

جامعة أم القرى

كلية التمريض

الماجستير في إدارة التمريض

- f) Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.
- g) Integrative assess, diagnose, plan, implement, and evaluate cost-effective healthcare strategies that reduce health disparities by patient/population advocacy for access to specialist nursing care.
- h) Demonstrate the ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.
- i) Evaluate health needs of diverse populations for necessary teaching/coaching functions based on specialist nursing knowledge to restore/promote health and prevent illness/injury.
- j) Exhibit ongoing commitment to professional development and value of nursing theories/ethical principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with ethically responsible, legally accountable, specialist nursing practice.
- k) Implement specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations.

4/1/2 Curriculum Study Plan Table

<u>Level 1</u>	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours
<u>Level 1</u>	ANUR5603611-3	1. Advanced Nursing Research.	Required	No pre-requisite courses	3hrs
	ANUR5063612-3	2. Biostatistics for Advanced Nursing Practice.	Required	BSN Statistics.	3hrs
	ANUR5603613-3	3. Evidence-Based in Advanced Nursing Practice.	Required	<ul style="list-style-type: none"> • Evidence- based Nursing Practice • Research Methodology • Nursing Ethics 	3hrs
	ANUR5603614-3	4. Theoretical Foundations of Nursing Practice.	Required	BSN Fundamentals of Nursing <ul style="list-style-type: none"> • BSN Nursing Theory • 	3hrs

	ANUR5603621-3	1.Philosophical and Theoretical Basis for Nursing Leadership and Management.	Required	<ul style="list-style-type: none"> Evidence- based Practice for Nursing Research Methodology Ethics for Nursing 	3hrs
	ANUR5603622-3	2. Financial Management in Health Care.	Required	The student must be admitted to the nursing college at Umm Al-Qura University in the Master of Nursing program (Nursing Administration Track).	3hrs
	ANUR5603623-3	3. Human Resources in Health Care Organization.	Required	The student must be admitted to the nursing college at Umm Al-Qura University in the Master of Nursing program (Nursing Administration Track).	3hrs
	ANUR5603623-3	4.Quality Management in Nursing Administration.	Required	<ul style="list-style-type: none"> BSN Fundamentals of Nursing BSN Biostatistics BSN Nursing Management 	3hrs
Level 3	ANUR5603635-3	1. Professional Training and Development.	Required	BSN Leadership & Management BSN Statistic	3hrs
	ANUR5603632-3	2. Organizational Leadership and Change Management	Required	<ul style="list-style-type: none"> Advanced Nursing Research Biostatistics for Advanced Nursing Practice Evidence-Based in Advanced Nursing Practice Theoretical Foundations of Nursing Practice 	3hrs
	ANUR5603633-3	3. Health Care Informatics.	Required	<ul style="list-style-type: none"> Advanced nursing research Implementing research into nursing management & 	3hrs

				leadership in nursing • Human resources	
	ANUR5603634-3	4. Health Systems, Management and Policy.	Required	Completion of all core track prerequisite courses and level 2 courses.	3hrs
<u>Level 4</u>	ANUR5603641-3	1.Management Research Project.	Required	The student must be admitted to the nursing college at Umm Al-Qura University in the Master of Nursing program (Nursing Administration).	3hrs
	ANUR5603642-3	2.Practicum in Nursing Administration.	Required	Completion of all core and specialty track prerequisite courses	3hrs

4/1/4. Course Specification:

COURSE SPECIFICATIONS Form

Kingdom of Saudi Arabia
Ministry of Education
Umm Al-Qura University
Deanship of Graduate Studies



المملكة العربية السعودية
وزارة التعليم
جامعة أم القرى
عمادة الدراسات العليا

Year 1 /Semester 1

**Course Title: Advanced Nursing Research in
Health Care**

Course Code: ANUR5603611—3

Date: 11/11/2018

Institution: Umm Al-Qura University

Department: Nursing Sciences and Research **College :** Faculty of Nursing

A. Course Identification and General Information

1. Course title and code: Advanced Nursing Research/ ANUR5603611—3
2. Credit hours: 3CHs
3. Program(s) in which the course is offered. Master of Nursing (Nursing Administration Track)
4. Name of faculty member responsible for the course Dr. May H. Bagadood
5. Level/year at which this course is offered: 1 st Year/1 st Semester (Level 1)
6. Pre-requisites for this course (if any): The Applicant must have completed a BSN degree. The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program).
7. Co-requisites for this course (if any): <ul style="list-style-type: none"> • Biostatistics for Advanced Nursing Practice: ANUR5603612—3 • Evidence-Based in Advanced Nursing Practice: ANUR5603613—3
8. Location if not on main campus: College of Nursing - Abdia Campus
9. Mode of Instruction (mark all that apply):
a. Traditional classroom <input type="checkbox"/> percentage? <input type="checkbox"/>
b. Blended (traditional and online) <input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 70
c. E-learning <input checked="" type="checkbox"/> percentage? <input type="checkbox"/> 30

d. Correspondence

percentage?

f. Other

percentage?

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard"..

B Objectives

1. The main objective of this course

Upon completion of this course, the student will be able to:

- Formulate measurable nursing research questions and hypothesis.
- Distinguish the use of different methodological approaches in nursing research.
- Critique nursing research papers with a focus on application in research project.
- Demonstrate an application of core values of nursing research considering human ethical aspects of conducting
- Synthesis nursing research elements that are congruent with methodological approach been used.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

Use Illustrative audio-visual materials to enhance learner-educator learning outcome.

Use of IT or web-based reference materials as well as resources to be available for the students at all time.

Encourage the actual application of subject content in research tutorials focusing the research project.

Encourage the utilization of UQU library database during the conduction of the course.

Development of shared electronic point to increase educator-learner interaction and follow up for the course.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

The course is designed to establish and advance the understanding of research through critical exploration of research language, ethics, and different methodological approaches to be utilized in nursing project. Emphasis is placed on critical analysis of nursing research, proper application and interpretation of research contents.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to nursing research congruent with the perspective of clinical and public health application.	Week 1	3 hrs.
A review of the Fundamentals	Week 2	3 hrs.
Research Problem	Week 3	3 hrs.
The Review of Literature	Week 4	3 hrs.
Research Hypothesis	Week 5	3 hrs.
Research Approach: <i>Qualitative and Quantitative</i>	Week 6	3 hrs.
Data Collection Methods: <i>Questionnaires, Interviews, Focus Groups and Observation</i>	Week 7	3 hrs.
Research Strategies (Ontology and Epistemology) – 1: <i>Case Studies, Experiments, and Ethnography</i>	Week 8	3 hrs.
Students' Presentations	Week 9	3 hrs.

Research Strategies (Ontology and Epistemology) – 2: <i>Phenomenology, Ground Theory, Action Research, Mixed-methods and Longitudinal</i>	Week 10	3 hrs.
Sam pling	Week 11	3 hrs.
Ethical Conduct in Research	Week 12	3 hrs.
Interpreting research results	Week 13	
Research application and transferability	Week 14	3 hrs.
Wrapping Up!	Week 15	3 hrs.

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	3	7				45
	Actual						45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3 hrs/week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an

integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)			
Curriculum Map			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Understand what the concept of research, its different approach, and the measures of a high quality research.	Lecture & Group discussion (in classroom and through Blackboard).	Assignment activity & presentation.
1.2	Identify and justify the basic components of the research framework, relevant to the tackled different research problems.		
1.3	Demonstrate comprehensive professional knowledge of current research to improve health care outcomes.		
2.0	Cognitive Skills		
2.1	Evaluate literature (from a variety of sources) related to the proposed research objectives.	Lecture & Group discussion (in classroom and through Blackboard).	Assignment activity & presentation.
2.2	Explain and justify how researchers can collect various research data.		Assignment activity.
2.3	Identify strategies of scientific and mathematical research principles for practical healthcare application.		
2.4	Recognize the need for the advancement of professional practice through contributions to education, administration, health care policy, and knowledge development.		
2.5	Analyse and interpret different kind of data (qualitative and quantitative).		
3.0	Interpersonal Skills & Responsibility		
3.1	Questioning the appropriateness, validity, and reliability of the learnt research strategies.	Group discussion (in classroom and through Blackboard) & Assignment.	Assignment activity.
3.2	Reflecting professional communication skills with the classmates and the lecturer.		Observation and presentation
3.3	Demonstrate the ability to work in a team and to be a leader when it is needed.		Observation
4.0	Communication, Information Technology, Numerical		

4.1	Acquiring high level of skills in the presentation of scientific information, both orally and in writing.	Using analytical software as teaching assistance (e.g. NVivo)	Assignment activity and presentation
4.2	Efficient use of information technology to obtain the needed research information.	Using computer and software (e.g. power point and excel) as teaching assistance.	Assignment activity and presentation

5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Writing a research problem	4 th week	15%
2	Critical appraisal of a paper (500 words)	6 th week	15%
3	Research proposal presentation (15- 20 mins)	9 th week	10%
5	Submitting a research proposal (2500 words)	16 th week	60%
	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. academic office Hours.
- Academic advising

E Learning Resources

1. List Required Textbooks

- Liamputtong, P. (2012). *Qualitative research methods* (4th ed.). South Melbourne, Vic: Oxford University Press.
- Kim , M. & Mallory, C. (2018). *Statistics for Evidence-Based Practice in Nursing* (2nd ed.).

2. List Essential References Materials (Journals, Reports, etc.)

- Cronk, B. (2018). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation* (12th ed.)
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research* (Fifth ed.). Los Angeles: Sage.
- Pagano, M., & Gauvreau, K. (2000). *Principles of biostatistics (2nd ed.)*. Pacific Grove, CA: Duxbury.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (Fourth ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (1st ed.). Chicester: Wiley.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>
- Consider using different online Library and database including CINAHL, MEDLINE/ PubMed, and the *Annual Review of Nursing Research*.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access
- Microsoft Office

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops,
- Projector
- Data show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Computers lab with internet and audio-visual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student Evaluation Course Survey• In-Class Feedback Form
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.• Annual Evaluation by Course Coordinator
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report

Name of Course Instructor: **May H. Bagadood**

Signature: *Dr. May H. Bagadood* Date Completed: **11-11-2018**

Program Coordinator: **Maram T. Alghabbashi**

Signature: *Dr. Maram* Date Received: **18-11-2018**

Course Title: Biostatistics for Advanced Nursing Practice

Course Code: ANUR5603612—3

Kingdom of Saudi Arabia
Ministry of Education
Umm Al-Qura University
Deanship of Graduate Studies



المملكة العربية السعودية
وزارة التعليم
جامعة أم القرى
عمادة الدراسات العليا

Date: 2018/11/12.	Institution: Umm Al- Qura University.	
College: Nursing	Department: .Nursing Science & research	
A. Course Identification and General Information		
1. Course title: Biostatistics for Advanced Nursing Practice .		
Course code: ANUR5603612—3		
2. Credit hours: 3hours.		
3. Program(s) in which the course is offered. Master of Nursing program		
4. Name of faculty member responsible for the course: Dr. Hala Yehia Sayed Ali		
5. Level/year at which this course is offered: 1st Term/1st semester (Level 1)		
6. Pre-requisites for this course (if any): The Applicant must have completed a BSN degree. The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program)		
7. Co-requisites for this course (if any): Evidence-Based in Advanced Nursing Practice: ANUR5603613—3		
8. Location if not on main campus: College of Nursing - Abdia Campus		
9. Mode of Instruction (mark all that apply):		
a. Traditional classroom	<input type="checkbox"/> percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> percentage?	<input type="checkbox"/> 70
c. E-learning	<input checked="" type="checkbox"/> percentage?	<input type="checkbox"/> 20
d. Correspondence	<input type="checkbox"/> percentage?	<input type="checkbox"/>
f. Other	<input checked="" type="checkbox"/> percentage?	<input type="checkbox"/> 10
Comments:		

- Required software (The updated version of SPSS: Statistics package for the social sciences).
- E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>
- Tutorials.
- **Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".**

B Objectives

1. The main objective of this course

By the end of the course, postgraduate nursing students will be knowledgeable about:

- **Applying** of variety of numerical skills and the calculations involved.
- **Understanding** theories of statistical inferences and apply the appropriate models in different settings to solve research data.
- **Performing** simple and complex analysis using statistical software (SPSS)

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.**
- **Increased reliance on students' self-study to help the students to study independently and to be self-confidence.**
- **Use of IT or web based reference material and Use of library resources to be available for the students at all time.**

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

The course is designed to introduce advanced statistical methods that are used in data analysis for nursing research. Both statistical theories and application techniques will be covered. The course will focus on most commonly methods of analysis used in different methodological approaches used in nursing research.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
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<ul style="list-style-type: none"> Introduction to Biostatistics 	1 st week	3hrs
<ul style="list-style-type: none"> Types of Data, Tables Graphs Pie Charts Component Band Charts Graphs Bar Charts Graphs Line Graphs Graphs Geographical Graphs 	2 nd & 3 rd weeks	
<ul style="list-style-type: none"> Frequency Distributions Summarizing Numbers Central Tendency Summarizing Numbers Standard Deviations 	4 th & 5 th weeks	
<ul style="list-style-type: none"> Populations and Samples and Sampling Distributions Normal Distribution Confidence Intervals 	6 th week	
<ul style="list-style-type: none"> Hypothesis Testing One sample t-test and Confidence Intervals Two sample t-test with equal variances for the two populations One Way ANOVA 	7 th & 8 th weeks	
<ul style="list-style-type: none"> Data Management Issues Simple Linear Regression Correlation Chi-Square for Contingency Tables Proportions for one sample Proportions Confidence Intervals and Hypothesis Tests, Two Samples One-sided or One-tailed Tests 	9 th , 10 th & 11 th weeks	
<ul style="list-style-type: none"> Confidence Intervals and Hypothesis Tests for Variances for One-Sample Confidence Intervals and Hypothesis Tests for Variances for Two-Samples Two-Sample t-tests With Unequal Variances Sample Size Determination 	12 th , 13 th & 14 th weeks	
<ul style="list-style-type: none"> Revision 	15 th week	

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30	15				45
	Actual	30	15				45
Credit	Planned	2	1				3
	Actual	2	2				4

3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Mention basic concepts related to statistics	Lecture & Group discussion	Exam
1.2	Identify scope of statistics	Lecture & Group discussion	
1.3	Identify concepts related to probability	Lecture & Group discussion	
2.0	Cognitive Skills		
2.1	Explain conclusions of the study and to predict statistical significance of the results	Lecture & Group discussion	<ul style="list-style-type: none"> • Assignment • Exam
2.2	Measure descriptive and inferential statistics to predict the results	Lecture & Group discussion	
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate technology in communication skills with others.	Using internet teaching assistance as software SPSS CD	Observation
4.2	Show working in group	Using internet teaching assistance as software SPSS CD	Assignment
5.0	Psychomotor (if any)		
5.1	Prepare and tabulate the data and illustrate it	Practical on computer lab + students' activity	Assignment activity
5.2	Operate & construct measures of central tendency & measures of variance	Practical on computer lab+ students' activity	
5.3	Perform statistical packages for analysis of data	Practical on computer lab + students' activity	

5.4	Use parametric and non- parametric statistical methods.	Practical on computer lab+ students' activity	
5.5	Draw conclusions of the study and to produce statistical significance of the results	Practical on computer lab+ students' activity	

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<p>Assignment:</p> <p>short-answer questions that will require students to solve problems using appropriate techniques of data analysis taught in the course. Students will be given a dataset and expected to demonstrate basic skills including the use of SPSS software. Tasks include data entry, labelling, recoding in SPSS, and presentation of tables, cross tabulations and graphs such as bar charts, histograms and box-plots.</p>	6th.wk	10%
2	<p>Assignment:</p> <p>Using the same assignment from week 6, students are expected to calculate and interpret measures of frequency, association and health impact, as well as summary statistics from continuous data and to identify key information from abstracts of published studies, including identifying study designs, research questions, and study and outcome factors.</p>	9th week	15%
3	<p>Assignment:</p> <p>You will be given one or more datasets to analyse in SPSS and interpret the output including inferential statistics. You will also be required to critically appraise an epidemiological research study focusing on sources of error and bias, and to calculate and interpret common measures used in epidemiology including sensitivity and specificity of diagnostic tests.</p>	12th week	35%
4	<p>Exam using 10 pages A4 hand notes:</p> <p>A hand-written exam covering all aspects of the course. You may take ten (10) A4 sheets of summarised written notes into the exam room to assist you to answer the exam questions. Scientific calculators will be required</p>	17th week	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Gmail document group or WhatsApp group**
- **Contact via emails**
- **2hrs. Academic office Hours.**
- **Academic advising**

E Learning Resources

1. List Required Textbooks

- **Kim , M. & Mallory, C(2018); Statistics for Evidence-Based Practice in Nursing 2nde., ed., SBN-13: 978-1284088373 ISBN-10: 1284088375**
- **Cronk, B. (2018). How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation. 12th ed.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Quantitative Research textbook for reference such as:**
- **Portney, L.G., & Watkins, M.P. (2019). Foundations of clinical research: Applications to practice, 3rd edition. ISBN 0-13-17460-9. Upper Saddle River, NJ: Pearson Education, Inc.**
- **Polit, D. F. & Beck, C. T. (2019). Nursing research: Generating and Assessing Evidence for Nursing Practice. (9th ed.). ISBN 978-0-7817-9468-8. Philadelphia: J. B. Lippincott.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **Consider using different online library**
- **NIH Database**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- **REQUIRED SOFTWARE**
The most recent version of SPSS: Statistics package for the social sciences .
- **Computer**
- **Internet access**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **50 seats classroom**
- **Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness**
- **Projector**
- **Board**

2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Laptops,• Projector• Data show• Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student Evaluation Course Survey• In-Class Feedback Form
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.• Annual Evaluation by Course Coordinator
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">▪ Review of exam by expert.▪ Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">▪ Reviewing the syllabus objectives.▪ Reviewing the course specification.▪ Reviewing course report.

Name of Course Instructor: Dr. Hala Yehia Sayed Ali

Signature: Dr. Hala Yehia Sayed Ali Date Completed: 11/11/2018

Program Coordinator: Dr. Maram T Alghabbashi

Signature: Dr. Maram

Date Received: 18/11/2018

Course Title: Evidence-Based in Advanced
Nursing Practice

Course Code: ANUR5603613—3

Date: 3-3-1440

Institution: Umm Al- Qura University..

College: Faculty of Nursing

Department : Nursing Sciences and Research

A. Course Identification and General Information

1. Course title: Evidence Based in Advanced Nursing Practice
Code ANUR5603613—3

2. Credit hours: 3 hrs

3. Program(s) in which the course is offered.

Master of Nursing

(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course

Dr. Sahar Mohammd Aly

5. Level/year at which this course is offered: postgraduate preparatory course

1st Year/1st Semester (Level 1)

6. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program)

7. Co-requisites for this course (if any):

- Advanced Nursing Research: ANUR5603611—3
- Biostatistics for Advanced Nursing Practice: ANUR5603612—3

8. Location if not on main campus:

College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
B. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	70
c. E-learning	<input checked="" type="checkbox"/>	percentage?	30
d. Correspondence	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	percentage?	<input type="checkbox"/>

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

1. The main objectives of this course

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

1. Describe methods of translating and integrating scientific evidence into health care settings
2. Apply appropriate strategies to identify relevant evidence from selected sources to guide evidence based advanced nursing care.
3. Describe key aspects of research methods (design, procedures, measurement, analysis and interpretation) that influence the internal and external validity of evidence for advanced nursing care.
4. Apply knowledge of statistics to critique nursing and health-related research literature.
5. Develop an evidence-based protocol using the best available evidence to address a nursing practice problem.
6. Identify essential components of ethical conduct in research and translational practice
7. Compare paradigms of EBP, quality improvement, patient safety, and translational science and their contributions to building programs of science in areas of organizational, public health, and clinical effectiveness.
8. Critically appraise various forms of knowledge, including primary research and systematic reviews.
9. Contribute to the conduct of systematic reviews to summarize what is known about clinical effectiveness.
10. Interpret statistical analysis commonly applied in systematic reviews.
11. Evaluate adequacy of various approaches to measuring and reporting quality in healthcare.
12. Compare various approaches to measurement of care processes, organizational factors, nursing performance, and patient outcomes.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.**

- **Increased reliance on students' self-study to help the students to study independently and to be self-confident.**
- **Use of IT or web based reference material and Use of library resources to be available for the students at all times.**

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course focuses on the essentials of the research process to facilitate students' ability to knowledgeably and effectively find, appraise, and apply scientific findings to nursing practice. Students access credible sources using a systematic approach, evaluate the quality of research findings, discuss methods of translating and integrating findings into nursing practice, and evaluate outcomes. This course builds a foundation for advanced clinical scholarship and healthcare improvement and develops skills in analytic methods for evidence-based practice. Students will analyze emerging EBP, quality improvement, and patient safety paradigms to translate research into practice and examine methods for determining clinical effectiveness, including engaging in critical appraisal of research and conducting systematic reviews. Students will examine issues and consensus on key aspects of measurement of nursing performance, organizational factors, and nursing sensitive outcomes, including impact of public reporting.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Nursing, Clinical Research and Scientific Inference.	1	(3 hours)
Ethical Considerations for Research Implementation.	1	(3 hours)
Sources of Evidence to Guide Practice.	1	(3 hours)
Comparison of Research Designs in Evaluating Evidence for Practice.	1	(3 hours)
Critical appraisal steps for quantitative studies.	2	(6hours)
Critical Appraisal of qualitative Evidence.	1	(3 hours)
Clinical Judgment and Evidence Based Practice Guidelines.	2	(6 hours)
Planning, implementing and evaluating practice changes.	2	(6 hours)
Concepts and principles of organizational change to promote EBP.	1	(3 hours)
Frameworks (models)—quality, safety, EBP, and systems.	1	(3 hours)
Dissemination of evidence to guide clinical practice.	1	(3 hours)

Measurement-nursing sensitive quality indicators; patient outcomes; patient safety.	1	(3 hours)
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2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	3					45
	Actual	3					45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	(i) Description of the knowledge to be acquired 1- Define evidence-based practice. 2- Classify between quantitative & qualitative research approach. 3- Describe the contribution of research to evidence-based practice. 4- Mention the future trends that may influence nurses' use of evidence to improve the quality of practice.	(ii) Teaching strategies to be used to develop that knowledge 1- Lectures. Group discussion. 2- Tutorials review of the content to clarify any point not understood	(iii) Methods of assessment of knowledge acquired Two written quizzes & Final written.
2.0	Cognitive Skills		

	(i) Description of cognitive skills to be developed 1. Explain organizational strategies that facilitate evidence-based practice. 2. Summarize national & international organizations that are committed to the promotion of evidence-based practice. 3. Recognize barriers for application of evidence to practice.	1.Group discussion Examples-Group discussion Examples are given in lectures. As well as students were asked to give examples to make sure of using critical thinking. 2-Brain storming	Two written quizzes documentation -Final written - Oral Exam
3.0	Interpersonal Skills & Responsibility		
3.1	Description of the interpersonal skills and capacity to carry responsibility to be developed 1.Evaluate outcomes of innovations 2. Demonstrate examples of innovation behaviors including practice. 3. Show differentiates between descriptive & inferential statistics.	1- Illustrated lectures. 2- Group discussion. 3- Case studies. 4- Directed reading	Observation check list " 'responsibility and behavior" -Role play Observation check list
4.0	Communication, Information Technology, Numerical		
4.1	1 – Evaluate research process. 2- Assess evidence via searching skills. 3- Interpret Translate evidence to practice 4- Illustrate barriers for application of evidence to practice.	1-lectures. 2- Group discussion Role playing	Observation & Information technology evaluation checklist.

5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Qualitative Literature Critique	6 th .wk	30%
2	Quantitative Literature Critique	9 th .wk	30%
3	Group Project Presentation	12 th .wk	10%
4	Project	15 th .wk	30%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counselling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

E Learning Resources

1. List Required Textbooks

- Melynk, B.M., & Fineout-Overholt, E. (2015). Evidence-based practice in nursing & healthcare: a guide to best practice (3rd ed.). Philadelphia, PA: Wolters Kluwer.
- Moran, K., Burson, R., & Conrad, D. (2014). The Doctor of Nursing Practice Scholarly Project. Burlington, MA: Jones & Bartlett Learning.
ISBN: 978-1-4496-9419-7

2. List Essential References Materials (Journals, Reports, etc.)

- Westlake & Pozza (2016). Applying statistics to clinical nurse specialist practice. *Clinical Nurse Specialist* 26 (3): 131-5.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- White, K. R., Pillay, R., & Huang, X . (2016). Nurse leaders and the innovation competence gap. *Nursing Outlook*, 64, 255-261.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops,
- Projector
- Data show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Computers lab with internet and audio-visual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Student Evaluation Course Survey
- In-Class Feedback Form

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- Head department evaluation.
- Annual Evaluation by Course Coordinator

2. Procedures for Teaching Development

- eLearning course

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of exam by expert.
- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report.

Name of Course Instructor: Dr. Sahar Mohammad Aly

Signature: Dr. Sahar Mohammad Aly Date Completed: 11/11/2018

Program Coordinator: Maram T Alghabbashi

Signature: Dr. Maram Date Received: 18/11/2018

Course Title: Theoretical Foundations of Nursing Practice

Course Code: ANUR5603614—3

Date: 12-11-2018

Institution:Umm Al-Qura University

College: Faculty of Nursing **Department:** Nursing Sciences and Research

A. Course Identification and General Information

1. Course title and code: Theoretical Foundations of Nursing Practice/ ANUR5603614—3

2. Credit hours: 3 Credit Hours

3. Program(s) in which the course is offered.

(If general elective available in many programs indicate this rather than list programs)

Master of Nursing program

4. Name of faculty member responsible for the course

Prof. Grace Lindsay

5. Level/year at which this course is offered: preparatory course

1stSemester/ 1stYear (Level 1)

6. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program)

7. Co-requisites for this course (if any):

- Advanced Nursing Research: ANUR5603611—3
- Biostatistics for Advanced Nursing Practice: ANUR5603612—3
- Evidence-Based in Advanced Nursing Practice: ANUR5603613—3

8. Location if not on main campus: College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply):

- | | | | |
|-------------------------------------|-------------------------------------|-------------|--------------------------|
| a. Traditional classroom | <input type="checkbox"/> | percentage? | <input type="checkbox"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | percentage? | 60% |
| c. E-learning | <input checked="" type="checkbox"/> | percentage? | 30% |
| d. Correspondence | <input type="checkbox"/> | percentage? | <input type="checkbox"/> |
| f. Other | <input checked="" type="checkbox"/> | percentage? | 10% |

Comments:

- E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>
- Facilitated peer group work

- Self-study
- Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

The main objective of this course are to be able to:

1. Articulate the historical development of nursing theories using appropriate descriptors, terminology and the influential theorists
2. Critically appraise the underpinning assumptions in nursing theories from a philosophy stance and ethical perspectives
3. Develop understanding of the scope, boundaries and inter-relationships in conceptual frameworks utilized in nursing theories
4. Critically appraise selected nursing and inter-disciplinary healthcare theories, their strengths and limitations in relevance to nursing practice and education.
5. Discuss and debate legal, ethical, and moral issues as they apply to selected nursing and inter-disciplinary healthcare theories.
6. Demonstrate connections from nursing theory to nursing practice.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field) –

- Self-directed learning should be encouraged at the postgraduate level through searching the web, arranging for seminars, individual presentations, and exploring local settings problems in order to develop appropriate solutions matching with their community
- Use illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Increased reliance on students' self-study to help the students to study independently and in teams with their peers. (To enhance self-confidence and contributions to class discussion and course assignments/examinations).
- Use of internet-linked scientific and healthcare databases to access scholarly texts and e-learning resources.
- Use of library resources to be available for the students at all time.
- Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics given related to course objectives.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course will offer students a critical insight into the development of theories of nursing practices postulated and defined over the last century. The broad purpose of the module is to

enhance critical appraisal of the theoretical basis of the domains and role of the nursing profession to-day. It will provide the opportunity to trace contemporary practice from its historical roots through to the practice of nursing as a professional entity today. The content and interaction in the learning setting will focus on exploring key theoretical concepts, philosophies and paradigms that articulate the practice of nursing in a variety of professional contexts and client groups. It aims to foster greater critical appraisal skills through acquisition of greater understanding of the rationale for nursing practices and their theoretical underpinning. The use of theoretical 'models' or 'frameworks', as a basis for guiding practice, research and future practice developments in the student's area of specialization will be investigated and applied. The student will select a nursing theory to critically appraise an area of professional practice to identify any theory -practice agreements and 'gaps' thus applying their prior professional and academic knowledge and skills to this new learning context. Students will gain experience interfacing with faculty, administrators, and support service personnel.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to the course/ Overview: The development of nursing theory, basic terminology and organization of ideas	Week 1	3
Principles, concepts and purpose in theoretical perspectives for nursing practice.	Week 2	3
Philosophical, Social, Political, and Ethical Issues perspectives in nursing	Week 3	3
The nurse theorists (selected contributors)	Week4	3
Nursing theory, Meta-paradigms and inter-disciplinary health models	Week 5	3
Concepts and models of nursing theory: Grand theories and Middle range theories	Week 6	3
The Nursing Competence and theory of 'Novice to expert practice'	Week 7 & 8	6
Nursing development towards Health 2030: Guidance from nursing theories.	Week 9& 10	6
Theory representativeness and limitations in a defined area of nursing practice: Tutorial Discussion	Week 11	3
Analyse a nursing or inter-disciplinary theory in a nursing practice situation	Week 12	3
Evaluation and reflection of learning	Week 13	3

Discussion for proposal preparation for a new nursing intervention/service using a theoretical in the design: Presentation	Week 14	3
Course Evaluation	Week 15	3

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	14	1				15
	Actual						
Credit	Planned	3	3				45
	Actual						

3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define and describe components of theories pertaining to nursing	Lecture & Group discussion	Final exam
1.2	Relate the role of nursing theories to the delivery of nursing practices	Lecture & Group discussion	Final exam

1.3	Explain strengths and limitations of theoretical models	Lecture & Group discussion	Final exam
1.4	Compare nursing roles and responsibilities within multi-disciplinary healthcare contexts	Lecture & Group discussion	Final Exam
2.0	Cognitive Skills		
2.1	Appraise models of nursing care as they apply to current and future practice	Lecture & Group discussion	Assignment activity+ final exam
2.2	Enhanced judgement, reflection and problem resolution capabilities	Lecture & Group discussion	Assignment activity+ final exam
2.3	Interpret inter-relationships between nursing theories and alternative health practice theories	Lecture & Group discussion	Assignment activity+ final exam
2.4	Critique the scope of nursing professional roles with reference to theoretical perspectives	Lecture & Group discussion	Assignment activity+ final exam
3.0	Interpersonal Skills & Responsibility		
3.1	Express awareness of the scope of professional practice	Reports & Assignment.	Observation
3.2	Communicate effectively a rationale for using theory to guide nursing practice	Reports & Assignment.	Assignment activity+ final exam
3.3	Distinguish theoretically justified nursing practices	Reports & Assignment.	Assignment activity+ final exam
3.4	Construct a personal development CPD, utilizing knowledge of professional societies, and relevant scientific journals	Self-study	Observation + Assignment Activity
3.5	Operate within a team to debate and share informed discussion on nursing theory-practice alignment.	Group discussion; self-study	Observation
4.0	Communication, Information Technology, Numerical		
4.1	Constructively use IT to communicate and enhance learning.	Use internet to access online learning resources	Observation and checklist
4.2	Acquire skill in use of software applications in oral and written education activities	Appropriate software packages	Observation and assignments

4.3	Create effective inter-disciplinary working relationships	Discussion groups; reflection	Self and peer reports
4.4	Access IT internet capabilities to search for appropriate knowledge resources	Use internet to access online databases	Observation + Assignment Activity
5.0	Psychomotor(if any)		
5.1	Develop skills in logic to critique theory and practice relationships	Course Project Assignment	Observation +Course Project Presentation Activity
5.2	Debate case for value of a conceptual basis for nursing practice	Presentation & Assignment.	Observation + Case Study

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Definitions and descriptors of components of theories pertaining to nursing	Lecture & Group discussion	Assignment activity+ presentation
1.2	Key individuals who proposed theories of nursing and allied inter-disciplinary healthcare practice	Lecture & Group discussion	Assignment activity+ presentation
1.4	Descriptions of the components and domains of different theoretical models of nursing practice in specific healthcare contexts	Lecture & Group discussion	Assignment activity+ presentation
2.0	Cognitive Skills		
2.1	To appreciate the scope of clinical practices based on their theoretical conceptual basis.	Lecture & Group discussion	Assignment activity+ presentation

2.2	Enhanced critical appraisal, reflection and problem solving capabilities in nursing practice	Lecture & Group discussion	Assignment activity+
2.3	Be able to recognize and critique models of nursing care as they apply to practice	Lecture & Group discussion	Assignment activity
2.4	Be able to recognize inter-relationships in components of practice and nursing outcomes	Lecture & Group discussion	Assignment activity+ Presentation
3.0	Interpersonal Skills & Responsibility		
3.1	To be confident in the scope of professional practice	Reports & Assignment.	Observation
3.2	To be able to communicate a theoretical rationale for areas of nursing practice	Reports & Assignment.	Assignment activity
3.3	To be responsible for planning, implementation and evaluation of care that is theoretically justified.	Reports & Assignment.	Assignment activity
3.4	Prepare to continue professional and personal development through CPD, utilizing professional societies, conferences and relevant scientific journals	Self-study	Observation + Assignment Activity
3.5	Work as team in debating and sharing informed discussion on theory practice gaps based on nursing theories.	Group discussion; self-study	Observation
4.0	Communication, Information Technology, Numerical		
4.1	Use technology in the utilisation of graphics to present visual descriptors of nursing practice referenced to theoretical models	Using internet teaching assistance as using several online database	Observation+ IT utilization
4.2	Use technology to collect resources for planning nursing care using theoretical basis for planning.	Using internet teaching assistance as using several online database	Observation + Assignment Activity
5.0	Psychomotor(if any)		
5.1	Enhance oral and written presentation skills	Course Project Assignment	Observation +Course Project Presentation Activity
5.2	Use new knowledge to enhance ability to debate case for importance of a conceptual basis for nursing practice	Reports & Assignment.	Observation + Case Study

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Analysis of a nurse job description for evidence of theoretical origins.	4 th week	10%
2	Critique of a published nursing research paper to examine nursing theoretical context.	7 th week	20%
3	Project: An investigation of the theoretical basis for a selected area of nursing practice	9 th Week	Total of 30% Report on theory-practice investigation of a nursing practice – 20% Presentation of theory-practice investigation of a nursing practice – 10%
4	Learning Team Activity	11 th week	10%
5	Participation	All Weeks	15%
	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

E Learning Resources

1. List Required Textbooks references need to be up-dated please

- Alligood MR Nursing Theory: Utilization & Application, 5th Edition. Mosby. Maryland Heights, MO.USA. 2014. ISBN: 9780323091893
- George JB. Nursing Theories: The Base for Professional Nursing Practice 6th Edition Pearson, London. UK. 2010 ISBN-13: 978-0135135839
- Parker ME and Smith MC Nursing theories and nursing practice; 3rd edition. F.A. Davis Company, Philadelphia, USA. 2010 ISBN-13: 978-0803621688

2. List Essential References Materials (Journals, Reports, etc.)

- Alejandro J Lessons Learned through Nursing Theory. **Nursing**: 2018 February 2017 - Volume 47 - Issue 2 - p 41–42 doi: 10.1097/01.
- Dyess, S., Boykin, A., & Rigg, C. (2010). Integrating Caring Theory With Nursing Practice and Education: Connecting With What Matters. Journal of Nursing Administration , 40 (11), Volume 40, Number 11.
- Wilson R, Godfrey CM, Sears K, Medves J, Ross-White A, Lambert N. Exploring conceptual and theoretical frameworks for nurse practitioner education: a scoping review protocol. JBI Database System Rev Implement Rep. 2015 Oct;13(10):146-55.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Pubmed; Embase, NIH Database. CINHAL; MEDLINE; Psychlit
- Trochim B Concept mapping <http://trochim.human.cornell.edu/kb/conmap.htm>
- The Nursing Theory Page <http://www.sandiego.edu/nursing/theory.htm>
- [How Nursing Theory is Applied in Practice - RotationManager.com](https://rotationmanager.com/nursing-theory-useful-practice/)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access
- Internet browser
- Microsoft Office
- Job descriptions for Nurses (Guidance via Saudi Arabia Health Council)

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats at the classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops, projector, data show, smart board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Student evaluation course survey.
- In-Class Feedback Form

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- senior faculty staff moderation / evaluation.

<ul style="list-style-type: none">• Annual Evaluation by Course Coordinator & other Faculty Staff members involved in teaching the course.
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Review of learning assignment goals by expert.• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report.

Name of Course Instructor: Prof . Grace Lindsay

Signature: *Prof. Grace Lindsay* Date Completed: Nov 15th 2018

Program Coordinator: Dr. Maram T. Algabbashi

Signature: *Dr. Maram* Date Received: Nov 15th 2018

Year 1 / Semester 2

**Course Title: Philosophical and Theoretical Basis for Nursing
Leadership and Management**

Course Code: ANUR5603621—3

Date: 3-3-1440

Institution: Umm Al- Qura University..

College: Faculty of Nursing Department: Nursing research & Sciences

A. Course Identification and General Information

1. Course title: Philosophical and Theoretical Basis for Nursing Leadership and Management Code ANUR5603621—3

2. Credit hours: 3hrs

3. Program(s) in which the course is offered: Master of Nursing – Nursing Administration Track

4. Name of faculty member responsible for the course

Dr. Sahar Mohammed Aly

5. Level/year at which this course is offered: 2nd Semester

6. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program – Nursing Administration Track)
- Theoretical Foundations of Nursing Practice: ANUR5603614 – 3

7. Co-requisites for this course (if any):

- Evidence-Based in Advanced Nursing Practice: ANUR5063613—3
- Quality Management in Nursing Administration: ANUR5603623—3

8. Location if not on main campus: College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply):

- | | | | |
|-------------------------------------|-------------------------------------|-------------|-------------------------------------|
| a. Traditional classroom | <input type="checkbox"/> | percentage? | <input type="checkbox"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | percentage? | <input type="checkbox" value="70"/> |
| c. E-learning | <input checked="" type="checkbox"/> | percentage? | <input type="checkbox" value="30"/> |
| d. Correspondence | <input type="checkbox"/> | percentage? | <input type="checkbox"/> |
| f. Other | <input type="checkbox"/> | percentage? | <input type="checkbox"/> |

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

1. The main objective of this course:

To explore the principles of nursing leadership and management in addition to the skills required for nurse leaders to function effectively in the Saudi Arabian Healthcare Organizations.

Upon completion of this course, the student will be able to:

1. Describe the different organizational, leadership and change theories.
2. Describe how organizational and leadership theories underpin the management of healthcare system
3. Discuss ethical issues faced by nurse leaders.
4. Analyze trends and factors influencing the role of nursing leadership.
5. Analyze factors influencing organizational structure, power, and politics.
6. Compare and contrast nursing care delivery models.
7. Apply principles of decision-making and communication to solve problems.
8. Adapt strategic planning process to meet the changing healthcare environment.
9. Define creativity ,innovation and magnetic hospital.

Relate selected theories of leadership and change to the organizational outcomes

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Increased reliance on students' self-study to help the students to study independently and to be self-confidence.
- Use of IT or web based reference material and Use of library resources to be available for the students at all time.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course prepares the students to assume their nursing leadership and management roles with focus on their interactions with the health care team members in future work settings. It familiarizes the students with management theories, organizational behavior theories and leadership styles that are relevant to the practice of nursing management. It explores the elements of the management process as well as change management strategies and their

applications. It enhances students' leadership skills in maintaining best practices and standards of care. Nursing units in hospitals are the framework used for the application of the theories and knowledge base included in this course.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Nursing Administration and Healthcare Leadership Roles	1	(3 hours)
Trends and Factors Influencing Nurse Leadership	2	(6 hours)
Ethical Issues in Nursing and Healthcare Leadership	1	(3 hours)
Organizational, Leadership, and Change Theories	3	(9 hours)
Organizational Structure	2	(6 hours)
Nursing and Healthcare Delivery Models	1	(3 hours)
Organizational Power and Politics	1	(3 hours)
Creativity ,innovation and magnetic hospital	1	(3 hours)
Decision-making, Problem-solving and Communication	2	(6 hours)
Academic and Clinical Partnerships	1	(3 hours)

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3-6 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Identify the elements of the management process at different nursing Managerial levels.	Lecture & Group discussion	• Two written quizzes & Final written.
1.2	Describe theories of leadership and management and their application into practice	Lecture/ Group discussion	Two written quizzes & Final written.
2.0	Cognitive Skills		
2.1	Interpret the leadership and management theories with the principles of management into the practice	Group discussion/ Enquiry-Based Learning	Two written quizzes & Final written.
2.2	Explain innovative approaches to problem solving, staff direction, and providing feedback	Lecture/ Problem-Based Learning	Two written quizzes & Final written.
3.0	Interpersonal Skills & Responsibility		
3.1	Use concepts of effective communication to foster working relationships and manage a variety of nursing situations.	Group discussion/ Team-Based Learning •Seminar / Presentations	Observation check list " 'responsibility and behavior' -Role play Observation check list
4.0	Communication, Information Technology, Numerical		

4.1	Illustrate concepts of effective communication to foster working relationships and manage a variety of nursing situations	<ul style="list-style-type: none"> •Role playing •Small group work • 	Observation & Information technology evaluation checklist.
5.0	Psychomotor(if any)		
5.1	Construct the principles of effective supervision and delegation in nursing practice	Clinical practice , role play & documentation.	Documenting checklist Formal evaluation Final practical.
5.2	Show difficult social situations, diffuse conflict and engage positively in purposeful debate	Group discussion/Team-Based Learning	Documenting checklist Formal evaluation Final practical.

5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class Participation/ Engagement	Throughout the Semester	10%
2	Blackboard Critical Discussion	5 rd week	25%
3	A Theory Paper	9 th Week	25%
4	Presentation	13 th Week	10%
5	Group Project	16 th Week	30%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- 2hrs. Academic office Hours.
- Academic advising
- Gmail document group or WhatsApp group
- Contact via emails

E Learning Resources

1. List Required Textbooks

Roussel, L., Thomas, P.L., & Harris, J.L. (2016). Management and leadership for nurse administrators, 7th ed. Burlington, MA: Jones & Bartlett.

2. List Essential References Materials (Journals, Reports, etc.)

- [Bender, M., Williams, M., & Su, W.](#) (2016). Diffusion of a nurse-led healthcare innovation. *Journal of Nursing Administration*, 46, 400-
- Castle, B.W. & Shapiro, S.E. (2016). Accountable care units: A disruptive innovation in acute care delivery. *Nursing Administration Quarterly*, 40(1), 14-23.
- Spano-Szekely, L., Griffin, M.T.Q., Clavelle, J. & Fitzpatrick, J.J. (2016). Emotional intelligence and transformational leadership in nurse managers. *Journal of Nursing Administration*, 46, 101-108.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- NIH Database
- White, K. R., Pillay, R., & Huang, X. (2016). Nurse Leaders and the innovation competence gap. *Nursing Outlook*, 64, 255-261.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom

<ul style="list-style-type: none">• Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness• Projector• Board
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none">• Laptops,• Projector• Data show• Smart Board
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none">• Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

<p>3. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none">• Student Evaluation Course Survey• In-Class Feedback Form
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.• Annual Evaluation by Course Coordinator
<p>4. Procedures for Teaching Development</p> <ul style="list-style-type: none">• eLearning course

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of exam by expert.
- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report.

Name of Course Instructor: Dr. Sahar Mohammad Aly

Signature: Dr. Sahar Mohammad Aly Date Completed: 11/11/2018

Program Coordinator: Maram T. Alghabbashi

Signature: Dr. Maram Date Received: 11/11/2018

Course Title: Financial Management in Health Care

Course Code: ANUR5603622—3

Date: 17-11-2018.		Institution: Umm AlQura University	
College: Faculty of Nursing		Department: Department of Nursing Sciences and Research	

A. Course Identification and General Information

1. Course title and code: Financial Management in Health Care / ANUR5603622—3			
2. Credit hours: 3Credit Hours			
3. Program(s) in which the course is offered: Master of Nursing - Nursing Administration Track			
4. Name of faculty member responsible for the course: Dr. Sanaa Alsulami			
5. Level/year at which this course is offered: 1st Year/2nd Semester (Level 2)			
6. Pre-requisites for this course (if any):			
<ul style="list-style-type: none"> • The Applicant must have completed a BSN degree. • The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program - Nursing Administration Track) 			
7. Co-requisites for this course (if any):			
Human Resources in Health Care Organization: ANUR5603623—3			
8. Location if not on main campus: College of Nursing - Abdia Campus			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	—	percentage?	
b. Blended (traditional and online)	70%	percentage?	
c. E-learning	30%	percentage?	
d. Correspondence	—	percentage?	
f. Other	—	percentage?	
Comments: E-learning portal in Umm Al-Qura University https://elearn.uqu.edu.sa			

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

1. The main objective of this course is to provide students with basic accounting principles and terminology, and introduction to financial management and management accounting.

2. Briefly describe are plans for developing and improving the course that are being implemented:

- Use Illustrative audio-visual materials to enhance learner-educator learning outcome.
- Use of IT or web-based reference materials as well as library resources to be available for the students at all time.
- Encourage the actual application of subject content in the research project.
- Encourage the utilization of UQU library database during the conduction of the course.
- Development of shared electronic point to increase educator-learner interaction and follow up for the course.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

Introduction to financial and accounting concepts in healthcare management. Programming, budgeting, and controlling processes in health care organizations will be discussed within the nursing managerial role. The students will develop the knowledge and skills necessary for understanding revenues, expenses, assets and liabilities income, cash flows, reimbursement systems, coding and payment mechanisms, ethics and legalities of contracting, governmental regulations, budget development, and marketing and inter-professional collaboration around budget and finance.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Financial Management	1weeks	3hrs
Understanding of financial and accounting principles in healthcare industry	2weeks	6hrs
Budget Preparation and controls	2 weeks	6hrs

Revenues, assets and liabilities income and cash flows	2 Weeks	6hrs
Benchmark Development, and Reimbursement, expenses reports	2 weeks	6hrs
Cost-Benefit Analysis	1 weeks	6hrs
Calculation the Cost of Staffing in Clinical Areas	1 week	6 hrs
Budget Review, Cost Review, Term Review, Formula Reviews	2 weeks	6hr
Case-Mix and Case-Type in Healthcare organizations	1 week	3hrs
Capital Investment Analysis and Control of Capital and Joint Venture	1week	3hrs

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	3hrs	-	-	-	-	45hrs
	Actual		-	-	-	-	45
Credit	Planned	3hrs	-	-	-	-	3hrs
	Actual		-	-	-	-	3

3. Individual study/learning hours expected for students per week: 3 Credit Hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define the various processes involved in identifying and solving business problems	Lecturing/ Group Discussion	Exam
1.2	Discuss the role of the management accounting	Lecturing/ Group Discussion	Exam
2.0	Cognitive Skills		
2.1	Analyze the differences between financial and management accounting	Lecturing/ Group Discussion	Exam/ Critique Paper
2.2	Appraise the importance of financial and non-financial performance measures in assessing the effectiveness of an organization	Lecturing/ problem-based learning	Exam/ Critique Paper
	Debate the relationship between costs, volume, and revenues and their impact on the profitability of a health care organization's	Lecturing/ problem-based learning	Exam/ Critique Paper
	Differentiate between incremental/margin analysis, and understand cost behaviors	Lecturing/ problem-based learning	Exam/ Critique Paper
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate professional responsibility to use full cost information in setting prices	Problem-Based Learning/ team/ individual case analysis	Exam/ Project and presentation
3.2	Demonstrate professional attributes of commitment, accountability, and judgement in managing the financial functions		
4.0	Communication, Information Technology, Numerical		
4.1	Use technology to communicate with others	group discussion/ team-based learning	case analysis
4.2	Use technology in Constructing revenue, expense, and statistical budgets		

5.0	Psychomotor(if any)		
5.1	Not Applicable	Not Applicable	Not Applicable

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class Engagement	Throughout Semester	5%
2	Critique Paper	Week 5	10%
3	Mid-Term Exam	Week 7	15%
4	Team Case Analysis	Week 10	15%
5	Written report 30% and presentation 5% based on interview of a finance or budget manager of a health care organization	Week 14	35%
6	Final Exam	Week 16	20%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- 2hrs. Academic office Hours.
- Academic advising
- Gmail document group or WhatsApp group
- Contact via emails

E Learning Resources

1. List Required Textbooks

Dunham-Taylor/Pinczuk (2010). *Financial Management for Nurse Managers (Merging the Heart with the Dollar): Second Edition*. Sudbury, MA: Jones and Bartlett Publishers

2. List Essential References Materials (Journals, Reports, etc.):

<ul style="list-style-type: none"> • Journal of Financial Economics • Global Finance Journal
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <ul style="list-style-type: none"> • American Colleges of Healthcare Executives (ACHE) • American Organization of Nurse Executives (AONE)
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • Computer • Internet access

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • 50 seats classroom • Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness • Projector • Board
<p>2. Technology resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Laptops, • Projector • Data show • Smart Board
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> • Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

<p>1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Student Evaluation Course Survey • In-Class Feedback Form
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or the Department</p> <ul style="list-style-type: none"> • Self and peer evaluation. • Head department evaluation.

<ul style="list-style-type: none">• Annual Evaluation by Course Coordinator
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Review of exam by expert.• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report.

Name of Course Instructor: Dr. Sanaa A. Alsulami

Signature: Dr. Sana'a

Date Completed: 17/11/2018

Program Coordinator: Dr. Maram T. Alghabbashi

Signature:

Dr. Maram

Date Received: 17/11/2018

Course Title: Human Resources in Health Care Organization
Course Code: ANUR5603623—3

Date: 20 15-11-2018.

Institution: Umm AlQura University

College: Faculty of Nursing Department: Department of Nursing Sciences and Research

A. Course Identification and General Information

1. Course title and code: Human Resources in Health Care Organization (ANUR5603623—3)

2. Credit hours: 3 Credit Hours

3. Program(s) in which the course is offered: (Master of Nursing program - Nursing Administration Track)

4. Name of faculty member responsible for the course: Dr. Sanaa A. Alsulami

5. Level/year at which this course is offered: 1st Year/2nd Semester (level 2)

6. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program - Nursing Administration Track)

7. Co-requisites for this course (if any):

Financial Management in Health Care, ANUR5603622—3

8. Location if not on main campus: College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply):

- | | | |
|-------------------------------------|-------------|----------------------------------|
| a. Traditional classroom | percentage? | <input type="text"/> |
| b. Blended (traditional and online) | percentage? | <input type="text" value="70%"/> |
| c. E-learning | percentage? | <input type="text" value="30%"/> |
| d. Correspondence | percentage? | <input type="text"/> |
| f. Other | percentage? | <input type="text"/> |

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

1. The main objective of this course is to discuss the current status of Human Resources Management in the Saudi Arabia health care systems.

2. Describe briefly any plans for developing and improving the course that are being implemented:

- Use Illustrative audio-visual materials to enhance learner-educator learning outcome.
- Use of IT or web-based reference materials as well as library resources to be available for the students at all time.
- Encourage the actual application of subject content in the research project.
- Encourage the utilization of UQU library database during the conduction of the course.
- Development of shared electronic point to increase educator-learner interaction and follow up for the course.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course is designed to introduce students to the field of human resources policies and practices and to create and maintain a healthy professional work environment. Communication strategies, technologies, and collaboration on inter-professional healthcare teams with diverse groups will be addressed. Staffing models, hiring, training, staff retention, supervision, job analysis/descriptions, performance management, strategic scheduling, and labor relations/laws will be covered. Students will also explore the status of organized labor and health administrator roles.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Strategic Human Resources Management in Health Care Organizations	2 weeks	4hrs
Foundations of Human Resources	2 weeks	4hrs
Human Resources and the Nursing Shortage	1 week	2hrs
Recruitment and Selection	2 weeks	4hrs
Job Analysis and Employee Engagement	1 week	2hrs

Dealing with the Challenging Employee	1 week	2hrs
Managing with Organized Labor	1week	2hrs
Organizational Culture and Diversity in the Workforce	1week	2hrs
Staff training and Performance Review	1 week	2hrs
Rewards and Compensation	1week	2hrs
Organizational Development and Learning/ Improvement of Quality and Work Experience for Employees	2weeks	2hrs

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	3 hrs	-	-	-	-	45 hrs
	Actual	3	-	-	-	-	45
Credit	Planned	3 hrs	-	-	-	-	3 hrs
	Actual	3	-	-	-	-	3

3. Individual study/learning hours expected for students per week: 3 Credit Hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Discuss the legal environment affecting human resources management	Lecturing/ Group Discussion	Exam
1.2	Report how Human Resources contribute to the strategic and operational goals of the organization	Lecturing/ Group Discussion	Exam
2.0	Cognitive Skills		
2.1	Illustrate the basic human resources management functions in the healthcare organizations: recruitment, selection, job analysis, performance management, training, and compensation.	Lecturing/ Group Discussion	Exam/ Human Resources Paper
2.2	Analyze the Human Resources issues that might confront healthcare organizations	Lecturing/ problem-based learning	Exam/ Human Resources Paper
3.0	Interpersonal Skills & Responsibility		
3.1	Communicate effectively with other healthcare team members interviewing, and performance management, and feedback.	Problem-based learning/ team/individual case analysis/ role-playing	Exam/ Human Resources Project and presentation
3.2	Demonstrate professional responsibility in managing the workforce, interviewing, managing performance, and providing feedback		
4.0	Communication, Information Technology, Numerical		
4.1	Communicate clearly and logically through using multiple communication styles	Role-playing/ group discussion/ team-based learning	Team case analysis
4.2	Use technology to communicate with others		
4.3	Use technology effectively in the delivery of instruction, assessment, and professional development		

5.0	Psychomotor (if any)		
5.1	Not applicable	Not applicable	Not applicable

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class Engagement	Throughout Semester	10%
2	Human Resources Paper	Week 5	5%
3	Mid-Term Exam	Week 7	15%
4	Team Case Analysis	Week 10	15%
5	Human Resources Project 25% and Presentation 5%	Week 14	30%
6	Final Exam	Week 17/18	25%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- 2hrs. Academic office Hours.
- Academic advising
- Gmail document group or WhatsApp group
- Contact via ema

E Learning Resources

1. List Required Textbooks

- Fried BJ, and Fottler MD. *Human Resources in Healthcare: Managing for Success, 4th edition*. Chicago: Health Administration Press, 2015.

2. List Essential References Materials (Journals, Reports, etc.)

- Human Resources Development Journal

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Consider using different online Library.
- American Colleges of Healthcare Executives (ACHE)
- American Organization of Nurse Executives (AONE)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops,

<ul style="list-style-type: none">• Projector• Data show• Smart Board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

6. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student Evaluation Course Survey• In-Class Feedback Form
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.• Annual Evaluation by Course Coordinator
7. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Review of exam by expert.• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report.

Name of Course Instructor: Dr. Sanaa A. Alsulami

Signature: Dr. Sana'a

Date Completed: 17/11/2018

Program Coordinator: Maram T. Alghabbashi

Signature: 

Date Received: 17/11/2018

Course Title: Quality Management in Nursing Administration

Course Code: ANUR5603624—3

Date: 12 -11-2018

Institution: Umm Al-Qura University

College: Faculty of Nursing Department: Nursing Sciences and Research

A. Course Identification and General Information

1. Course title: Quality Management in Nursing Administration

Code: ANUR5603624—3

2. Credit hours: 3 CH

3. Program(s) in which the course is offered.

(If general elective available in many programs indicate this rather than list programs)

(Master of Nursing program - Nursing Administration Track)

7. Name of faculty member responsible for the course

Prof. Grace Lindsay

8. Level/year at which this course is offered:

1st Year/2nd Semester (Level 2)

9. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program - Nursing Administration Track)

7. Co-requisites for this course (if any):

- Philosophical and Theoretical Basis for Nursing Leadership and Management: ANUR5603621—3

8. Location if not on main campus: College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	<input checked="" type="checkbox"/>	percentage?	<input type="text"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="60%"/>
c. E-learning	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="10"/>
d. Correspondence	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="30%"/>
f. Other	<input type="checkbox"/>	percentage?	<input type="text"/>

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

The main objective of this course are to be able to:

- Explain quality as an indicator of workplace performance and trace its origins
- Define quality from philosophical, ethical and evidence-based care perspectives
- **Examine the domains of quality within a clinical governance framework**
- **Identify quality performance indicators and associated metrics**
- Relate nursing goals within scope, boundaries and influencing factors within quality management structures
- Apply one quality assurance theory to a defined area of nursing practice.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Increased reliance on students' self-study to help the students to study independently and to be self-confidence and contribute to class discussion and course assignments/examinations.
- Use of internet-linked scientific and healthcare databases to access scholarly articles
- Use of library resources to be available for the students at all time.
- Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics given related to course objectives.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course will offer students a critical insight into the emergence of 'quality' as an important indicator of workplace performance. The relevance of healthcare quality to the nursing administration sector will be appraised. The scope, boundaries and influencing factors within models and conceptual frameworks in quality management will be critically reviewed. Different approaches to defining and measuring quality, safety and care standards from a nursing standpoint will be explored, taking account of the various stakeholder's perspectives. This will include institutional, professional and patient goals in setting quality

standards. Reference will be made to continuous quality improvement through clinical governance including strategies for clinical effectiveness, risk management and accreditation. Discussion will focus on the benefits and challenges of applying theories of quality within the healthcare setting to ensure delivery of high standards of care .

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction and overview of content and learning process. Basic definitions, terminology and descriptors of 'quality' in workplace performance.	Week 1	3
Principles, concepts and purpose of quality assurance standards in healthcare.	Week 2	3
Professional, Social, Political, and Ethical Issues related to the Quality movement	Week 3	3
The evolution of 'quality movement' and its pioneers in workplace performance (<i>Student discussion groups</i>)	Week 4	3
Quality assurance standards, Safety, Quality Performance indicators; Outcome measures and Data collection	Week 5	3
Health care quality indicators (General/Specific). (<i>Group work: select & critique published article</i>)	Week 6	3
Continuous quality improvement models and clinical governance (<i>Wk 8: Group work: prep. Presentation wk 9</i>)	Weeks 7 & 8	6
National Patient Safety initiatives and trends in quality indicators (<i>Presentations wk 9</i>)	Weeks 9 & 10	6
Quality assurance standards and accreditation processes	Week 11	3
Clinical Risk management: Learning through error and transformation	Week 12	3
Student activity: Group presentation and Discussion (<i>Presentation</i>)	Week 13	3
Quality: Reflections on nursing-specific perspectives	Week 14	3

Evaluation and review of learning objectives and course evaluation	Week 15	3
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2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	31	14				45
	Actual	31	14				45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Definitions and descriptors of 'quality' as a measure of excellence pertaining to nursing	Lecture & Group discussion	Assignment activity+ written report

1.2	Explain role of quality assurance in the delivery of nursing practices	Lecture & Group discussion	Assignment activity+ presentation
1.4	Gain knowledge of the role of theoretical models to conceptualize quality, capture influencing factors, identify influencing variables and acknowledge its subjective nature	Lecture & Group discussion	Assignment activity+ written report
2.0	Cognitive Skills		
2.1	Interpret factors that influence the quality of healthcare outcomes	Lecture & Group discussion	Assignment activity+ presentation
2.2	Appraise the perspectives from different healthcare stakeholders	Lecture & Group discussion	Assignment activity+ written report
2.3	Enhanced appraisal, recognition and evaluation of standards, indicators and measurement capabilities in nursing practice	Lecture & Group discussion	Assignment activity+ Discussion
2.4	Identify and critique models of quality assurance in their applicability to practice	Lecture & Group discussion	Assignment activity+ Discussion
2.5	Evaluate scope and function of clinical governance and health safety structures	Lecture & Group discussion	Assignment activity+ Discussion
3.0	Interpersonal Skills & Responsibility		
3.1	Confidence in the scope of professional practice	Reports & Assignment.	Observation
3.2	Construct an argument to support a theoretical rationale for a domain of nursing practice	Reports & Assignment.	Assignment activity+ final exam
3.3	Demonstrate responsibility for planning, implementation and evaluation of care that is theoretically justified.	Reports, presentations & Assignment.	Assignment activity+ final exam
3.4	Prepare to continue professional and personal development through CPD, utilizing professional societies, conferences and relevant scientific journals	Self-study	Observation + Assignment Activity

3.5	Operate as a team in debating and sharing informed discussion on quality assurance and quality improvement.	Group discussion; self-study	Observation
4.0	Communication, Information Technology, Numerical		
4.1	Use technology in communication skills to keep track of healthcare quality trends from Government, WHO and healthcare facility data reports, nationally and internationally	Using internet teaching leadership as using several online databases	Observation
4.2	Use technology to monitor and identify trends, health need, health outcomes at a population level to take account of in planning in nursing management and administration	Using internet teaching leadership as using several online databases	Observation + Assignment Activity
5.0	Psychomotor (if any)		
5.1	Enhance oral and written presentation skills	Course Project Assignment; Group discussions and Presentations	Observation + Course Project Presentation Activity
5.2	Use new knowledge to enhance ability to participate in a speaker debate to make a case for the quality assurance and safety strategies in healthcare.	Reports & Assignment; Group discussions and Presentations	Observation + Case Study Presentation

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1.Critique of a published nursing quality of care paper to examine quality assessment tool used or theory applied (Class discussion)	4th week	10%
2	2a. Groups formed. Each group select a defined area of nursing practice/administration and identify indicators of the quality of the experience from different	7th week	20%

	<p>stakeholder perspectives (<i>using both quantitative and qualitative data</i>)</p> <p>2b. Groups: Presentation of findings</p>		
3	<p>3a. Using a selected model of quality as a guide, report on data that would be collected to monitor quality of healthcare delivery and outcome.</p> <p>3b. Presentation of data or data collection tool identified as quality indicators using a selected model of quality in nursing practice/administration</p>	9 th Week	<p>Total of 30%</p> <p>– 20%</p> <p>– 10%</p>
4	Learning Team Activity	11 th week	10%
5	Participation	All Weeks	15%
	Total		100%
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<p>a. Groups formed. Each group select a defined area of nursing practice/administration and identify indicators of quality performance from different stakeholder perspectives (<i>using both quantitative and qualitative data</i>)</p> <p>b. Presentation</p>	4 th week	<p>15%</p> <p>15</p>

2	Group select and critique a published article based on healthcare quality assessment (Class discussion)	7 th week	10%
3	<u>Learning Team Activity:</u> With reference to Donabedian's theory, identify categories of quality indicators in the area of nursing administration	9 th Week	10%
4	a. Using a selected model of quality as a guide, report on data collection selection to monitor quality of nursing care delivery and outcomes (<i>Case study + written report</i>). b. Presentation	13 th week	Total of 40% 20% 20%
5	Participation	All Weeks	10%
	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Gmail document group or WhatsApp group**
- **Contact via emails**
- **2hrs. Academic office Hours.**
- **Academic advising**

E Learning Resources

1. List Required Textbooks

- **Joshi, M.S., Ransom, E. R., Nash, D. B., & Ransom, S. B. The Healthcare quality book: Vision, strategy, and tools (3rd ed.). Chicago, IL: Health Administration Press. 2014 asin: B004MED2XC**
- **Patrice L Spath. Introduction to Healthcare Quality Management, Second Edition, Health Administration Press, ©2013 ISBN-13: 978-1567935936**
- **Sollecito WA and Johnson JK. McLaughlin and Kalzzny's Continuous Quality Improvement in Healthcare, 4th Edition. Jones and Bartlett. Burlington, Mass. USA 2012**
- **Anita Finkelman Quality Improvement: A Guide for Integration in Nursing 1st Edition. Jones & Bartlett Learning, LCC, an Ascend Learning Company, 2018. ISBN-13: 978-1284105544.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Beitz JM Attitude Isn't the Only Thing, It's Everything: Humanistic Care of the Bariatric Patient**
- **Using Donabedian's Perspective on Quality of Care. *Ostomy Wound Manage.* 2018 Jan;64(1):12-17. Review**
- **Fabbruzzo-Cota C, Frecea M, Kozell K, Pere K, Thompson T, Tjan Thomas J, Wong A. A Clinical Nurse Specialist-Led Interprofessional Quality Improvement Project to Reduce Hospital-Acquired Pressure Ulcers. *Clin Nurse Spec.* 2016 Mar-Apr;30(2):110-6.**

- Hughes RG. Tools and Strategies for Quality Improvement and Patient Safety (C44). In Patient Safety and Quality: An Evidence-Based Handbook for Nurses. Hughes RG (editor). Rockville (MD): Agency for Healthcare Research and Quality (US); 2008 Apr.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

e-library resource

<https://onlinelibrary.wiley.com/journal/19451474>

Institute for Healthcare Improvement US.

https://www.npsf.org/general/recommended_links.aspx

<http://www.ihl.org/resources/Pages/OtherWebsites/default.aspx>

Agency for Healthcare Research and Quality

<https://www.ahrq.gov/>

The international Society for Quality in Healthcare

<https://www.isqua.org/>

- Gardner G, Gardner A, O'Connell J. J Clin Nurs. 2014 Jan;23(1-2):145-55. doi: 10.1111/jocn.12146. Using the Donabedian framework to examine the quality and safety of nursing service innovation. Epub 2013 Jul 3.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access
- Internet browser
- Microsoft Office
- Healthcare policy: Guidance and regulations (Saudi Arabia Health Council; Ministry of Health)

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness

<ul style="list-style-type: none">• Projector• Board
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Laptops, projector, data show, smart board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student evaluation course survey.• In-Class Feedback Form
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Review of expert in specialism• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report.

Name of Course Instructor: Prof. Grace Lidsay

Signature: Prof. Grace Lidsay

Date Completed: Nov 14th 2018

Program Coordinator: Dr. Maram T. Alghabbashi

Signature: Dr. Maram

Date Received: Nov 14th 2018

Year 2 / Semester 1

Course Title: Professional Training and Development.

Course Code: ANUR5603635—3

Date: 12 -11-2018

Institution: Umm Al-Qura University

College: Faculty of Nursing Department: Nursing Sciences and Research

A. Course Identification and General Information

1. Course title and code: **Professional Training and Development/ ANUR5603635—3**

2. Credit hours: 3 CH

3. Program(s) in which the course is offered.

(If general elective available in many programs indicate this rather than list programs)

(Master of Nursing program - Nursing Administration Track)

10. Name of faculty member responsible for the course

Dr. May Bagadood

11. Level/year at which this course is offered:

2nd Year/1st Semester (Level 3)

12. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program - Nursing Administration Track)

13. Co-requisites for this course (if any):

Human Resources in Health Care Organization

Organizational Leadership and Change Management

8. Location if not on main campus: College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply)

a. Traditional classroom

percentage?

b. Blended (traditional and online)

percentage?

70%

c. E-learning

percentage?

30%

d. Correspondence

percentage?

f. Other

percentage?

Comments:

- E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>
- Tutorials
- Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

The main objective of this course

- To understand the history and basic concepts of organizational training and development.
- To develop a strong conceptual understanding of the principles which impact how adults learn, and be able to apply these principles to work settings.
- To understand the impact and use of technology on the field of training today.
- To be able to use appropriate technology to research and develop an effective needs analysis.
- To understand the trend toward performance management, and how this impacts today's training professional.
- To be able to develop an appropriate training strategy for today's organization – using both classroom and distance learning technologies.
- To be able to effectively evaluate a training program using appropriate methods and be able to present this effectively to management.
- To understand and be able to use appropriate training software packages.
- To understand the appropriate distance learning technology and be able to apply this technology to achieve effective learning.
- To be able to select and use the appropriate technology for effective training follow-up.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Increased reliance on students' self-study to help the students to study independently and to be self-confidence.

- Use of IT or web based reference material and Use of library resources to be available for the students at all time.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

To evaluate, analyze, and apply techniques to effectively promote the training and development of human resources within workplace and community organizations; to increase awareness, knowledge and understanding of trends and issues related to the development of healthy organizations equipped to deal with rapid change.

List of Topics	No. of Weeks	Contact hours
Introduction to T&D	Week 1	3 hrs
Legal and Ethical Issues and Practices Related to Human Resources: <ul style="list-style-type: none"> • Historical Perspectives • Professional, Social, Ethical, and Political Issues • Personal and Organizational Ethical Practices 	Weeks 1 – 2	
T&D Theories and Their Organizational Applications	Week 3	
Contemporary Trends and Issues: <ul style="list-style-type: none"> • Use of Technology for Increased Productivity • Professional Development for the 21st Century • Preparing for an Aging Work Force • Distance Training/Learning 	Weeks 4 – 5	
Organizational Growth and Development: <ul style="list-style-type: none"> • Balancing Individual, Group and Organizational Needs • Creating the Learning Organization • Learning Communities 	Weeks 6 – 7	
Individual and Group Growth and Development <ul style="list-style-type: none"> • Planning, Implementing, and Evaluating T&D programs • Models of Instructional Design and Staff Development • Self-Managing Work Team 	Weeks 8 – 9	

Guest Speaker 1: From Training and Education Department	Week 10	
Guest Speaker 2: From Human Resource Development Department		
Employee orientation; Skills and technical training	Week 11	
Employee counselling	Week 12	
Career management and development	Week 13	
An Overview of Different Roles of Nurse Educators; Academic, Mentor, Preceptor and Supervisor.	Week 14	
Presentations	Week 15	

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<ul style="list-style-type: none"> Demonstrate knowledge, analysis and application of professional development theories and strategies for effective use of human resources. 	Lecture & Group discussion	<ul style="list-style-type: none"> Class Participation
1.2	<ul style="list-style-type: none"> Demonstrate understanding of concepts, current trends, and strategies relevant to recruiting, selecting, supervising, evaluating and retaining organizational or community volunteers 		
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> Develop a training plan to address identified needs as they relate to job performance, “reskilling” of workforce or professional development. 	Lecture & Group discussion	<ul style="list-style-type: none"> Course Project Chapter or Article Critique Review
2.2	<ul style="list-style-type: none"> Articulate ethical and legal issues related to human resources and professional development within the work place, organization, and community. 		
2.3	<ul style="list-style-type: none"> Engage in a critical analysis of organizational, job or individual needs as it relates to the development and training of human resources within the work place, organization, and community. 		
3.0	Interpersonal Skills & Responsibility		
3.1	Perform effective communication skills, and develop positive and ethical behaviors with others.	Group discussion	Observation Group assignment
3.2	<ul style="list-style-type: none"> Work as team Prepare to continue professional and personal development through continuing professional development, utilizing professional societies, conferences and relevant scientific journals 	<ul style="list-style-type: none"> Group discussion Self-learning 	Observation
4.0	Communication, Information Technology, Numerical		

4.1	<ul style="list-style-type: none"> Use technology in communication skills with others. Use technology to collect resources for T&D materials. 	<ul style="list-style-type: none"> Using internet Using online databases 	Observation
4.2	<ul style="list-style-type: none"> Work in group 	Using internet teaching assistance as using several online databased	Observation Assignment Activity
5.0	Psychomotor(if any)		
5.1	<ul style="list-style-type: none"> Apply own philosophy of T&D Enhance personal T&D approaches in the domain of practice. 	Course Project Assignment	<ul style="list-style-type: none"> Observation Course Project Presentation
5.2	<ul style="list-style-type: none"> Critique the T&D styles observed 	Assignment.	<ul style="list-style-type: none"> Observation Chapter or Article Critique Review

5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Chapter/Article Critique Review: (About the historical and developmental progression of Human Resources Development as a theoretical and professional field of practice).	6 th week	25%
2	Major Project Proposal (1000 Words Written paper)	10 th week	20%
3	Major Project Poster	14 th Week	30%
4	Presentation	15 th Week	10%
5	Participation	All Weeks	15%
	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- 2hrs. Academic office Hours.
- Academic advising
- Gmail document group or WhatsApp group
- Contact via email.

E Learning Resources

2. List Required Textbooks

- **Ford, J. K. (Ed.). (2014). *Improving training effectiveness in work organizations*. Psychology Press.**
- **Pollock, R. V., Jefferson, A., & Wick, C. W. (2015). *The six disciplines of breakthrough learning: How to turn training and development into business results*. John Wiley & Sons.**
- **Saks, A. (2015). *Managing Performance Through Training & Development, (Canadian ed.)*. Nelson Education.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Larsen, H. H. (2017). *Key issues in training and development*. In *Policy and practice in European human resource management* (pp. 107-121). Routledge.**
- **Seidle, B., Fernandez, S., & Perry, J. L. (2016). *Do leadership training and development make a difference in the public sector? A panel study*. *Public Administration Review*, 76(4), 603-613.**
- **Clarke, N., & Higgs, M. (2016). *How strategic focus relates to the delivery of leadership training and development*. *Human Resource Management*, 55(4), 541-565.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Consider using different online Library & Database.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access
- Internet browser
- Microsoft Office

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

<ul style="list-style-type: none">• 50 seats classroom• Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness• Projector• Board
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Laptops, projector, data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student evaluation course survey.
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Review of exam by expert.• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report.

Name of Course Instructor: **May Bagadood**

Signature: **May Bagadood**

Date Completed: **12 March 2019**

Program Coordinator: **Maram T Alghabbashi**

Signature: Dr. Maram

Date Received: **Nov 9th 2018**

Course Title

Organizational Leadership and Change Management

Course Code: ANUR5603632—3

Date: 12 -11-2018	Institution: Umm Al-Qura University
College: Faculty of Nursing	Department: Nursing Sciences and Research

A. Course Identification and General Information

1. Course title and code: Organizational Leadership and Change Management ./ ANUR5603632—3			
2. Credit hours: 3 CH			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) (Master of Nursing - Nursing Administration Track)			
4. Name of faculty member responsible for the course Dr. Maram Alghabbashi and Dr Sahar Aly			
5. Level/year at which this course is offered: 2 nd Year/ 1 st Semester (Level 3)			
6. Pre-requisites for this course (if any): <ul style="list-style-type: none"> • The Applicant must have completed a BSN degree. • The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing program - Nursing Administration Track) 			
7. Co-requisites for this course (if any): Health Care Informatics: ANUR5603633—3 Human Resources in Health Care Organization Professional Training and Development			
8. Location if not on main campus: College of Nursing - Abdia Campus			
9. Mode of Instruction (mark all that apply):			
a. Traditional classroom	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="70%"/>
c. E-learning	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="30%"/>
	<input type="checkbox"/>		<input type="checkbox"/>

d. Correspondence

percentage?

f. Other

percentage?

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

The main objective of this course

Upon completion of this course, students will be able to:

1. Define organization, leadership, and distinguish the difference between leadership and Management within an organization.
2. Explain fundamental theories of leadership and recognize situations in which the theories are applied.
3. Demonstrate awareness of legal, personnel, and strategic issues relating to globalization, culture and gender diversity in an organization and their influence on organizational leadership.
4. Evaluate issues relating to communication in an organization and discuss strategies for becoming an effective and ethical communicator in a global world.
5. Explain the importance of teams in organizations and evaluate leader influences on building high performance teams.
6. Examine conflict resolution strategies, the role of conflict, and negotiations.
7. Assemble the competencies needed to be an effective leader and develop strategies for improving effective leadership potential.
8. Acquire knowledge of leadership needed to enhance organizations chart a successful course through change.
9. Acquire foundational knowledge to help managerial decisions based on business data.
10. Illustrate major drivers of organizational change.
11. Understand the role that leadership plays in anticipating, planning and navigating organizational change.
12. Understand the importance of effective change management.
13. Improve business related-knowledge through the provided business terminologies and concepts provided in this course.
14. Demonstrate leadership skills manifested with motivated business leader.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.
- Increased reliance on students' self-study to help the students to study independently and to be self-confidence.
- Use of IT or web based reference material and Use of library resources to be available for the students at all time.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

Program Description:

Organizational Leadership prepares innovative leaders for employment in an increasingly diverse technological and global society, develops practical workplace competencies that meet current and future challenges through a real world coursework utilizing personalized academic mentoring and tutoring. The coursework focuses on team building, ethical decision making, enhanced communication skills, critical thinking, and people skills, and pursue careers in education, government, nonprofit, and business organizations. In addition it offers an overview of issues related to organizational leadership, including the definition of organizations, theories of leadership, characteristics and behaviors of leaders as well as varying contexts under which leaders must perform.

An organization's ability to anticipate, plan for, manage, and navigate through mergers, acquisitions, downsizings and leadership changes and emerge stronger afterward is an important measure of the effectiveness of its leaders. Strategic communication plays a critical role in the change-management process, and students will examine best practices in organizational leadership and change management. Strategic communicators also need to understand organizations' business goals, the motivations of their leaders, and the framework in which business decisions are made.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction: <ul style="list-style-type: none"> • Overview of Organizational Leadership Major Coursework • and Issues in Organizational Leadership • Defining an Organization • Defining Leadership • Organizational Leadership • Differences between leadership and management in organizations 	Week 1	3
Leadership Theories: <ul style="list-style-type: none"> • Introduction to Leadership • Theories of Leadership • Leadership Traits • Leadership Skills • Leadership Styles 	Week 2	3
Path-Goal Theory & Leader-Member Exchange Theory	Week 3	3
Leadership and Diversity: <ul style="list-style-type: none"> • Effective Global Leadership • Leadership and Culture • Leadership and Gender 	Week 4	3
Leading with Effective Communication: <ul style="list-style-type: none"> • Communication Process • Barriers to Effective Communication • Active Listening • Nonverbal and Body Language • Ethical Communication 	Week 5	3
Leading High Performance Teams: <ul style="list-style-type: none"> • Difference Between “Group” and “Team” • Stages of Team Development • Leading, Empowering, Following 	Week 6	3
Psychodynamic Approach, Adaptive & Team Leadership Behavioral & Situational Approach	Week 7	3
Resolving Conflict and Negotiation: <ul style="list-style-type: none"> • Levels of Conflict • Conflict Resolution • Stimulating Constructive intergroup conflict • Negotiations and Tactics 	Week 8	3

Effective Leadership in 21st century	Week 9	3
<ul style="list-style-type: none"> Becoming an Effective Leader Transformational, Authentic & Servant Leadership 	Week 10	3
<ul style="list-style-type: none"> Leadership Ethics and Information Literacy Guest Speaker: A Nurse Director 	Week 11	3
Change Process Leading Change	Week 12	3
Changing Culture Role of Thinking & Feeling in Change Behavior	Week 13	3
Marketing strategy in hospital organization	Week 14	3
Paper/Presentations Personal Leadership Strategy: (Students will prepare a personal leadership strategy to continue developing effective leadership potential).	Week 15	3

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning

outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define organization, leadership, and distinguish the difference between leadership and management within an organization.	Lecture & Group discussion	Two written quizzes & Final written.
1.2	Identify politics and policies in health care organization	Lecture & Group discussion	Final exam
1.3	Recite motivation of business leaders	Lecture & Group discussion	Final exam
1.4	Classify management and its principles	Lecture & Group discussion	Final exam
2.0	Cognitive Skills		
2.1	Explain fundamental theories of leadership and recognize situations in which the theories are applied.	Lecture & Group discussion	Two written quizzes & Final written.
2.2	Explain the importance of teams in organizations and evaluate leader influences on building high performance teams.	Group discussion. Examples & Independent study assignments	Two written quizzes & Final written.
2.3	Predict managerial decisions based on business data.	Lecture & Group discussion	Assignment activity+ final exam
2.4	Measure delegation process	Lecture & Group discussion	Assignment activity+ final exam

3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate awareness of legal, personnel, and strategic issues relating to globalization, culture and gender diversity in an organization and their influence on organizational leadership.	Students group assignment. -individual presentation	Observation check list " 'responsibility and behavior" -Role play Observation check list
3.2	Illustrate effective communication skills and positive relation with others.	Reports & Assignment.	-Role play Observation check list
4.0	Communication, Information Technology, Numerical		
4.1	Evaluate issues relating to communication in an organization and discuss strategies for becoming an effective and ethical communicator in a global world.	Small group work	Observation & Information technology evaluation checklist.
4.2	Demonstrate technology in communication skills with others.	Role playing	Observation & Information technology evaluation checklist.
4.3	Evaluate work in group strategy.	Small group work	Observation + Assignment Activity
5.0	Psychomotor(if any)		
5.1	Manipulate Communication Plan for an Organization	Clinical practice, role play & documentation.	Documenting checklist Formal evaluation Final practical.
5.2	Show transformational, Authentic & servant leadership.	Role play & documentation.	Documenting checklist Formal evaluation Final practical.

5.3	Construct conflict resolution strategies, the role of conflict, and negotiations.	Clinical practice, role play & documentation.	Documenting checklist Formal evaluation Final practical.
5.4	Assemble the competencies needed to be an effective leader and develop strategies for improving effective leadership potential.	Clinical practice, role play & documentation.	-Student's clinical activities evaluation form

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<p><u>Semester Clinical Activities:</u></p> <p>Reflection Paper: (on the change plan and why change? (Journal Assignment)</p> <p>Students are expected to review a variety of materials each week (readings, PowerPoint slides, Podcasts, simulation, or other material). A MINIMUM one-page, single-spaced, reflection paper should be submitted to the appropriate Drop box. The reflection paper should include answers to the following questions:</p> <p>a. What is the main point of the review material?</p> <p>b. Who should (or does) care?</p> <p>c. Why is this important?</p> <p>d. When can you apply this information?</p> <p>e. WOW – The one thing that surprised me was</p>	<p>7th week</p> <p>10th week</p>	10%
5	<p><u>Video of Current Leadership.</u></p> <p>Students will record a 5-minute video of their current views on leadership chronologically responding to the following:</p> <p>a. Comment on favorable and unfavorable leaders that you have experienced in any organization. What did they do or not do to make you like or dislike their leadership?</p> <p>b. Describe yourself as a leader now (today).</p> <p>c. How do others describe you as a leader today?</p> <p>d. Describe your ideal leader.</p> <p>e. What steps do you believe you need to take, if any, for you to become that ideal leader?</p>	12 th week	Total 10%

	<u>Semester Quizzes:</u> 1 st quiz. 2 nd quiz .	5 th .Week 9 th .Week	30 %
	<u>Final written exam.</u>	17 th . or 18 th .Weeks .	50 %
6	Total	All Weeks	100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- 2hrs. Academic office Hours.
- Academic advising.
- WhatsApp group.
- Gmail document group.
- Emails.

E Learning Resources

1. List Required Textbooks

Antonakis, J. (2017). On Why "Emotional Intelligence" Will Not Predict Leadership Effectiveness Beyond Iq or the "Big Five": an Extension and Rejoinder. *Organizational Analysis*.

Avolio, B. J., Bass, B. M., & Jung, D. I. (2016). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational & Organizational Psychology*.

Bass, B. M. (2018). *Bass & Stodgill's handbook of leadership: Theory, research and managerial education*. New York: The Free Press.

Collins, J. (2016). *Good to great: Why some companies make the leap ... and others don't*. New York: Harper Business.

Kane, T. D., & Tremble, T. R. (2018). Transformational leadership effects at different levels of the army. *Military Psychology*,.

Laub, J. (2019). From Paternalism to the Servant Organization: Expanding the Organizational Leadership Assessment (OLA) Model. Paper presented at the Servant Leadership Research Roundtable, Virginia Beach, VA.

Smith, B. N., Montagno, R. V., & Kuzmenko, T. N. (2018). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of Leadership and Organizational Studies*.

Stone, A. G., Russell, R. F., & Patterson, K. F. (2018). Transformational versus Servant Leadership: A Difference in Leader Focus. Paper presented at the Servant Leadership Research Roundtable, Virginia Beach, VA.

Prati, L. M., Douglas, C., Ferris, G. R., Ammeter, A. P., & Buckley, M. R. (2017). The Role of Emotional Intelligence in Team Leadership: Reply to the Critique by Antonakis. *International Journal of Organizational Analysis*.

2. List Essential References Materials (Journals, Reports, etc.)

Engelbrecht, A. S., Aswegan, A. S. v., & Theron, C. C. (2017). The effect of ethical values on transformational leadership and ethical climate in organizations. *South African Journal of Business Management*.

Kark, R., Shamir, B., & Chen, G. (2019). The two faces of transformational leadership: Empowerment and dependency. *Journal of Applied Social Psychology*,.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Consider using different online Library.
- NIH Database
- Cochrane database of systematic reviews
- NIH Database.

White, K. R., Pillay, R., & Huang, X . (2016). Nurse leaders and the innovation competence gap. *Nursing Outlook*, 64, 255-261.

Laub, J. (2017). Organizational health. from http://www.olagroup.com/concepts/organizational_levels.cfm

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer / Laptops
- Internet access

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats at the classroom
- Effective classroom environment including seats, desks, lights ,air conditioner, and cleanliness

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops
- Projector
- Data show
- Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Student evaluation course survey.
- In-class feedback.

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- Head department evaluation.

<ul style="list-style-type: none">• Annual evaluation by course coordinator.
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning course
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">• Review of exam by expert.• Reviewing the results of the students by independent faculty members to verify standards of student achievement.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <ul style="list-style-type: none">• Reviewing the syllabus objectives.• Reviewing the course specification.• Reviewing course report.

Name of Course Instructors:

- Maram T Alghabbashi
- **Sahar Aly**

Signature: MaramTA **Sahar Aly** Date Completed: March 12, 2019

Program Coordinator: Maram T Alghabbashi

Signature: Dr. Maram Date Received: March 12, 2019

Course Title: Health Care Informatics

Course Code: NURS603633—3

Date:2018/11/12.		Institution: .Umm Al- Qura University.	
College: Nursing Department: .Nursing Science & research			
A. Course Identification and General Information			
1. Course title: Health Care Informatics and code: ANUR5603633—3			
2. Credit hours: 3 hours.			
3. Program(s) in which the course is offered. (Master of Nursing - Nursing Administration Track) (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr. Hala Yehia Sayed Ali			
5. Level/year at which this course is offered: 2nd Year/ 1st Semester (Level 3)			
6. Pre-requisites for this course (if any):			
<ul style="list-style-type: none"> • The Applicant must have completed a BSN degree. • The applicant should be enrolled as a postgraduate student at the College of Nursing, Umm Al-Qura University (Master of Nursing - Nursing Administration Track) 			
7. Co-requisites for this course (if any):None			
8. Location if not on main campus: College of Nursing - Abdia Campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="70"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
d. Correspondence	<input checked="" type="checkbox"/>	percentage?	<input type="checkbox" value="30"/>
f. Other	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
Comments: E-learning portal in Umm Al-Qura University https://elearn.uqu.edu.sa			

Blended learning is as an integration of traditional classroom-based approach and Internet-based approach to deliver instruction. In this mode, the students have the benefit of taking courses face-to-face with an online component or e-learning component, using sophisticated course management systems, namely; "Blackboard".

B Objectives

1. The main objective of this course

By the end of the course, postgraduate nursing students will be able to:

1- Preparing students to analyze current and use technologies to optimize safety, cost effectiveness in nursing and health outcomes.

2. Utilizing theories that guide the application of informatics in health care and health education.

3. Applying policies that incorporate ethical principles and legal standards in the use of health and information technologies

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- **Using Illustrative audio-visual materials to make the presentation more interesting and help the students to understand.**
- **Increasing the reliance on students' self-study to help the students to study independently and to be self-confidence.**
- **Using IT or web based reference material along with the provided library resources to be available for the students at all time.**
- **Using email, electronic discussion forums, computer applications, worldwide web, and internet assignments.**

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This graduate-level course covers the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Health informatics is the intersection of information science, computer science, and health care. It deals with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health care settings. Health informatics tools include not only computers but also clinical guidelines, formal medical terminologies, and information and communication systems. This course focuses on the application of health care informatics from a nursing perspective. Based on the Foundation of Knowledge model, this course demonstrates how nursing and healthcare informatics relate to knowledge acquisition, knowledge processing, knowledge generation, knowledge dissemination, and feedback, all of which build the science of nursing.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction: What are Health and Nursing Informatics?	1	3
Computer component & information literacy	1	3
Evidence-Informed Practice and Informatics	1	3
Informatics in patient education & tele- health	2	6
Internet and social media	1	3
Point of care and clinical use of information system	1	3
Consumer Health Informatics and eHealth	1	3
Electronic Health Technologies: eHealth Records	2	6
Ethics and legal aspects of informatics	1	3
Nomenclature in informatics Databases	1	3
Nursing informatics and education	1	3
Nursing informatics and administration	1	3
Nursing informatics and research	1	3

2. Course components (total contact and credit hours per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	35	10				45
	Actual						45
Credit	Planned	3					3

	Actual	3					3
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3. Individual study/learning hours expected for students per week.

3 hours/ week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define health information and nursing informatics	Lecture & Group discussion	Final exam
1.2	Mention computer component	Lecture & Group discussion	Final exam
1.3	Identify legal & ethical aspects of informatics	Lecture & Group discussion	Final exam
2.0	Cognitive Skills		
2.1	Differentiate essential elements for validating nursing knowledge on the internet.	Lecture & Group discussion	Assignment activity+ final exam

2.2	Interpret the use of informatics in healthcare.	Lecture & Group discussion	Assignment activity+ final exam
2.3	Explain privacy principles and nursing informatics to nursing practice.	Lecture & Group discussion	Assignment activity+ final exam
2.4	Rate nomenclature relating to nursing and health care information systems.	Lecture & Group discussion	Assignment activity+ final exam
3.0	Interpersonal Skills & Responsibility		
3.1	Show effective communication skills and positive relation with others.	Group discussion & Assignment.	Observation
3.2	Illustrate role clarification with others.	Group discussion & Assignment.	Observation
3.3	Evaluate team functioning.	Group discussion & Assignment.	Observation
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate relevant information and knowledge to support the delivery of evidence informed patient care.	Group discussion & Assignment.	Assignment activity
4.2	Interpret ICTs in accordance with professional and regulatory standards and workplace policies.	Group discussion & Assignment.	Assignment activity
4.3	Appraise information and communication technologies in the delivery of patient/client care.	Group discussion & Assignment.	Assignment activity
5.0	Psychomotor (if any)		
5.1	Demonstrate ability to combine informatics with nursing practice.	Practical on computer lab + students' activity	Assignment activity + final exam
5.2	Perform & produce measures of central tendency & measures of variance.	Practical on computer lab+ students' activity	Assignment activity + final exam

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Students' activity	6 th .wk.	20%
2	Students' activity	7 th . wk.	20%
3	Students' activity	8 th .wk.	20%
4	Students' activity	10 th .wk	20%
5	Students' activity	12 th .wk	20%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- **Two academic office hours.**
- **Academic advising (face to face and/or online via email)**
- **Gmail document group or WhatsApp group**
- **Contact via email**

E Learning Resources

1. List Required Textbooks

- **Coiera, E. (2015). *Guide to health informatics*. CRC press.**
- **Dee McGonigle , Kathleen Mastrian (2019):Nursing Informatics and the Foundation of Knowledge (4th Edition) - 978-1284121247**
- **Sewell, J (2018) Nursing Informatics 6th ed., amazon co., North American**

2. List Essential References Materials (Journals, Reports, etc.)

- **American Psychological Association. (2018). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.**
- **Bates, D. W., Saria, S., Ohno-Machado, L., Shah, A., & Escobar, G. (2014). *Big data in health care: using analytics to identify and manage high-risk and high-cost patients*. *Health Affairs*, 33(7), 1123-1131.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **UT Tyler Bookstore.**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none">• 50 seats per room
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Laptops, projector, data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Computers lab with internet and audiovisual materials

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Student evaluation course survey
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <ul style="list-style-type: none">• Self and peer evaluation.• Head department evaluation.• Annual review of the course with similar selected courses by the leading universities in the field.• Annual evaluation of the textbook and compare it with the new editions.
3. Procedures for Teaching Development <ul style="list-style-type: none">• eLearning lectures
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <ul style="list-style-type: none">▪ Review of exam by expert.

- **Reviewing the results of the students by independent faculty members to verify standards of student achievement.**
- **Attaining international accreditation.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- **Reviewing the syllabus objectives.**
- **Reviewing the course specification.**
- **Reviewing course report.**

Name of Course Instructor: Dr. Hala Yehia Sayed Ali

Signature: *Dr. Hala Yehia Sayed Ali*

Date Completed: 11/11/2018

Program Coordinator: Dr. Maram T. Alghabbashi

Signature: Dr. Maram

Date Received: 11/11/18

Course Title:

Health Systems, Management and Policy

Course Code: ANUR5603634 – 3

Date: 11 -11-2018

Institution: Umm Al-Qura University

College: Faculty of Nursing

Department: Nursing Sciences and Research

A. Course Identification and General Information

1. Course title and code: **Health Systems, Management and Policy** / ANUR5603634 – 3

2. Credit hours: 3 CH

3. Program(s) in which the course is offered.

Master of Nursing (Nursing Administration Track)

4. Name of faculty member responsible for the course

Dr. May Bagadood

5. Level/year at which this course is offered:

2nd Year/1st Semester (Level 3)

6. Pre-requisites for this course (if any):

- The Applicant must have completed a BSN degree.
- Completion of all core track prerequisite courses and level 2 courses.

7. Co-requisites for this course (if any):

8. Location if not on main campus:

College of Nursing - Abdia Campus

9. Mode of Instruction (mark all that apply):

a. Traditional classroom	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="70%"/>
c. E-learning	<input type="checkbox"/>	percentage?	<input type="checkbox"/>
d. Correspondence	<input checked="" type="checkbox"/>	percentage?	<input type="text" value="30%"/>
f. Other	<input type="checkbox"/>	percentage?	<input type="checkbox"/>

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

The blended mode is referred to the integration of traditional classroom-based approach and Internet-based approach (using Blackboard) to deliver instruction.

B Objectives

1. The main objective of this course

- Adopt the college and university vision and mission.
- Compare sectors in the health care system and their inter-relationships.
- Identify key policy issues in contemporary health systems.
- Compare and contrast cost, quality, and access issues across health care sectors.
- Apply concepts and measures for evaluating the performance of health systems.
- Analyze strategies for health system improvement through public policy, select a policy to improve the health system, and advocate for its adoption to a health care decision maker.
- Apply classical economic theory to the health care marketplace.
- Determine sources and uses of payment for health care services and their impact on quality, cost, and access.

2. Describe briefly any plans for developing and improving the course that are being implemented.

- Increase the reliance on students' self-learning to encourage the students to study independently and to be self-confidence and to enhance their critical thinking and research skills.
- Use of internet-linked scientific and healthcare databases to access scholarly articles
- Use of library resources to be available for the students at all time.
- Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics related to course objectives.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

This course provides a framework for understanding the social, political and economic dimensions of health policy. Students will learn the fundamental characteristics of health care systems; the organization, financing, and delivery of services in the Saudi Arabian health care system; the role of prevention and other non-medical factors in population health outcomes; key management and policy issues in contemporary health systems; and the process of public policy development and its impact on the prospects for health system improvement. Accessibility, cost, quality of health care; safety of food, water, and environment; the right to make decisions about our health; these issues are vitally tied to health policies.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Module 1: Overview and Analysis of Health Systems:	Weeks 1 – 2	6 hrs
1) A Systems Perspective on Health Care Reform		
2) Saudi Arabian Health Care System in Global Perspective		
3) Development and Structure of the Saudi Arabian Health Care System		
4) Analyzing Policy Options for Health System Improvement		

Module 2: Organization and Delivery of Care: 1) Workforce Topic 2) Primary Care 3) Hospitals	Week 3	3 hrs
Module 3: Sectors of the Health Care System: 1) Pharmaceuticals: Health Care and Business 2) Long Term Care 3) Mental Health Care 4) Integrative Medicine 5) Safety Net Services	Weeks 4 – 6	9 hrs
Module 4: System Challenges: 1) Disparities in Health Care Access and Outcomes 2) Health Care Quality and Efficiency 3) Economic Analysis and Health Care Costs	Weeks 8 – 9	6hrs
Module 5: Public Policy and Health Systems Development: 1) Private Health Insurance 2) Health Care Reform 3) Implementing Health Care Reform: New Payment Systems and Population Management 4) Policy Making Process	Weeks 10 – 12	9 hrs
Module 6: Religion, Culture and Health Policy: 1) The influence of Islam and the Saudi Culture on Health Policy	Week 13	3 hrs
Module 6: Policy Project and Presentations	Weeks 14 – 15	3 hrs

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3					3
	Actual	3					3

3. Individual study/learning hours expected for students per week.

3hrs/week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and

align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Defines and discusses the meaning of several concepts related to health systems, management and policy.	Lecture & Group discussion.	<ul style="list-style-type: none"> • Assignment activity • Presentation
1.2	Demonstrates an understanding of nursing role as a manager and a decision-maker in each health sectors and how to deal with challenges within the Saudi health care system.		
1.3	Compare the local health systems' practice with the international practice.		
2.0	Cognitive Skills		
2.1	Analyses texts, maps, articles, policies, memos and all kinds of different materials to practice critical thinking and implement the best evidence-based in dealing with the complex system challenges.	<ul style="list-style-type: none"> • Lecture • Group discussion. • Case Study (memo analysis). 	<ul style="list-style-type: none"> • Assignment activity • Course Project • Presentation
2.2	Designs a guideline or manual based on understanding the rules and regulations, policies, and procedures of the different health systems; including the facility code of ethics, corporate compliance, health, safety policies		
2.3	Grounds technology in a variety of learning strategies and evidence-based knowledge applications.		
3.0	Interpersonal Skills & Responsibility		
3.1	Develops collegial working relationship during group discussion to promote a positive leaning experience.	<ul style="list-style-type: none"> • Group discussion. • Assignment. • Self-study 	<ul style="list-style-type: none"> • Assignment activity • Course Project • Presentation • Observation
3.2	Assesses the unique individual working needs and fosters the cognitive and psychomotor skills.		
4.0	Communication, Information Technology, Numerical		
4.1	Uses information technologies and provides resources to skillfully support the nursing managerial process.	<ul style="list-style-type: none"> • IT and internet utilization 	<ul style="list-style-type: none"> • Assignment activity • Observation
4.2	Shows enthusiasm for using information and technology to communicate, manage knowledge, mitigate errors, and support decision making.		
4.3	Use technology in the utilisation of graphics to present visual descriptors of nursing practice referenced to health policy.		
5.0	Psychomotor(if any)		

5.1	Enhance oral and written presentation skills.	<ul style="list-style-type: none"> Course project assignment Observation 	<ul style="list-style-type: none"> Course Project Presentation Observation
5.2	Use new knowledge to enhance ability to debate case for importance of a conceptual basis for nursing practice.		

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<p>Blackboard discussion:</p> <p>At the beginning of the due weeks, students should post about what they have learnt in the previous weeks.</p> <p>At the end of the due weeks: students should respond to each other.</p>	Weeks 3, 6, 8, and 11)	Total of 20%: 5%/week
2	Health Policy Analysis Memo	9 th week	30 %
3	Students are expected to assume responsibility for constructing a project under the direction of faculty member supervisor (1500-2000 words).	14 th week	40%
4	Project presentation	15 th Week	10%
	Total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

E Learning Resources

1. List Required Textbooks

Teitelbaum, J. B., & Wilensky, S. E. (2016). *Essentials of health policy and law*. Jones & Bartlett Publishers.

2. List Essential References Materials (Journals, Reports, etc.)

- Dimick, J. B., & Ryan, A. M. (2014). Methods for evaluating changes in health care policy: the difference-in-differences approach. *Jama*, 312(22), 2401-2402.
- Cherry, Barbara, and Susan R. Jacob. *Contemporary nursing: Issues, trends, & management*. Elsevier Health Sciences, 2016.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

None.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Health systems' policy and procedures
- Computer
- Internet Access

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop, computer and software

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None.

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

Student evaluation course survey.

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- Head department evaluation.

3. Procedures for Teaching Development

- eLearning courses.

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of the competencies' evaluation tools by an expert.
- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report.

Name of Course Instructor: Dr. May H. Bagadood
Signature: Dr. May Bagadood Date Completed: 10/03/2019

Program Coordinator: Dr. Maram T. Alghabbashi
Signature: Dr. Maram Date Received: 10/03/2019

Course Title: Management Research Project

Course Code: ANUR5603641—3

Date: 2018-11-11

Institution: Umm Al-Qura University

Faculty of Nursing **Department:** Nursing Sciences and Research **College:**

A. Course Identification and General Information

1. Course title and code: Management Research Project/ ANUR5603641—3		
2. Credit hours: 3 CHs		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Master of Nursing program		
4. Name of faculty member responsible for the course: Dr. May H. Bagadood		
5. Level/year at which this course is offered: level 4 (2 nd Year/4 th Semester).		
6. Pre-requisites for this course (if any): <ul style="list-style-type: none"> • The Applicant must have completed a BSN degree. • The student must be admitted to the nursing college at Umm Al-Qura University in the Master of Nursing program. 		
7. Co-requisites for this course (if any): Practicum in Nursing Administration: ANUR5603642—3		
9. Location if not on main campus: College of Nursing - Abdia Campus		
9. Mode of Instruction (mark all that apply):		
a. Traditional classroom	<input type="checkbox"/>	percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	percentage? <input type="checkbox"/> 70
c. E-learning	<input type="checkbox"/>	percentage? <input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	percentage? <input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/> 30

f. Other percentage?

Comments: E-learning portal in Umm Al-Qura University <https://elearn.uqu.edu.sa>

The blended mode is referred to the integration of traditional classroom-based approach and Internet-based approach (using Blackboard) to deliver instruction.

B Objectives

1. The main objective of this course

- Provide the student an opportunity to apply the research process to investigate nursing problems through the synthesis of nursing theory, practice and research.
- Encourage students to further develop independent thought and self-direction in learning through engaging in a supported learning process.
- Design and implement an evidence-based and data driven practice
- To enhance the quality, safety or costs of patient care and improve outcomes of nursing.
- Enable students to identify, refine and review a topic of relevance to current professional practice or future research directions.
- Complete a scholarly piece of work for culminating academic requirement of the Master of Nursing degree program.

2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

- Use Illustrative audio-visual materials to enhance learner-educator learning outcome.
- Use of IT or web-based reference materials as well as library resources to be available for the students at all time.
- Encourage the actual application of the previous subjects' contents in the research project.
- Encourage the utilization of UQU library database during the conduction of the course.
- Development of shared electronic point to increase educator-learner interaction and follow up for the course.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

The course will provide an opportunity for the postgraduate students with an interest in research to conduct an in-depth exploration of a topic that you have identified as being of personal professional relevance and/or research interest. The management research project can be a variety of options (e.g. development of educational modules, needs assessment, evidence-based practice, pilot studies, research activities, literature review, case analyses, informatics, quality improvement, or patient safety). To complete this course you will be expected to work independently selecting, locating and analysing the relevant topic and literature to prepare a scholarly piece of work reviewing current knowledge on the self-identified topic. Your work may be presented in a journal manuscript formats.

The management research project must include:

- Evidence-based nursing concepts
- Quality, safety and/or cost savings for the health system
- Critical systematic review of the literature
- Ethics approval for the project
- Regular collaboration and meetings with the course coordinator, project supervisor/s, and student colleagues
- Project goals, objectives and methodologies
- Data and informatics (e.g. Qualtrics surveys, data mining)
- Evaluation strategies
- Timelines for development, implementation, evaluation, and professional dissemination
- Completion of required Forms

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to the course and discussion of the assessments and the expected outcomes	Week 1	3hrs/week
Discussing and selecting research project proposal with the course coordinator and each student academic supervisor	Week 2	
Approving the research project proposal by course coordinator and project supervisor.	Week 3	
Scheduled Follow-up Meeting (<i>Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance</i>)	Week 4	3 hrs self-learning
Students' Presentations	Week 5	3 hrs
Scheduled Follow-up Meeting (<i>Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance</i>)	Week 6	3 hrs self-learning
Writing-up ethical application for human research	Week 7	3 hrs
Scheduled Follow up Meeting (<i>Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance</i>)	Week 8	3 hrs/week self-learning
	Week 9	
Submitting a draft post on the discussion board online for peer review	Week 10	3 hrs/week
Completing peer review	Week 11	
Scheduled Follow-up Meeting (<i>Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance</i>)	Week 12	3 hrs/week self-learning
	Week 13	
	Week 14	
	Week 15	

2. Course components (total contact and credit hours per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned		0			45	45
	Actual		3			24	45
Credit	Planned					3	3
	Actual					3	3

3. Individual study/learning hours expected for students per week.

3 hrs

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain).

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Informed thinking for the principles, methods, standards, values and boundaries of the nursing discipline.	<ul style="list-style-type: none"> Self-learning using the pre-requisite courses, online library, and the university library. Course coordinator & academic supervisor. 	<ul style="list-style-type: none"> Writing up (Maximum 100 pages report project)
1.2	Understanding what the concept of research is, its different approach, and the measures of a high quality research.		

1.3	Aware of relevant knowledge and theory in other related disciplines and professional fields		
1.4	Articulating the appropriate evidence-based practice within the selected context to identify the basic components of the tackled research problem.		
2.0	Cognitive Skills		
2.1	Integrating and synthesizing competencies from across the degree program, thereby demonstrating the ability to participate in and contribute value to the chosen professional field.	<ul style="list-style-type: none"> Self-learning using the pre-requisite courses, online library, and the university library. Course coordinator & academic supervisor. 	<ul style="list-style-type: none"> Presentation. Final research project
2.2	Constructing knowledge on the basis of their understanding of the health care, economic, legal, technological, and social and cultural issues.		
2.3	Analysing and interpret qualitative and quantitative results.		
2.4	Critically evaluate existing understandings and recognize the limitations of their own knowledge.		
3.0	Interpersonal Skills & Responsibility		
3.1	Ability to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.	<p>Self-learning using the pre-requisite courses, online library, and the university library.</p> <p>Academic supervisor.</p>	<ul style="list-style-type: none"> Presentation. Final research project
3.2	Being intellectually curious and able to sustain intellectual interest and open to new ideas, methods and ways of thinking.		
3.3	Capable of identifying processes and strategies to learn and meet new challenges and independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement		
4.0	Communication, Information Technology, Numerical		
4.1	Being able to recognize and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.	<p>Self-learning using the pre-requisite courses, online library, and the university library.</p> <p>Academic supervisor.</p>	<ul style="list-style-type: none"> Presentation. Final research project
4.2	Making effective use of oral, written and visual means to critique, negotiate, create and communicate understanding and use		

	communication as a tool for interacting and relating to others.		
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5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Research project proposal submission for course coordinator and project supervisor approval	5th week	—
2	Research project presentation: Outcome of preliminary survey of a nursing problem (15-20 mins)	7 th week	10%
3	Peer review	11 th week	20%
4	Final submission of research project (Maximum 100 pages)	16 th week	70%
	total		100%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group
- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

E Learning Resources

1. List Required Textbooks

No required Textbooks

2. List Essential References Materials (Journals, Reports, etc.)

- Cronk, B. (2018). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation* (12th ed.)
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research* (Fifth ed.). Los Angeles: Sage.
- Kim, M. & Mallory, C. (2018). *Statistics for Evidence-Based Practice in Nursing 2nd ed., ed.*, SBN-13: 978-1284088373 ISBN-10: 1284088375
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (Fourth ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (1st ed.). Chicester: Wiley.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Consider using different online Library and database including CINAHL, MEDLINE/ PubMed, and the *Annual Review of Nursing Research*.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Computer
- Internet access

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- 50 seats classroom
- Effective Classroom Environment including the seats, desks, lights, and air conditioner, and cleanliness
- Projector
- Board

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptops,
- Projector
- Data show
- Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Computers lab with internet and audio-visual materials

G Course Evaluation and Improvement Procedures

8. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

- Student Evaluation Course Survey
- In-Class Feedback Form

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

- Self and peer evaluation.
- Head department evaluation.
- Annual Evaluation by Course Coordinator

9. Procedures for Teaching Development

- eLearning course

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of exam by expert.
- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report.

Name of Course Instructor: Dr. May H. Bagadood

Signature: Dr.May Bagadood Date Completed: 18-11-2018

Program Coordinator: Dr. Maram T Alghabbashi

Date Received: Dr. Maram Signature: 18-11-2018

Course Title: Practicum in Nursing
Administration

Course Code: ANUR5603642—3

Date: 11 -11-2018	Institution: Umm Al-Qura University
College: Faculty of Nursing Department: Nursing Sciences and Research	

A. Course Identification and General Information

1. Course title and code: Practicum in Nursing administration/ ANUR5603642—3																
2. Credit hours: 3 CH																
3. Program(s) in which the course is offered. (Master of Nursing – Nursing Administration Track)																
4. Name of faculty member responsible for the course Dr. May Bagadood																
5. Level/year at which this course is offered: 2 nd Year/2 nd Semester (Level 4)																
6. Pre-requisites for this course (if any): <ul style="list-style-type: none"> • The Applicant must have completed a BSN degree • Completion of all Master of Nursing core and Nursing Administration track specialty courses 																
7. Co-requisites for this course (if any): Management Research Project: ANUR5603641—3																
8. Location if not on main campus: Health care Facilities College of Nursing - Abdia Campus																
9. Mode of Instruction (mark all that apply): <table border="0" style="width: 100%;"> <tr> <td>a. Traditional classroom</td> <td><input type="text"/></td> <td>percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input type="text"/></td> <td>percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>c. E-learning</td> <td><input type="text"/></td> <td>percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="text"/></td> <td>percentage?</td> <td><input type="text"/></td> </tr> </table>	a. Traditional classroom	<input type="text"/>	percentage?	<input type="text"/>	b. Blended (traditional and online)	<input type="text"/>	percentage?	<input type="text"/>	c. E-learning	<input type="text"/>	percentage?	<input type="text"/>	d. Correspondence	<input type="text"/>	percentage?	<input type="text"/>
a. Traditional classroom	<input type="text"/>	percentage?	<input type="text"/>													
b. Blended (traditional and online)	<input type="text"/>	percentage?	<input type="text"/>													
c. E-learning	<input type="text"/>	percentage?	<input type="text"/>													
d. Correspondence	<input type="text"/>	percentage?	<input type="text"/>													
<input checked="" type="checkbox"/>	<input type="text" value="100"/>															

f. Other

percentage?

Comments: Students will implement the scientific and theoretical knowledge and skills of this course into practice field. They will also prepare a case study report through their practicum experience.

B Objectives

1. The main objective of this course

- Adopt the college and university Vision and Mission as evidenced by a core valued individual.
- Implement scientific and theoretical knowledge into practice through different managerial and administrative roles.
- Investigate the way decision makers think about different problems and/or contingencies **and apply them during practice.**
- Critique the process by which the decisions are made, and the way to use different models, techniques, and strategies to deal with each type of decisions.
- Participate in clinical decision-making and organization of clinical care systems during unit meetings evidenced by a good communication skills.
- Examine the process and mechanisms used in evaluating the quality of patient care.
- Explore the human resources management mechanisms and issues to ensure the success of the health care delivery system
- Demonstrate a strong professional identity characterized by a commitment to continued learning, ethical decision-making, scholarly work, and the capacity to effect desirable changes.
- Utilize latest advanced technologies in healthcare and information systems by Keeping abreast of new trends in nursing management and leadership

2. Describe briefly any plans for developing and improving the course that are being implemented.

- Increase the reliance on students' self-learning to encourage the students to study independently and to be self-confidence and to enhance their critical thinking and research skills.
- Use of internet-linked scientific and healthcare databases to access scholarly articles
- Use of library resources to be available for the students at all time.
- Creation of IT linked tutorial /journal club student groups to share discussion and debate of topics given related to course objectives.

C. Course Description (Note: General description in the form used in the program's bulletin or handbook)

Course Description:

Based on the basic knowledge acquired in the previous core and specialty courses, this course focuses on the supervised experience provided by each administrative specialty, which will prepare the graduate student to work as a clinical nursing leader and manager. In this course, students will examine organizational structure, management theory, professional ethics, policy,

legal, ethical and regulatory issues as the basis for creating a culture of excellence, quality and safety. It provides an opportunity to participate actively in the decision-making process under the preceptorship of experienced nursing leaders and managers within the context of political and authority structures, practice, institutional and physical environments of the organization and external factors.

1. Topics to be Covered		
List of Topics <i>(these topics should be covered by the end of the semester under the student's responsibility)</i>	No. of Weeks	Contact hours
Introduction to the practicum course, the clinical skills module, assessment methods, and the students' clinical rotation plan.	Week 1 – Week 15	3hrs field practice
Examining the practice setting characteristics that support professional nursing practices and allow them to exercise their full potential.		
Differentiate between responsibilities of the different levels of nursing leaders and managers within the assigned health care organization using the organizational structure chart and job descriptions		
Investigating how decision-maker/s apply the appropriate nursing leadership and management models, techniques, and strategies to deal with each type of decisions		
Planning to delegate responsibility and task to a nursing leader at middle or first-line level.		
Getting involved in the various organizational meetings and communication channels.		
Participating in the revision of an existing process that involves new technology		
Planning of the development of new technology impacting nursing process or patient care		
Using statistics and research for evaluating a current evidence-based practice and the need for making change (at unit or organizational levels)		
Involving in human resources management: recruitment, motivation and increasing productivity, staff evaluation, and conflict management mechanism		

Involving in training and development: Approaches to Management Development, Understanding Training Needs, Measurement and Evaluation of Training Programs, Methods of Training, and Career Planning and Development.		
Contributing in a cost budgeting activity		
Participating in staff development and training activities		
Exploring the used techniques and tools to evaluate the work-setting environment as a supporting culture for quality care provision (check accreditation/ Quality Management).		
Evaluating the quality of care among customers with various characteristics such as age, gender, ethnicity, geographic location and socioeconomic status.		

2. Course components (total contact and credit hours per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	-			3		45
	Actual				6		90
Credit	Planned	0			3		3
	Actual	0			3		3

3. Individual study/learning hours expected for students per week.

3hrs/week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Curriculum Map

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		

1.1	Understands the complex nursing leadership and management roles and responsibilities at different organizational levels.	Field Practice with experienced preceptor to apply all core and specialty courses.	Student activities' and competencies' log
1.2	Knows how to implement the nursing theories into practice.		
1.3	Compares the practice with the evidence-based data to make the required change and improve healthcare outcomes.		
2.0	Cognitive Skills		
2.1	Indicates evidence-based assessment and evaluation strategies that are appropriate to the situation.	Field Practice with experienced preceptor to apply all core and specialty courses.	<ul style="list-style-type: none"> • Student activities' and competencies' log • Case Study essay
2.2	Grounds technology in a variety of theories and evidence-based knowledge applications.		
3.0	Interpersonal Skills & Responsibility		
3.1	Develops collegial working relationship with the department team, preceptor and clinical agency personnel to promote a positive leaning experience.	Field Practice with experienced preceptor to apply all core and specialty courses.	<ul style="list-style-type: none"> • Student activities' and competencies' log • Observation
3.2	Reflects professionalism, confidence, and respect while contributing in discussions.		
3.3	Bears the responsibility entrusted to her/him.		
3.4	Assesses individual working styles and unique working needs and fosters the cognitive, psychomotor, and affective development of mentees, colleagues and peers		
3.5	Reflects professional standards and dress standard of the facility by appearance and attire.		
3.6	Complies with the rules and regulations, policies, and procedures of the facility; including the facility code of ethics, corporate compliance, health, safety policies		
4.0	Communication, Information Technology, Numerical		
4.1	Uses information technologies and provides resources to skillfully support the managerial process.	Field Practice with experienced preceptor to apply all core and specialty courses.	Student activities' and competencies' log
4.2	Shows enthusiasm for using information and technology to communicate, manage knowledge, mitigate errors, and support decision making		
5.0	Psychomotor(if any)		
5.1	Applies professional nursing leadership and management standards appropriately to specific situation within an organizational setting.	Field Practice with experienced preceptor to apply all core and specialty courses.	Student activities' and competencies' log
5.2	Participates in professional meetings, advisory councils, or other professional events related to nursing administration.		
5.3	Demonstrates adaptability and flexibility in decision-making and problem-solving process.		

5. Assessment Task Schedule for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Student activities' and competencies' log*: Written practicum report with specified goals, outcomes and responsibilities developed by the student, and agreed to by the mentor, and course faculty.	Submitted each week (Weeks 1-15)	Total of 75%: 5%/week
2	Students are expected to assume responsibility for a case study under the direction of the preceptor while fulfilling the requirements for the practicum (1000 – 1500 words essay).	Week 16	25%
	Total		100%

*Student activities' and competencies' log (see log form below):

Instructions: Complete information for each week, adding new rows as needed for additional activities. Student and preceptor must sign to verify completion of hours before final submission.

Required Hours: Practicum consists of 90 hours. For the Nurse administration track, at least 75% hours of practicum must evidence a clinical focus with a specific administrative role. All hours must be documented on the Activities and Competencies Log and signed off by the preceptor.

Date	Description of Practicum Activity	Time
Week no. ()		
Total Hours for the week:		

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

- Gmail document group or WhatsApp group

- Contact via emails
- 2hrs. Academic office Hours.
- Academic advising

E Learning Resources

1. List Required Textbooks

1. Ginter, P. M., Duncan, W. J., & Swayne, L. E. (2018). *The strategic management of health care organizations*. John Wiley & Sons.
2. Shanks, N. H. (Ed.). (2016). *Introduction to health care management*. Jones & Bartlett Publishers.
3. Roussel, L., Thomas, P., & Harris, J (2016). *Management and leadership for nurse administrators* (7th ed.). Sudbury, MA: Jones & Bartlett. ISBN: 9781284067620.
4. Marriner-Tomey, A. (2009). *Guide to nursing management and leadership* (8th ed.). St. Louis: Mosby Elsevier.

2. List Essential References Materials (Journals, Reports, etc.)

1. Hamric, A. , Hanson, C., Tracy, M., O'Grady , E. (2014). *Advanced Practice Nursing :An Integrative approach* (5th ed.). St. Louis : Saunders Elsevier.
2. Sullivan, E. J., & Decker, P. J. (2012). *Effective leadership and management in nursing* (7th ed.). Upper Saddle River, N.J: Pearson/Prentice Hall.
3. Dixon-Woods, M., McNicol, S., & Martin, G. (2012). Ten challenges in improving quality in healthcare: lessons from the Health Foundation's programme evaluations and relevant literature. *BMJ Qual Saf*, 21(10), 876-884.
4. Al-Sawai, A. (2013). Leadership of healthcare professionals: where do we stand?. *Oman medical journal*, 28(4), 285.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

1. <http://www.sciencedirect.com/science/article/pii/S8755722396800834>
2. <https://www.ncbi.nlm.nih.gov/pubmed/9921147>
3. <https://www.ncbi.nlm.nih.gov/pubmed/9401196>
4. <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2648.2005.03376.x/abstract?deniedAccessCustomisedMessage=&userIsAuthenticated=false>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Nursing management software
- Hospitals' policy and procedures

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Hospitals, primary health care centers.

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop, computer and software

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None.

G Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching

Student evaluation course survey.

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department

Self and peer evaluation.

Head department evaluation.

3. Procedures for Teaching Development

- eLearning courses.

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)

- Review of the competencies' evaluation tools by an expert.
- Reviewing the results of the students by independent faculty members to verify standards of student achievement.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.

- Reviewing the syllabus objectives.
- Reviewing the course specification.
- Reviewing course report.

Name of Course Instructor: Dr. May H. Bagadood

Signature: Dr. May Bagadood

Date Completed: 11/11/2018

Program Coordinator: Dr. Maram T. Alghabbashi

Signature: Dr. Maram

Date Received: 11/11/2018