



Fayoum University



Faculty of Nursing



Quality assurance unit

Bachelor of Nursing sciences program

2032 / 2024

Credit Hours Program Specification

Program approval acc. To NARS 2017

for nursing competences



Program Specification Bachelor of Nursing science

University: Fayoum
Faculty: Nursing

A-Basic Information:

- 1 **Program Title:** Bachelor of Nursing science(Credit Hours)
- 2 **Program Type:** Single
- 3 **Departments:**

No. of specialists	Code	Department
1	MSN	Medical surgical Nursing
2	CEN	Critical care and emergency Nursing
3	MNH	Maternal and newborn health Nursing
4	PEN	Pediatric Nursing
5	PMN	Psychiatric & Mental health Nursing
6	CHN	Community Health Nursing
7	NAD	Nursing Administration
8	NED	Nursing Education
9	GHN	Geriatric Health Nursing

- 4 **Duration of program** 4 Years
- 5 **Language of study:** English
- 6 **Program Coordinator:** Vice Dean of Education and Students Affairs
- 7 **External Evaluator(s):** Prof.
- 8 **Faculty Approval Date** September 2023

B-Professional Information:

1. Program Aims:

Fayoum University awards Bachelor of Nursing science degree following a four year undergraduate Nursing program. This Nursing program provides students with the necessary knowledge and skills in basic, Nursing, medical, social, behavioral, health , environmental sciences Nursing practice and management; aiming to graduate competent general practitioner nurses; capable of working effectively in different settings, including community, hospitals, government-tal health institutions.

Nursing Graduates are talented to:

1. The graduate of the Faculty of Nursing is distinguished by:

Fulfill the needs of the local and regional market, and bear responsibilities at work place, in compliance with the nursing law and legislation with the ethical and professional rules and the community values.



2. Leadership and perseverance personality, able to integrate and produce under the pressure of work and life, which guarantees continuity in success development and self-expression.
3. Practice effectively based on evidences and good safety principles to assure the quality of nursing procedures and patients health outcome.
4. Deliver patient care in hospital and community health institutions; and promote rational, safe and effective use of nursing practice settings.
5. Collaborate actively with other health team members and professionals in health education of the patient, public, and in prevention and management of health problems, by providing health information and preventive health care systems to the community.
6. Perform research at competitive level, using appropriate evidence-based methodologies, and in compliance with the academic standards.
7. Develop presentation, nursing skills, promotion, health education and information technology skills.
8. Conduct effective communication, time management, critical thinking, problem solving, decisionmaking, team-working, performance appraisal and self-assessment.
9. Oblige to life-long learning for continuous professional improvement.

2- Program Learning Outcomes according to Nursing competences

Faculty of Nursing – Fayoum University, adopts the National Academic Reference Standards in Nursing education, issued by National Authority for Quality Assurance and Accreditation of Education (NAQAAE) - 2nd Edition in April 2017.

3 - Competencies of the Nursing science graduates:

Competencies of the Nurse Graduates Five Competence-Domains

Are included in these competence-based National Academic Reference Standards for Nursing Education. These domains are representing the role of nurses in the healthcare field. Each domain should be achieved through a number of **Competencies** ranging from one to three, with a total of nine competencies for five domains. These competencies are overall broad statements that cover various areas of the graduate performance. A number



of **Key Elements** ranging from three to six are included in each competency, with a total of thirty-nine key elements for all competencies. These key elements demonstrate how nurse graduate will reflect each competency in practice & provide an indication of whether the competency has been met.

The competency domains are the followings:

Domain ١ : Professional and Ethical Practice

Domain ٢ : Holistic Patient-Centered Care

Domain ٣ : Managing People, Quality and Work environment

Domain ٤ : Informatics and Technology

Domain ٥ : Inter-professional Communication

DOMAIN ١- PROFESSIONAL AND ETHICAL PRACTICE:

١.١- COMPETENCY

Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.

KEY ELEMENTS:-

- ١.١. ١ Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.
- ١.١. ٢ Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.
- ١.١. ٣ Practise nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.
- ١.١. ٤ Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.

DOMAIN ٢- HOLISTIC PATIENT-CENTERED CARE

٢.١- COMPETENCY

Provide holistic and evidence-based nursing care in different practice settings.

KEY ELEMENTS :

- ٢.١. ١. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.
- ٢.١. ٢. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.



- ٢.١.٣. Provide holistic patient-centered care respecting people diversity.
- ٢.١.٤. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.
- ٢.١.٥. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.
- ٢.١.٦. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.

٢-٢- COMPETENCY

Provide health education based on the needs/problems of the patient/client within a nursing framework.

KEY ELEMENTS

- ٢.٢.١. Determine health related learning needs of patient/client within the context of culture, values and norms.
- ٢.٢.٢. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.
- ٢.٢.٣. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.
- ٢.٢.٤. Use educational principles and counseling techniques appropriately and effectively with diverse populations.
- ٢.٢.٥. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.
- ٢.٢.٦. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.

DOMAIN ٣- MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY

٣-١- COMPETENCY

Demonstrate effective managerial and leadership skills in the provision of quality nursing care.

KEY ELEMENTS

- ٣.١.١. Apply leadership skills to manage personnel to maximize health,



independence and quality of life for individuals, families, and communities.

٣.١.٢. Plan and implement change conducive to the improvement of health care provision.

٣.١.٣. Organize own workload and apply time-management principles for meeting responsibilities.

٣.١.٤. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.

٣-٢- COMPETENCY

Provide a safe working environment that prevents harm for patients and workers.

KEY ELEMENTS

٣.٢.١. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.

٣.٢.٢. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.

٣.٢.٣. Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment.

٣.٢.٤. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.

٣-٣- COMPETENCY :

Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.

KEY ELEMENTS

٣.٣.١. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.

٣.٣.٢. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.

٣.٣.٣. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.

٣.٣.٤. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.

DOMAIN ٤- INFORMATICS AND TECHNOLOGY:

٤-١- COMPETENCY



Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.

KEY ELEMENTS

- ٤.١.١. Use different sources of data related to contemporary standards of practice and patient care.
- ٤.١.٢. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.
- ٤.١.٣. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.
- ٤.١.٤. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.

٤.٢- COMPETENCY

Utilize information and communication technologies in the delivery of patient/client care.

KEY ELEMENTS

- ٤.٢.١. Retrieve, and manage data to make decisions using information management system for providing holistic patient care.
- ٤.٢.٢. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.
- ٤.٢.٣. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities

DOMAIN ٥- INTER-PROFESSIONAL COMMUNICATION:

٥.١- COMPETENCY

Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.

KEY ELEMENT

- ٥.١.١. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.
- ٥.١.٢. Function within behavioral norms related to the interdisciplinary communication and the health care organizations.
- ٥.١.٣. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.
- ٥.١.٤. utilize communication styles that diminish the risks associated with authority gradients among healthcare team members



National Academic Reference Standards (NARS)

4- Attributes of the Nursing Graduates

As nurses play a pivotal role in the promotion, maintenance and restoration of health, it is imperative to develop competent nurses who are able to take up expended roles in the delivery of care. Thus, apart from the roles of a caregiver, the nurse needs to develop competencies to take up the roles of a health promoter, educator, counselor, care coordinator, case manager, researcher as well as that of a client advocate. Hence, education programs for preparing nurses must ensure that the graduates acquired the essential competencies that enable them to fulfill these roles competently and ethically.

Nurse graduates must be able to:

1. Embody ethical and professional disposition committed to excellence, equity and sustainability.
2. Engage in person-centered care sensitive to the needs of individuals, families and communities.
3. Demonstrate integration of knowledge, skills and professional attitudes utilizing clinical evidences to provide safe and holistic patient care.
4. Display cognitive flexibility and reflective functioning when working with individuals, families and communities.
5. Advocate for and engage with individuals, families and communities to ensure health equity and promote social justice.
6. Exhibit creative and adaptive thinking within a changeable scientific social and technological environment.
7. Demonstrate effective communication, collaboration and leadership, valuing the diversity of people and communities
8. Identify threats to safety and develop strategies to minimize risk of harm to individuals, families and communities.

5-General Objectives of Programme



1. Practice the nursing process as a framework for providing professional holistic nursing care that includes health promotion and protection, disease prevention, acute and chronic illness care, rehabilitation activities, and care for dying under the umbrella of code of nursing ethics.
2. Interpret knowledge from the environment , humanities, bio psychological, physical, social sciences, to the culturally diverse needs of individuals, families, groups and communities into professional nursing practice Within a framework of ethical values.
3. Practice critical thinking within nursing team in the provision of professional nursing care and use scientific new trends and information technologies to support profession and safe nursing care practice to individuals, families, and communities.
4. Communicate with interdisciplinary health team members and consumers to improve the delivery of health care and safety to individuals, families, environment within a variety of settings to reach the best of health outcome .
5. Implement the relevant research findings into professional nursing practice and use information management technologies considered patient-centered care and respecting diversity.
6. Practice activities that promote professional development and enrich the profession considering client rights and Provide holistic nursing care and safety and addresses the needs of individuals, families and communities.
7. Demonstrate the role of nurse as an advocate, manager, leader, teacher, coordinator and researcher in the delivery of quality, comprehensive nursing care within a diverse and multicultural society.
8. Practice the importance of responsibility and accountability for nursing decisions, legal and ethical nursing actions, continued professional and personal growth and lifelong learning.
9. Practice leadership/management strategies to affect change for the improvement of nursing care in structured and other settings and mobilize all



10. Utilizing community health care resources toward health teaching and continuum of care.
11. Utilizing clinical evidences to provide safe and holistic patient care and apply research methods related to area of practice that enable and use the best evidences.

6-Mission of Bachelor's degree program in Nursing Sciences

The program aims to graduate a distinguished nurse who is able to compete in the labor market and is qualified with nursing competencies that help him provide comprehensive nursing care that meets the needs of the individual and society through scientific research, evidence-based practices, and the application of modern technological and scientific methods that develop thought and creativity to achieve sustainable development goals within a framework of Ethical values and quality standards.

7- curriculum structure and content

7.1 Program duration (years):

(8 semesters) each semester at least 15 – 16 weeks + obligatory preregistration training year (Internship program 12 months). The College Council can approve opening the summer semester lasting 6-8 weeks to register 7 credit hours of study with a maximum of 9 credit hours for graduation reasons, not including nursing courses.



7.2 Program structure: to obtain Bachelor's degree in Nursing Sciences, the student must pass all courses with a minimum of **136** credit hours and a maximum of **150** credit hours.

Courses Requirements	Credit hours	Percentage of program Courses	Obligatory/ elective
University Requirements	8 hrs. for all semesters	5.5%	Obligatory and elective
Faculty Requirements	30 hrs. from total program hours	20.8%	Obligatory and elective
Specialization Requirements	106 hrs. from total program hours divided as following	73.6%	
	88hrs		Obligatory
	12 hrs.		Supportive
	6hrs.		elective

Ratio of credit hours for nursing courses to other courses

- Nursing courses $\xrightarrow{\text{Represent}}$ 75.8% of program teaching plan
- Supportive and medical courses $\xrightarrow{\text{Represent}}$ 24.2% of program teaching plan

N.B 1/ Total faculty and specialization credit hours 144hrs.

N.B2/ The College may add 1:6 credit hours to distinction or meet the needs of the surrounding community, which gives it difference and distinction



Coding system of Nursing program

Department	Coding system	No.of unit / specialization
Basic compulsory nursing courses	NUR	1
Basic compulsory medical courses	MED	2
Supportive courses	SUP	3
Clinical courses	CLN	4
Elective courses	ELC	5
Medical surgical Nursing	MSN	1
Critical Care & Emergency Nursing	CEN	2
Maternal & New born Health Nursing	MNH	3
Pediatric Nursing	PEN	4
Psychiatric & Mental Health Nursing	PMN	5
Community Health Nursing	CHN	6
Nursing Administration	NAD	7
Nursing Education	NED	8
Geriatric Health Nursing	GHN	9

Each course is assigned a code consisting of the department code in addition to the code number as follows:

Course sequence in the department	No. of specialization	Course unit number	Academic level
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7.3 Credit hours

- 136 credit hrs. with maximum 150 credit hrs. .
- The student moves up successfully from the first level to the second level if he successfully passes 36 credit hours of study.
- The student moves up successfully from the second level to the third level if



passes 68 credit hours of study.

- The student moves up successfully from the third level to the fourth level if successfully passes 104 credit hours of study.
- The total hours of courses according to the college's unified regulations are 144 credit hours.

7.4 program courses :

The faculty issued study plans that; courses were distributed over 4 levels over 8 regular semesters. The following table illustrate the hours and types of courses distributions

1- program level and courses credit hours distribution

Level	Semester	Lectures	practical	laboratory	Electives
Level1	1	12	3	2	-
	2	11	3	1	2
Level2	3	12	4	1	-
	4	10	7	-	-
Level3	5	12	4	1	-
	6	11	4	-	2
Level 4	7	10	6	20	-
	8	11	3	18	2
Internship year	12 months compulsory				

2- Distribution of the program courses regarding its grades

Courses	Final grade written	Semester tasks /works grade
Theoretical nursing courses	60%	40%
Practical nursing courses	20% clinical exam (at the end of semester)	80% Laboratory training , clinical and field area training - research and reports - educational activities for the course
Non – nursing courses	80%	20%



Specialization Compulsory courses requirement	متطلبات التخصص الاجبارية
<ol style="list-style-type: none">1. Fundamental Nursing2. Adult Nursing3. Integrated and comprehensive nursing care4. Health evaluation5. Obstetric and gynecology nursing6. Critical and Emergency nursing7. Pediatric nursing8. Psychiatric and mental health nursing9. Geriatric nursing10. Community health nursing11. Administration nursing12. Common health administration13. Evidence based practices nursing14. Informatics and technology of nursing learning15. Nursing Ethics and legislation16. Nursing scientific research17. Safe and quality of Health care18. Communication skills in nursing	<ol style="list-style-type: none">١- اساسيات التمريض٢- تمريض البالغين٣- تمريض الرعاية الشاملة والمتداخلة٤- التقييم الصحى٥- تمريض النساء والتوليد٦- تمريض الطوارئ والحالات الحرجة٧- تمريض الاطفال٨- تمريض الصحة العقلية والنفسية٩- تمريض المسنين١٠- تمريض صحة المجتمع١١- تمريض الادارة١٢- ادارة الصحة العامة١٣- الممارسات القائمة على الدليل فى التمريض١٤- المعلوماتية وتكنولوجيا التعليم فى التمريض١٥- اخلاقيات المهنة والتشريعات١٦- البحث العلمى فى التمريض١٧- الامان والجودة فى الرعاية الصحية١٨- مهارات التواصل فى التمريض
Specialization supportive courses requirement	متطلبات التخصص المسانده
<ol style="list-style-type: none">19. Principles of Biostatistics20. English language21. Health education22. Teaching skills and strategies23. Graduation project	<ol style="list-style-type: none">١٩- مبادئ الاحصاء الحيوى٢٠- لغة انجليزية٢١- التثقيف الصحى٢٢- مهارات واستراتيجيات التدريس٢٣- مشروع التخرج
Specialization elective courses requirement	متطلبات التخصص الاختيارية
Group of courses determined by the faculty according need of community	مجموعة من المقررات يتم تحديدها بواسطة الكلية طبقا لاحتياجات المجتمع المحيط

3-Distribution of the program courses regarding types

7.5curriculum contents:

Courses description and specification are available at both scientific departments and quality assurance unit (pag).



8- Teaching and learning methods:

1	Developed Lecture	المحاضرات المطورة
2	Practical works and skills	التدريبات العملية والمهارية
3	Collaborative - learning	التعليم التعاوني
4	Self - learning	التعليم الذاتي
5	Simulation based -learning	التعليم المعتمد على المحاكاة
6	Problem solving based- learning	التعليم المعتمد على حل المشكلات
7	Case study	دراسة الحالة
8	Presentation	العروض التقديمية
9	Actual and real field learning	التعليم الواقعي في أماكن التدريب
10	Computer and new technology based - learning	التعليم المعتمد على الكمبيوتر والتكنولوجيا الحديثة

9- methods of assessments

- Each course is assigned a total of 100 points
- Methods of assessments include written, oral and practical examination. Course assignments, presentations and research papers are also taken into consideration.
- Midterm exam is held by the end of the 6th – 9th week of the semester
- Practical exams are held by the end of the 12th -14th week and can be modified according to the academic plan of the higher education ministry.
- Final written and oral exams are started from 15th week of the semester and can be modified according to the academic plan of the higher education ministry.
- Courses with practical sessions represent **25.3%** of the total number of courses.
- Performance of a student is measured by the **Grade Point Average (GPA)** value he/she scores in an individual course .
- Student assessment methods help to evaluate the k-elements of each course.

10-Programme Admission Requirements

1st : Student with Egyptian General Secondary Education

- The Faculty complies with the admission regulations and requirements of the Egyptian Supreme Council of Universities (SCU).



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- Nominated students must hold the Egyptian General Secondary Education Certificate (GSEC) (Science Section), or an equivalent certificate accepted by the SCU.
 - Foreign students are nominated for admission to the faculty according to the general regulations of the Ministry of Higher Education (MOHE).
 - English must be one of the languages studied
 - Full-time study is required by all students.
 - Passing the medical examination

2nd :Students with technical institute of nursing Deplom

- Must not have spent 6 months training (internship of institute) or been assigned to work by the ministry of health.
- Providing evidence of good conduct and behavior
- Students with technical institute of nursing and technical health institute (Nursing Branch) accepted according to the previous requirement and according to the ratio that determined by the faculty (about 10 % of total students in the second level)

11-Regulations for progression and program completion

- The Faculty adopts the Credit Hour System in this program.
- Student registers the courses in each semester with the guidance of his/her academic advisor, taking into consideration the prerequisite of each course.
- Student is allowed to register a total of 18 - 20 credit hours in each semester; while the academic load during summer semester is maximum 9 credit hours and in graduating conditions the academic load can be 12 credit hours .
- The minimum registration for each level is 12 credit hour except the last level while the maximum registration is 20 credit hour except for graduation requirement , the student may increase up to 3 credit hours
- Students must attend not less than 75 % of the lectures for each curriculum, They would not be able to attend the final exam and complete the course.
- Progression into a higher level requires the following :



Student moves from /The first level → the second level if he successfully passes

No less that 36 credit hour

The second level → the third level if he successfully passes

No less that 68 credit hour

The third level → the fourth level if he successfully passes

No less that 104 credit hour

- Completion of the program to obtaining a bachelor's degree of nursing sciences based on competence and work with credit hours system requires that the student must successfully achieve 144 credit hours, in addition to successfully pass the training year (internship year) 12credit hours / week for full 12 months excluding the sick leave.
- Minimum GPA of 2 point is a must for successful for any academic level.

12 Evaluation of Program Learning Outcomes

- Annual review of the program report
- Feedback stakeholders
- Feedback participant in teaching stuff from other faculties
- Feedback students and graduates
- Reports of reviews of internal and external evaluators
- Reports of annual review boards and committees

Program coordinator:



NURSING SCIENCE PROGRAM

COURSES SPECIFICATIONS

Medical surgical Nursing (1): MSN 1113

This course aims to provide students with required Knowledge and skills of nursing process and fundamental nursing skills and procedures as well as principles of patient safety through laboratory training.

Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2016). Fundamentals of nursing (9th ed.). Mosby. تمريرض باطنى جراحى عملى 1

Medical surgical Nursing(1) (clinical) : MSN 1414

This course aims to provide students with required skills of nursing process and fundamental nursing skills and procedures according to best evidencebased practice as well as the national approved standards and guidelines of infection

/ January 2, (2018). Fundamentals of Nursing: Books Brittney Wilson, BSN, RN and Resources. تمريرض باطنى جراحى 2

Medical surgical Nursing (2): MSN 1115

This course aims to provide students with required Knowledge and skills for application of fundamental nursing skills at inpatients medical- surgical departments

Potter, P. A., Perry, A.G., Stockert, P.A. & Hall, A.M. (2017). Fundamentals of nursing (9th ed.). St. Louis: Mosby/Elsevier

Crisp, J., Douglas, C., & Rebeiro, G., Waters, D. (Eds.). (2017). Potter & Perry's fundamentals of nursing (5th ed.). Elsevier. تمريرض باطنى جراحى ٢ عملى

Medical surgical Nursing (2) (clinical): MSN 2416

This course aims to provide students with required skills for application of fundamental nursing skills at inpatients medical- surgical departments and help them to perform drug administration procedures according to best evidence – based practice in both simulated and real practice.

/ January 2, (2018). Fundamentals of Nursing: Books Brittney Wilson, BSN, RN and Resources الرعاية التمريضية الشاملة والمتداخلة

Holistic and integrative nursing healthcare: MSN 1111



It is approach that cares for the whole patient and all his or her needs, not just the medical and physical ones and using the services of many professionals working Together.

Gersch., (2017). Medical-surgical nursing made incredibly easy, 4e (pb).

الصحي التقييم

Health Assessment in Nursing : MSN 11114

This course aims to provide students with knowledge and skills that are required in performing comprehensive health assessment of individuals In addition, the course enables students to be competent in history and clinical examination of all body system.

Kaakinen, J., Coehlo, D., Steele, R., Tabacco, A. & Harmon-Hanson, S. (2015).

Family health care nursing: Theory, practice and research, (5th ed.).

Philadelphia: F.A. Davi.Sr. Nancy., (2018). Principles & practice of nursing. N.r publishing house. تمريض النساء والتوليد

Maternal and Gynecological Nursing (theory): MNH 3131

This course aims to provide students with knowledge skills and attitudes that are required in providing nursing interventions for women throughout their life cycle, at obstetrics and gynecology inpatient departments including intensive care units.

Lily podder., (2019). Fundamentals of midwifery and obstetrical nursing. Elsevier.

Susan ricci., (2017). Essentials of maternity, newborn, and women's health nursing, 4e (hb). Lippincott. تمريض النساء والتوليد (عملي

Maternal and gynecological nursing (clinical): MNH 3432

This course aims to provide students with skills and attitudes that are required in providing nursing interventions for women throughout their life cycle, at obstetrics and gynecology inpatient departments including intensive care units and enable them to perform obstetric technical procedures according to best evidence-based practice.

Hiralal konar., (2017). D c dutta's textbook of obstetrics. Jaypee brother's medical publishers. Anamma jacob 2., (2018). A comprehensive textbook of midwifery & gynecological nursing. Jaypee brother's medical publishers. تمريض الحالات الحرجة والطوارئ



Critical Care and emergency Nursing: MSN 2119

This course aims to provide students with knowledge skills and necessary to provide comprehensive nursing intervention making-decision for patients with critical health conditions in intensive care units As Well It aims to develop the skills to deal with the hardware and technology that are utilized at intensive care units.

Shuva das gupta., (2017). Nursing interventions for the critically ill. Jaypee publications. (عملي) تريض الحالات الحرجة والطوارئ

Critical Care and emergency nursing (clinical): MSN 24110

This course aims to provide students with skills that are required in providing comprehensive emergency nursing interventions for patients in emergency by using basic principles of emergency care and triage at emergency care units and enable them to perform complete general and specific physical examination of critically ill patients (physical , psychosocial and spiritual)

*Prakash s shastri., (2017). Icu mannual for nurses. Jaypee publications.**Booker., (2015). Critical care nursing: monitoring and treatment for advance nursing practice (pb). John willey Blackwell , Marin h kollef., (2018). The washington mannual of critical care. critical care Wolters Kluwer.* تريض الأطفال

Pediatric Nursing: PEN 3141

This course aims to provide students with knowledge skills and attitudes of that are required in providing competent nursing interventions for pediatric patients with acute and chronic disease in different childhood stages at pediatrics inpatients departments including the high – risk neonates and intensive care units.

Judi, A. (2016). Wong's essentials of pediatric nursing (1st south Asia edition). Elsevier publishing all imprints Wong, (2017). Whaley & wong's essentials of pediatric nursing (whaley & wong's essentials of pediatric nursing, 5th ed). Elsevier publishing all imprints. Parul dutta., (2018). Pediatric nursing. Jaypee brothers medical publishers. (عملي) تريض الأطفال

Pediatric Nursing (clinical): PEN 3442

This course aims to provide students with skills and attitudes of that are required in providing competent nursing interventions for pediatric patients with acute and chronic disease in different childhood stages at pediatrics inpatients departments including the high – risk neonates and intensive care units In addition to, enable the



students to assess growth and development of different stages of children.

Haley, C. (Ed.). (2016). Pillitteri's child and family health nursing in Australia and New Zealand (2nd ed.). Lippincott Williams & Wilkins. O.p ghai., (2019). Essential pediatrics. Cbs. Meharban singh., (2020). Pediatric clinical methods. Cbs.) تمريرص صة نفسية وعقلية (نظري)

Psychiatric and Mental Health Nursing: PMN 4151

This course aims to provide students with the basic concepts, principles and skills needed to promote mental health through the life stages as well as to care for the mentally ill individuals. In addition to studying of mental, emotional, and behavioral manifestations, as well as applying nursing processes that help in the providing nursing intervention to improve the mental health of patients in places of psychiatric services.

Edward, K., Munro, I., Welch, A., & Robins, A. (Eds.). (2018). Mental health nursing: Dimensions of praxis (3rd ed.). Oxford University Press.

Psychiatric and Mental Health Nursing (clinical): PMN 4452

This course aims to provide students with the skills needed to promote mental health through the life stages as well as to care for the mentally ill individuals. In addition to Managing safety and comfort principles and psychomotor skill competencies. *Evans, K. Nizette, D. & O'Brian, A. (2019) Psychiatric and mental health nursing (4th ed.). Elsevier. Sreevani, R., (2018). A guide to mental health & psychiatric nursing. Jaypee brothers publications.*



Gerontological Nursing: CHN 4153

This course aims to provide students with Knowledge and basic skills that are required to identify the social, Psychological, and physical problems of elderly and the application of the nursing process to care for them in community, as well as in their own institutions with a focus on mental health for the elderly

Touhy, T.A. & Jett, K. F. (2014). Eberdole & Hess' gerontological nursing & healthy aging (5th ed). St. Louis, MO: Mosby Elsevie.

Gerontological Nursing (clinical): CHN 4454

This course aims to provide students with Knowledge and basic skills that are required to identify the social, Psychological, and physical problems of elderly and the application of the nursing process to care for them in community, as well as in their own institutions with a focus on mental health for the elderly patients.

Mauk, K. L. (2014). Gerontological Nursing competencies for care (3rd ed). Burlington, MA: Joses & Barelett Learning

Community Health Nursing: CHN 4161

This course aims to provide students with knowledge and skills that are required to provide preventive curative and rehabilitative nursing interventions for individuals, groups and community, by using the skills of nursing and of public health science.

Clendon, J., & Munns, A. (2019). Community health and wellness: Principles of primary health care (6th ed.). Elsevier

Community Health Nursing (clinical): CHN 4462

This course aims to provide students with skills that are required to provide preventive curative and rehabilitative nursing interventions for individuals, groups and community, by using the skills of nursing and of public health science. In addition to using assessment techniques to identify health needs and problems of individuals, and community and Implementing health education program.

Bijayalaskhmi dash., (2017). A comprehensive textbook of community health nursing. Jaypee publications. S kamalam., (2016). Essentials of community health nursing practices. Jaypee publications. Shincy George., (2018). A comprehensive procedure manual of community health nursing. Emmess medical publishers.



Nursing Administration: NAD 4171

This course aims to provide students with knowledge and skills of basic administrative concepts and approaches that are required for application in nursing administration.

Manisha saxena., (2015). Hospital management, vol. 1. Cbs publisher. Marquis, B.L.. & Huston, C. J. (2017). Leadership Roles and Management Functions in Nursing. (9th ed.). Philadelphia, PA: Wolters Kluwer إدارة التمريض عملي

Nursing Administration (clinical): NAD 4472

This course aims to provide students with skills of basic administrative concepts and approaches that are required for application in nursing administration and implementing different types of records and reports accurately and completely.

Julia, B, George., (2019). Nursing theories: the base for professioanl nursing practice. Pearson. Dharitri swain., (2017). Nursing administration and mangemnet for nurses. Cbs. إدارة التمريض عملي

Management of public health: NAD 4173

public health that This course will help students to know the bases and principles of meanings used in public include: the definitions of common terminologies and community health needs within the health practice; anticipating and responding to according to the policies, Apply basic public primary health care (PHC) setting health sciences to the development and improvement of public health programs for the prevention of disease and the promotion of public health and well-being.

S. K park., (2019). Parks text book of preventive and social medicine. Banarsidas bhanot publishers. Mary, A. Nies phd, RN. Faan, Faahb, Melanie, Mcewen., (2018). Community/public health nursing: promoting the health of populations. Elsevier.

ادارة الصحة العامة

Evidence-Based Practices in Nursing: PEN 3143

This course aims to train students on how decision-making in nursing intervention based on scientifically recognized and published evidence

Ackley, B.J. & Ladwig, G.B. (2017). Nursing Diagnosis Handbook: An evidenced based guideline to planning care (11th ed.). St. Louis: Mosby. Ackley, B.J. & Ladwig, G.B. (2017). Nursing Diagnosis Handbook: An evidenced based guideline to planning care (11th ed.). St. Louis: Mosb مهارات التمريض القائمة على الدليل



Informatics and educational technology in nursing: NAD 3175

It is a field of nursing that incorporates nursing, computer, and information sciences to maintain and develop medical data and systems to support the practice of nursing, and to improve patient care outcomes. Technologies that have evolved due to health care/nursing informatics include: Computerized provider order entry (CPOE), it will provide graduate students the opportunity to design, appraise and modify data sets using data mining software.

Elakkuvana, Bhaskara, Raj. D, Anbu, T., (2014). Nursing informatics. Jaypee publications. Denise f. Polit, cheryl tatano beck., (2018). Essentials of nursing research appraising evidence for nursing practice. Wolters Kluwer.

Professional Ethics and Legislation: MSN 1112

This course aims to provide students with required ethical and legal dimensions skills of nursing profession. Laws and ethical principles that guide professional nursing practice in the current health care delivery system, is emphasized.

Robert L. Brawley., (2015). The Oxford Encyclopedia of the Bible and Ethics, Oxford University Press.

Nursing research: PMN 3354

This course aims at providing students with opportunities to acquire knowledge that promote development of nursing research consumer. The course focuses on the integration of theory, practice and research. This course will provide students chances to become familiar with the various methods of scientific inquiry including both qualitative and quantitative data. The component of research process will be presented, explored, and applied.

Rajesh kumar., (2019). Nursing research and statistics. Jaypee publication.

أساسيات الجودة والأمان في الرعاية الصحية

Principles of quality and safety in health care: NAD 1174

With the rapid expansion of knowledge and technology and a health care system that performs far below acceptable levels for ensuring patient safety and needs, frontline health care professionals must understand the basics of quality improvement methodologies and terminology. The aim of this course is to provide clinicians with sufficient information to understand the fundamentals of quality improvement such as, key quality improvement concepts and methodologies, including plan-do-



studyact-six-sigma , and lean strategies , provide a starting for improvement projects and stimulate further inquiry into the quality improvement methodologies currently being used in health care.

Meleis., (2018). Theoretical nursing: development & progress, 6e (hb). Lippincott.

Suresh sharma., (2018). Nursing research & statistics. Elsevier.

Communication skills in nursing : MSN 21113

This course aims at introducing students to theories and models of communication skills which enhance nurse-client interaction, and help students monitor themselves during interactions in a therapeutic relationship. This course also strengthen, students' understanding of self, self-motivation, self–awareness, and develops creative abilities for goal setting, problems-solving, and critical thinking.

L.gopichandran, C . Kanniamm., (2017). Essential of communication and educational technology. Cbs.



Medical courses



Physiology: MSN 12124 physiological functions This course aims at providing students with knowledge on the of the human body also, it illustrates relationship between the various organs of the body. علم وظائف الاعضاء (فسيولوجي)

., (2018). *Kim E. Barrett; Susan M. Barman; Scott Boitano; Jane F. Reckelhoff Ganong's Physiology Examination and Board Review.*

Anatomy: MSN 12123

This course aims to introduce students to the various organs and parts of the human body. علم التشريح

David, A. Morton; K. Bo, Foreman; Kurt, H. Albertine., (2018). Gross Anatomy, Medical Course & Step 1 Review, Second Edition

Biochemistry and Nutrition: MSN 12122

This course aims to provide students with knowledge on the biochemical basis of carbohydrates, fats, proteins and vitamins. The course highlighted is the role of vitamins, hormones and enzymes on the vital functions of the human body.

كيمياء حيوية وتغذية

Roger L. Lundblad., (2018). Handbook of Biochemistry and Molecular Biology.
Fiona MacDonald Carolyn D., (2014). Handbook of Nutrition and Food, Third Edition. Berdanier.

Epidemiology : CHN 4267

This course aims to provide students with knowledge of the general foundations of epidemiology, communicable and non-communicable diseases. This course focuses on significance diseases and health problems that are influencing health of individuals and communities. وبائيات

(2015). *Epidemiology and Public Health; a Text and Victor Clarence Vaughan Reference Book for Physicians, Medical Students and Health Workers .. Volume . Hardcover .*

Microbiology and infection control: MSN 12120

This course aims to provide students with knowledge on the basics of medical microbiology and Immunology and influences from the clinical point of view,



including the characteristic of micro-organisms and their relationship to human health
The course also to get to know on the basis of acquiring infection and principles of infection control. ميكروبيولوجي ومكافحة العدوى.

Mandell GL, Bennett JE, Dolin R., (2010). Principles and Practice of Infectious Diseases, 7th ed. New York: Churchill Livingstone. Miller; Riedel; Morse., (2019). Jawetz Melnick & Adelbergs Medical Microbiology 28e. Mietzner

Pharmacology: MSN 12119

This course aims to provide students with basic knowledge of different types and categories of pharmaceutical products and its various different forms as well as of medication administration This course focuses on the effects of pharmaceutical drugs on the various organs of the body and uses each of them in the treatment of various diseases and the drug interactions in addition to the factors that impact on the effectiveness of medicines The course provides knowledge in relation to legal aspects in the definition of drug delivery and the role of the nurse in dealing with

Pharmaceuticals. علم الأدوية.

Bryant, B.J., & Knights, K. M. (2019). Pharmacology for health professionals (5th ANZ ed.). Mosby Elsevie. Wilson, B.A., Shannon, M.T. & Shields, K.M. (2017). Pearson nurse's drug guide 2014. Upper Saddle River, New Jersey: Pearson Prentice Hall

Pathology: MSN 22118

This course provide student with an introduction to the basic concepts of pathology in terms of phenomena that produce alteration in human physiologic function and the resulting human response Upon completion of the course students will understand pathological changes including how pathological processes are manifested progress in the body and primary and secondary effects In addition it aims to provide students with knowledge about the characteristics and skills of obtaining different types of specimens for different laboratory test as well as the skills to interpret the results of laboratory tests (أساسيات علم الأمراض (باثولوجي))

APA Citation. Kumar, V., Abbas, A. K., Aster, J. C., & Perkins, J. A. (2018). Robbins basic pathology (Tenth edition.). Philadelphia: Elsevier.



General Medicine: MSN 22116

This course aims to provide students with basic knowledge about the manifestation and treatment of the most common acute and chronic diseases. keeping In addition to application of knowledge regarding improving health, healthy, early diagnosis of illnesses, care and rehabilitation, for the patient and family. باطنة عامة

J. Larry Jameson., (2018). Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition.

General Surgery: MSN 22115

This course aims to provide students with basic knowledge about general principles of surgery and body response to trauma, surgical metabolism, stock, postoperative complications, principles of management of the patient with multiple injuries, wound healing and the inflammatory response. جراحة عامة

Yuri W. Novitsky.,(2021). Atlas of Robotic General Surgery. Elsevier Health Sciences

Critical care and Emergency Medicine :MSN 22121

This course aims to provide students with the basic knowledge and skills that are required assessing patients with emergent immediately life threatening conditions through primary and secondary survey demonstrating advance skills \competence in managing critically ill patients including Advance Cardiac Life Support and implementing the American Heart Association guidelines of basic and advanced life support measures in emergency situations طب الحالات الحرجة والطوارئ

Courtney M, Velasco, Jose M., (2021). Sabiston Textbook of Surgery· Essential Surgical Procedures . Townsend.

Gynecology and Maternal Medicine : MNH 3233

The course is designed to help students to integrates knowledge from the accompanying maternal health theory course as well as provide nursing care of the woman during normal and abnormal aspects of the maternity cycle and apply the nursing process to plan and implement the quality care for woman during their reproductive utilizing cycle and problem solving techniques to manage physical emotional social and ethical problem in the areas of reproductive health safe – motherhood طب النساء والتوليد



., (2020). *Comprehensive Handbook Obstetrics and Gynecology, 3rd Thomas Zheng Edition*

Pediatric Medicine: PEN 3244

This course aims to provide students with the necessary knowledge on clinical examination of children from birth through adolescence stage and the most common diseases of childhood period and its diagnostic and treatment measures. طب الأطفال .,

(2020). *Zero to Finals Pediatrics. Independently published Thomas Watchman*

Pediatric Surgery: PEN 3245

This course aims to provide students with basic knowledge surgical intervention for children from birth through adolescence stage including birth defects in newborn جراحة الأطفال *Holcomb and Ashcraft., (2020). Pediatric Surgery. Elsevier*

Psychiatric Medicine: PMN 4253

This course aims to provide students with the required skills to identify types and manifestations of mental illness and pathological changes associated with mental illness also enable students to discuss the various types of treatment in the field of mental illness. الطب النفسى

Healy, D. (2016). Psychiatric drugs explained (6th ed.). Churchill Livingstone Elsevier. Muir-Cochrane, E., Barkway, P., & Nizette, N. (2018). Mosby's pocketbook of mental health. Elsevier Donald W. Black; Nancy C., (2021). Introductory Textbook of Psychiatry, ed.7.

Geriatric Medicine: CHN 4256

This course aims to the most common diseases prevalent and different treatment approaches as well the most commonly used medication ad their effects. طب

المسنين (2022). Oxford Textbook of Geriatric Medicine 3rd Edition Jean-Pierre Michel

Applied nutrition : MSN 22117

This course introduces students to the fundamental concepts of nutritional therapy and emphasizes application of interventions in patient care. Health promotion through nutrition intervention is examined, and aimed to develop practical skills on planning and preparing diet to fulfill all the nutritional needs of the individuals with menus, different physiological and nutritional status in health and disease . التغذية التطبيقية

Mona Hegazy, MB Bch, M SC,. Fardous Soliman, MB Bch, M SC,.Abdou Mahmoud, (2019). Nutrition and Food Science . Second ed.

supportive courses

Health Education: CHN 1365

This course aims to provide students with knowledge and skills that are required in application of learning process by determination of learning needs, developing and implementing educational programs in continues educational programs in different nursing specialties, as well as evaluation of educational program outcomes and establishing of improvement plans. In addition, the course acquires skills of planning and establishing of health education programs. **التثقيف الصحى**

Ratna prakash., (2018). Tect book of nursing education. Cbs.

Educational Skills and Strategies: MNH 3335

This course is aiming to provide nursing students with the basic concepts and theories of teaching process. The courses emphasize the learning principles and evaluate different teaching methods. It also focus on develop educational unit using appropriate objectives, method, audiovisual aids, and evaluation to provide effective health teaching to individuals and groups. **مهارات استراتيجيات التعليم**
D, Elakkuvana, Bhaskara., (2018). Nursing education made easy. Jaypee publications.

Principles of Biostatistics: PEN 3346

This course aims to provide students with skills necessary for applications of statistical methods in the field of health studies and services by utilizing a statistical software package (SPSS) as a tool to facilitate the processing, editing, storing, displaying, analysis and interpretation of health research related data.

*Andy field., (2019). Discovering statistics using ibm spss. Sage. **الإحصاء مبادئ الحيوى***

English Language (1): MSN 13125

This course aims to provide students with language skills of using the basic medical terminology as well as it focuses on the development of reading skills that help students in reviewing scientific literatures and rating nursing reports

*Mufwene, Salikoko S. 2001. The ecology of language evolution. Cambridge: Cambridge University Press **لغة انجليزية 1***

English Language (2): MSN 23126

This course aims to provide students with the necessary language skills to the development of conversational and writing communication skills in English language. **لغة انجليزية ٢**

Mufwene, Salikoko S., (2002). Colonization, globalization, and the future of languages in the twenty-first century.

English Language (3): MNH 3335

This course aims to provide students with the necessary language skills to the development of conversational and writing communication skills in English language
لغة انجليزية ٣

Mufwene, Salikoko S., (2002). Colonization, globalization, and the future of languages in the twenty-first century.

English Language (4): PMN 4325

This course aims to provide students with the necessary language skills to the development of conversational and writing communication skills in English language.
لغة انجليزية ٤

Mufwene, Salikoko S., (2002). Colonization, globalization, and the future of languages in the twenty-first century

Graduation Project: NAD 4376

It is formal assignment chosen by a student or small group of students on a topic related to the curriculum and involves out-of-class research and development. The graduation project is the last step in preparing the student for professional practice after graduation and therefore is considered an opportunity to apply and demonstrate the students accumulation of knowledge, skills and experiences throughout their undergraduate education at MUFN. All the students education including lectures, tutorials, discussion groups, labs, seminars, field trips, and industrial training should be reflected in the graduation projects. It requires continuous work and commitment to achieve the required goals. مشروع التخرج

ثانيًا: متطلبات الكلية من المقررات الاختيارية

إسعافات أولية

First Aids: FEC 1001 basic skills This course aims to provide nursing students with knowledge and required for management of pre-hospital emergencies as well as providing emergency nursing care using triage in emergency departments. The course also helps students to understand the nature of emergency nursing and identify the role of the nurse in meeting the complex needs of different emergency conditions.

., (2017). *a Manual of Instruction for Ambulance Students, and a George Black Plain Practical Guide to the Accident or Sudden Illness.*

الصحة والسلامة المهنية في التمريض

Occupational health and safety in nursing: FEC 1002

The course Will help students to understand the occupational hazards and heals problems related to mechanical, natural, chemical and biological hazards and its effect on health, as well the preventive and curative measures for occupational hazards, prevention of occupational accidents and injuries and safety procedures, health and technical standards for the hospital environment, safety procedures and global precautions for health care providers.

, Susanna Everton., (2018). *Contemporary Occupational Health Greta Thornbory Nursing. A Guide for Practitioners, 2nd ed.* Routledge.

مصطلحات طبية

Medical terminology: FEC 1005

This course includes teaching the basics of medical terminology and its historical sources, Knowing the main parts that are used in building a medical term and the most important rules of composition, in addition to medical and nursing terms, Which include: the ability to define and use common medical abbreviations, identify the roots of terms related to the human body, The most important prefixes and suffixes that are used in medical terminology, in addition to medical terminology, in addition to medical terms related to the various organs of the body .

., (2020). *MEDICAL TERMINOLOGY: A Quick & Easy Medical Resources Team. Reference Book – Basics of Terminology, Anatomy, and Abbreviations Paperback. Merriam-Webster Hardcover.*

التمريض التأهيلي

Rehabilitation nursing: FEC 1007

This course aims to teach students how to prevent illness, promote overall wellness, manage illness and disabilities and minimize physical much as possible. handicaps as

Matzo, M. L., & Sherman, D.W. (2015). Palliative care nursing: Quality care to the end of life (4th ed.). Washington, DC: Matzo, M. L., & Sherman, D.W. (2014). Palliative care nursing: Quality care to the end of life (4th ed.). New York, NY: Springer Publishing Company, LLC.

إدارة الأزمات

Crisis management: FEC 1004

This model is intended for the student with the theoretical concepts and principles of this science, programming planning, its methodologies, and strategies for dealing with it, as well as knowing what to do in managing, as well as, developing skills with analysis and practical interpretation in the topics of study.

Diermeier, Daniel (2004). Strategic Crisis Management."

<http://transportation.northwestern.edu/docs/0000/CrisisMgmt>

Maher, Ahmad (2011). Crisis management. University House, Alexandria, Egypt

تمريض الأورام

Oncology Nursing: FEC 1003

This course provide students with knowledge about clinical management, techniques and strategies for staging interventions for families and groups in this oncology course and teaching them to provide support to critically ill cancer patients and their families.

Susan newton, margie hickey, jeannine brant., (2016). Mosbys oncology nursing advisor – a comprehensive guide to clinical practice. Elsevier. Jeannine m. Brant., (2019). Core curriculum for oncology nursing. Saunders.

الصحة المهنية

Occupational Health: FEC 1006

The course covers 3 clusters:

- Introduction to Occupational Health Nursing – (safety and risk management and the role of the Occupational Health Nurse)
- Workplace Incident Response and Injury Management
- Health Monitoring and Surveillance (worker and environmental health monitoring, surveillance and health promotion).

, James Stewart, Robert Herrick., (2019). Information resources Ralph Stuart for occupational safety and health professionals. Mansdorf.

الإدارة وضمان الجودة

Management and quality assurance: FEC 1008

By the end of the course, the student acquires Knowledge about the role of the nurse in influencing and improving the health care system and practices, and emphasizing the relevance of the nursing profession within the organizational structure inside health institutions. Students will also be introduced to the theories, concepts, principles, and core management and leadership competencies needed to enhance a patient-centered nursing care environment, such as effective communication, dealing with conflict, delegating successfully, building teams, motivating employees, controlling human resources, improving quality, and dealing with stress. And driving change.

Joseph A. De Feo., (2016). Juran's Quality Handbook, Seventh Edition

النمو والتطور لمراحل الحياة

Growth and development throughout lifespan: FEC 1009

The course will help students to demonstrate an understanding of human growth and development and explores the different stages of human life- Prenatal, Infancy, childhood, Adulthood-Adolescence, Adulthood- and the physical, cognitive, psychological and social changes occurring in individuals since birth till death .

(2018). Growth and Development through the lifespan, 7th ed. Berk, Laura E., Hoboken, NJ : Pearson Education, Inc.