the genital system (female, male). Describe the anatomy of breast and its lymphatic drainage. Describe the anatomy of ear, nose and throat. Describe anatomy of urinary system.



**2-Intended learning outcomes of Course (ILOS)**

ILO	Topic	No. of h/ week	Total no of h./semester/ Year	Hours for lectures	H. for Tutorial and/or project	H. for Practical
<p><b>a- Knowledge and understanding:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>a1- Identify different terms and definitions essential in studying anatomy.</p> <p>a2- Identify the nine regions of the abdomen.</p> <p>a3- Identify structure of kidney.</p> <p>a4- Discuss anatomy of ear, nose, throat.</p> <p>a5- Discuss the anatomy of the genital system (female, male).</p> <p>a6- Explain anatomy of GIT including stomach, liver, pancreas.</p>	<p>- Terms and definitions essential in studying anatomy.</p> <p>-Abdominal, planes, abdominal region and general organ arrangement.</p> <p>- Urinary system</p> <p>- Ear, Nose, Throat.</p> <p>- Male and Female genital System</p> <p>- Explain anatomy of GIT Stomach and Intestine.</p>	30 minutes	8 h/ semester	8 h/ semester		6 h/ semester
<p><b>b- Intellectual skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>b1- The student can correlate between the female &amp; male genital system.</p>	<p>-Correlate between Male genital System &amp; Female.</p>	30 minutes	7 h/ semester	7 h/ semester		6 h/ semester

<p><b>C-Professional and practical skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>c1-Identify the different parts forming the GIT system.</p> <p>c2-Identify the different parts forming the female and male genital system</p> <p>c3- Identify the different parts forming ear, nose, throat.</p> <p>c4- Identify the different parts forming urinary system.</p> <p>c5- Identify the different parts forming division of perineum.</p> <p>C6- Identify the different parts forming different muscles in perineum &amp; pelvic floor.</p>	<p>-Different parts forming the GIT system.</p> <p>-The female and male genital</p> <p>- Ear, Nose, Throat.</p> <p>- Urinary system</p> <p>-Different parts forming division of perineum.</p> <p>-Different parts forming different muscles in perineum &amp; pelvic floor.</p>	<p>30 minutes</p>	<p>8 h/ semester</p>	<p>8 h/ semester</p>		<p>10 h/ semester</p>
<p><b>d- General and transferable skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p><b>d1-</b> Use information technology.</p> <p><b>d2-</b>.....</p>	<p>- Information technology</p>	<p>30 minutes</p>	<p>7 h/ semester</p>	<p>7 h/ semester</p>		<p>6 h/ semester</p>
			<p>30 h/ semester</p>		<p>30 h/ semester</p>	

**3-Teaching and learning methods:**

- 3.1- Modified Lecture
- 3.2- Group discussion
- 3.3 - Skill lab

**4- Student assessment methods:**

- 4.1- Written and Oral exam **to assess** Knowledge and understanding.
- 4.2- Practical exam **to assess** professional and practical skills

**5- Assessment Schedule:**

- 5.1- Final exam week 16<sup>th</sup> week.

**6- Weighting of assessments:**

Mid-term examination	0 %
Final term examination	80 %
<u>Oral examination &amp;practical examination</u>	<u>20%</u>
Total	100 %

**-Any formative only assessments:**

- **Assessment 1 Quiz week 6<sup>th</sup> week**
- **Assessment 2 midterm week 10<sup>th</sup> week**

**7- List of references:**

**7.1– Course notes:**

- Hand out prepared by staff

**7.2 – Essential books (Text Books):**

- Gray's textbook of anatomy 2005
- Last textbook of anatomy 2004

**7.3- Recommended books:**

- Structure and function of human body , Barbara Jonson Cohen.2007

**7.4- Periodical, Web sites, etc: - [www.google.com](http://www.google.com) and [www. Instant anatomy](http://www.Instant anatomy)**

**8- Other Resources / Facilities required for teaching and learning achieving the above ILOS**

- Data show
- White board
- Skill lab

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

**Name:** DR\ Mona Hassan Mohammed Ali

**Signature**.....

**Date**.....

**-Head of Department**

**Name:** Prof/ Gamal Abd El- Rahman

**Signature**.....

**Date**.....

**Suez Canal University**  
**Faculty of Nursing**  
**Department: Medical Surgical Nursing**

*Human behavior in health and illness Course Specification*

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**A- Administrative Information:**

**-Course Title:** Human behavior in health and illness

**-Code:** HB 6/8

**-Department offering the course:** Psychiatry department- Faculty of Nursing-Suez Canal University

**-Programme(s) on which the course is given:** B.Sc. Nursing

**-Department offering the Programme:** Medical Surgical Nursing

**-Academic year/level:** 2009/2010 – First year

**-Semester:** Second Semester

**Date of specification / revision:** 1/2/2010

**-Date of approval by Departmental / Faculty council:** / / 2010

**-Credit / taught hours:**

**Lectures:** 2h/ w      **Tutorial:** NA      **Practical:** NA      **Others:** NA      **Total:** 2h/ w

**B- Professional Information:**

***1- Overall aims of course:***

*By the end of the course, the student will be able to define the human behavior in health and illness, understand factors affecting human behavior in health and illness describe body and mind relationship and determine the coping strategies.*

**2-Intended learning outcomes of Course (ILOS)**

<b>ILO</b>	<b>Topic</b>	<b>No. of hours per week</b>	<b>Total no of hours per semester/ Year</b>	<b>Hours for lectures</b>	<b>Hours for Tutorial and other small group or project</b>	<b>Hours for Practical</b>
<p><b>a- Knowledge and understanding:</b>  <i>By the end of the course, the student will be able to:</i>            a 1- Understand the concept of health and illness.            a2- Understand the mind- body relationship.            a3- Understand anxiety responses to illness. and discusses styles of leadership.</p>	<p>-Introduction about health and illness            -Mind – body relationship            -Anxiety response</p>	30 minutes	8 h/ Semester	8 h/ Semester		
<p><b>b- Intellectual skills:</b>  <i>By the end of the course, the student will be able to:</i>            b1-Determine the anxiety responses to illness.            b2-Describe the perceptions of patients admission to hospitalization.</p>	<p>- Anxiety Response            -Patients admission and reaction to hospitalization</p>	30 minutes	7 h/ Semester	7 h/ Semester		
<p><b>C-Professional and practical skills:</b>  <i>By the end of the course, the student will be able to:</i>            c1- Apply the differentiate defense mechanism .            c2- Deal with the behavioral reaction to ward</p>	<p>- Coping strategies and defense mechanism</p>	30 minutes	8 h/ Semester	8 h/ Semester		

<p>hospitalization.</p> <p>c3- Understand the reaction of dying and grieving patient.</p> <p>c4- Apply physical &amp; psychological assessment techniques to identify different issues of problem.</p> <p>C5- Utilize effective communication, taking into consideration different values, emotional state of patient.</p>	<p>-Admission to Hospital</p> <p>-Dying and grieving</p> <p>-Physical &amp; psychological assessment</p> <p>- Communication skill</p>					
<p><b>d- General and transferable skills:</b></p> <p><i>By the end of the course, the student will be able to:</i></p> <p>d1-Improve the communication skills between patient and nurse</p> <p>d2-Apply patient and nurse relationship.</p> <p>d3- Use available resources and competencies efficiently &amp; effectively.</p>	<p>-Nurse- patient relationship</p>	<p>30 minutes</p>	<p>7 h/ Semester</p>	<p>7 h/ Semester</p>		
			<p>30 h/ semester</p>			

**3-Teaching and learning methods:**

- 3.1 Modified Lecture
- 3.2- Group discussion
- 3.3 – Brain storming

**4- Student assessment methods:**

- 4.1- Written exam to assess Knowledge and understanding

**5- Assessment Schedule:**

- 5.1- Final exam week 16<sup>th</sup> week

**6- Weighting of assessments:**

Mid-term examination	0 %
Final term examination	100 %
Oral examination & practical examination	0 %
<u>Semester Work</u>	<u>0 %</u>
Total	100 %

**-Any formative only assessments:**

- Mid term exam week 10<sup>th</sup> week

**7- List of references:**

**7.1– Course notes:**

- Hand out prepared by staff

**7.2 – Essential books (Text Books):**

- Principles and practice of psychiatric nursing, Jones Taylor

**7.3- Recommended books:**

- Psychiatric Nursing & biological behavior concepts – Deborah Antai Otong, Ms

**4- Periodical, Web sites, etc :** - [www.google.com](http://www.google.com) and - [www.. Instant anatomy](http://www.. Instant anatomy)

**8- Other Resources / Facilities required for teaching and learning achieving the above ILOS**

- Data show
- White board

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

**Name:** DR\ Somaya El sayed Abou- Abdou

**Signature**.....

**Date**.....

**-Head of Department**

**Name :** Prof/ Hassan ALshahaly

**Signature**.....

**Date**.....

Suez Canal University  
Faculty of Nursing  
Medical Surgical Nursing Department

*Health Education Strategy Course Specification*

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**A- Administrative Information:**

**-Course Title:** Health Education Strategy

**-Code:** HES 7/8

**-Department offering the course:** Medical Surgical Nursing

**-Programme(s) on which the course is given:** B.Sc. Nursing

**-Department offering the Programme:** Administration department - Faculty of Nursing-SCU

**-Academic year/level:** 2009/2010 – First year

**-Semester:** Second Semester

**Date of specification / revision:** 1/2/2010

**-Date of approval by Departmental / Faculty council:** / / 2010

**-Credit / taught hours:**

**Lectures:** 2h/ w      **Tutorial:** NA      **Practical:** NA      **Others:** NA      **Total:** 2h/ w

**B- Professional Information:**

**1- Overall aims of course**

*At the end of the course, the student will be able to:* formulate educational spirals & educational objectives and differentiate between teaching, health education, counseling, learning.



**2-Intended learning outcomes of Course (ILOS)**

<b>ILO</b>	<b>Topic</b>	<b>No. of hours per week</b>	<b>Total no of hours per semester/ Year</b>	<b>Hours for lectures</b>	<b>Hours for Tutorial and other small group or project</b>	<b>Hours for Practical</b>
<p><b>a- Knowledge and understanding:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>a1-Define the concept of education and counseling.  a2 -Explain methods of teaching  a3- List characteristics of learning.  a4- List domain of educational objectives.  a5-Identify principles of health education.  a6- List elements of counseling.  a7- Discuss methods of evaluation.</p>	<ul style="list-style-type: none"> <li>- The concept of education and counseling.</li> <li>- Methods of teaching</li> <li>- Characteristics of learning</li> <li>- Domain of educational objectives</li> <li>- Principles of health education</li> <li>- Elements of counseling.</li> <li>- Methods of evaluation</li> </ul>	30 minutes	8 h / semester	8 h / semester	—	—
<p><b>b- Intellectual skills:</b>  <i>By the end of the course, the student will be able to:</i></p> <p>b1 -Formulate educational objectives.  b2 -Describe methods of teaching.  b3- Explain factors affecting on Media.  b4-Define counseling.  b5- Compare between counseling and health</p>	<ul style="list-style-type: none"> <li>- Educational objectives</li> <li>- Methods of teaching</li> <li>- Factors affecting on Media.</li> <li>- Counseling.</li> <li>- Counseling and health</li> </ul>	30 minutes	7 h / semester	7 h / semester		

education. b6-Explain advantages of types of Media. b7-Explain disadvantages of types of Media. b8- Compare between types of evaluation. b9-Explain elements of educational objectives..	education. -Types of Media.  - Types of evaluation. - Elements of educational objectives					
<b>C-Professional and practical skills:</b> <i>By the end of the course, the student will be able to:</i> c1- Develop educational objectives c2- Apply counseling steps in deferent health setting	- Educational objectives - Counseling	30 minutes	8 h / semester	8 h / semester		
<b>d- General and transferable skills:</b> <i>By the end of the course, the student will be able to:</i> d1- Use information technology. d2- Manage time and resources effectively. d3- Apply principles of advocacy, ethics and human rights to care provision.	-	30 minutes	7 h / semester	8 h / semester		
			30h / semester			

**3-Teaching and learning methods:**

- 3.1 Modified Lecture
- 3.2- Group discussion
- 3.3 – Brain storming

**4- Student assessment methods:**

- 4.1- Written exam to assess knowledge and understanding.

**5- Assessment Schedule:**

- 5.1- Final exam week 16<sup>th</sup> week.

**6- Weighting of assessments:**

Mid-term examination	0 %
Final term examination	100 %
Oral examination & practical examination	0 %
Semester Work	0 %
Total	100 %

**-Any formative only assessments:**

- Assessment 1 Quiz week 6<sup>th</sup> week
- Assessment 2 midterm week 10<sup>th</sup> week

**7- List of references:**

**7.1– Course notes:**

- Hand out prepared by staff

**7.2 – Essential books (Text Books):**

- Nurse as Educator, Susan B. Bastable 2007

**7.3- Recommended books:**

- Methods of evaluation of health care programme , Micheal F. Drummond 2006.

**7.4- Periodical, Web sites, etc :** [www.google.com](http://www.google.com) and [www. Instant anatomy](http://www.Instant anatomy)

**8- Other Resources / Facilities required for teaching and learning achieving the above ILOS**

- Data show
- White board

**9- We certify that all the information required to deliver this course is contained in the above specification and will be implemented.**

**-Course Coordinator:**

Name: DR\ Wafaa Abd-El Azeem

Signature.....

Date.....

**-Head of Department**

Name: Prof/ Hassan ALshahaly

Signature.....

Date.....

توصيف مقرر مدخل إلى علم الجودة

البيانات الأساسية:

العنوان: مدخل إلى علم الجودة  
القسم العلمي المسنول عن تدريس المقرر: قسم ادارة التمريض  
البرنامج الذي يقدم من خلال المقرر: بكالوريوس التمريض  
القسم الذي يدرس به المقرر: قسم تمريض الباطني والجراحة  
السنة الدراسية / المستوى : 2009-2010 - الفرقة الأولى - الفصل الدراسي الثاني  
تاريخ اعتماد توصيف البرنامج: ٢٠١٠/٢/١ م  
الساعات المعتمدة / ساعات التدريس :  
المحاضرة: ساعتين فى الأسبوع      الدروس العلمية: لا يوجد  
ساعات الإرشاد الأكاديمي: لا يوجد      المجموع : : ساعتين فى الأسبوع

البيانات المهنية:

١- الأهداف العامة للمقرر:      في نهاية المقرر يكون الطالب قادر علي:....  
يعرف مفهوم الجودة والاعتماد الأكاديمي وجودة المخرجات التعليمية والاستفادة من مقاييس الجودة التي تصفها هيئات الاعتماد الدولية كأدلة مرجعية بما يتماشى مع تحقيق أهداف المجتمع ويليها احتياجات سوق العمل ومعرفة التطورات والتغيرات والتقدم السريع فى مختلف التخصصات التمريض وأهمية الجودة فى شتى مجالات الحياة. وان يكون

## ٢- النتائج التعليمية المستهدفة للمقرر:

عدد الساعات العملية	عدد الساعات مجموعات المناقشة والأبحاث	عدد الساعات المحاضرات	عدد الساعات في الفصل الدراسي / العام	عدد الساعات /الأسبوع	الموضوعات	النتائج التعليمية المستهدفة ILOs
	—	١٥ ساعة	١٥ ساعة	١ ساعة	<ul style="list-style-type: none"> <li>- المفاهيم الحديثة للجودة</li> <li>- إدارة الجودة الشاملة</li> <li>- المعايير الأكاديمية ، المعايير القياسية المرجعية.</li> <li>- إدارة الجودة الشاملة TQM</li> <li>- ضمان الجودة والاعتماد QAAP</li> <li>النتائج التعليمية المستهدفة ILOs</li> <li>- التخطيط الاستراتيجي</li> <li>- رسالة المؤسسة ، رؤية المؤسسة ، أهداف المؤسسة.</li> <li>- المبادئ الأساسية لإدارة الجودة</li> </ul>	<p><b>أ - المعرفة والفهم:</b></p> <p>بنهاية هذا المقرر يكون الطالب قادر علي أن:</p> <p>١- يعرف مفهوم الجودة بالنسبة للعالم ديمينج ، فيليب كروزوي ، فيقنيم ، شوهارت .</p> <p>٢- يعرف إدارة الجودة الشاملة</p> <p>٣- يعرف تخطيط الجودة، ضبط الجودة، ضمان الجودة، تحسين الجودة.</p> <p>٤- يعدد المعايير الأكاديمية ، المعايير القياسية المرجعية</p> <p>٥- يعرف عملية ضمان الجودة والاعتماد QAAP</p> <p>٦- يصف النتائج التعليمية المستهدفة ILOs</p> <p>٧- يعرف التخطيط الاستراتيجي</p> <p>٨- يعرف رسالة المؤسسة ، رؤية المؤسسة ، أهداف المؤسسة.</p> <p>٩- يذكر المبادئ الأساسية لإدارة الجودة</p>

		١٢ ساعة	١٢ ساعة	45 دقيقة	- المعايير الأكاديمية المرجعية القومية NARS - الاعتماد فى التعليم - توكيد الجودة والاعتماد QAAP I	ب- المهارات الذهنية: ب ١- أن يصف المعايير الأكاديمية المرجعية القومية NARS ب ٢- أن يشرح الاعتماد فى التعليم ب ٣- يشرح توكيد الجودة والاعتماد QAAP I
		-	-	-		ج- المهارات المهنية و العملية ج ١-
		٣ ساعات	٣ ساعات	١٥ دقيقة	- اكتساب الطالب لمهارة التواصل	د - المهارات العمة المنقولة: د ١ - أن يكتسب الطالب مهارة التواصل
			٣٠ ساعة			

٣- أساليب التعليم والتعلم:

المحاضرة

المناقشة والحوار

العصف الذهني

٤- أساليب تقييم الطلاب

امتحان آخر الفصل لتقييم مستوى الطلاب في المعرفة والفهم والمهارات الذهنية

٥- جدول التقييم :

امتحان آخر الفصل الدراسي ( الأسبوع الخامس عشر )

٦- النسبة المئوية لكل تقييم :

_____ %	امتحان نصف العام
100 %	امتحان نهاية العام
_____ %	الامتحان الشفوي
_____ %	الامتحان العملي
_____ %	أنواع التقييم الأخرى
100%	المجموع

أي تقييم آخر بدون درجات : امتحان تقييمي نصف الفصل الدراسي (الأسبوع السادس)

٧- قائمة المراجع :

٧-١- مذكرات المقرر : لا يوجد

٧-٢- الكتب الدراسية :

كتاب مدخل إلي علم الجودة

٧-٣- كتب مقترحة: لا يوجد

٧-٤- مجلات دورية ، مواقع إنترنت ، إلخ:

مواقع الجودة Quality Assurance

٨- الإمكانيات المطلوبة للتعليم والتعلم:

٨-١- سبورة عادية

٨-٢- جهاز عرض

٩- نشهد بان كل المعلومات المطلوبة لتنفيذ هذا المقرر تتكون مما سبق وانه سوف تنفذ.

منسق المقرر :

الاسم : د/ وفاء عبد العظيم

التاريخ :

التوقيع :

رئيس القسم :

الاسم : أ.د/ حسن الشهالي

التاريخ :

التوقيع: