جامعة أم القرى

كلية التمريض

الماجستير في تمريض صحة المجتمع

4. Learning and Teaching

4/1 Learning Outcomes and Graduate Specifications

4/1/1 Main tracks or specializations covered by the program:

Community health and Primary Health Care Nursing (a)

Promoting Health and Care in the Community (b)

4/1/2 Curriculum Study Plan Table

Level	Course Code	Course Title	Required or Elective	Prerequisite Courses	Credit Hours
Level 1	ANUR5603611-3	Advanced Nursing Research	Required		3
	ANUR5603612-3	Biostatistics for Advanced Nursing Practice	Required		3
	ANUR5603613-3	Evidence-Based in Advanced Nursing Practice	Required		3
	ANUR5603614-3	Theoretical Foundations of Nursing Practice	Required		3
Level 2	CNUR5602621-3	Advanced Community Health Nursing 1	Required	All Level 1 courses	3
	CNUR5602622-3	Community Health Practicum Level 1	Required	All Level 1 courses	3
	CNUR5602623-3	Health Promotion	Required	All Level 1 courses	3
	ANUR5603624-3	Quality Management in Nursing Administration	Elective	-	3
	CNUR5602624-2	Public Health Nutrition	Required	All Level 1 courses	2
Level 3	CNUR5602631-3	Advanced Community Health Nursing 2	Required	All Level 1 & 2 courses	3
	CNUR5602632-3	Community Health Practicum Level 2	Required	All Level 1 & 2 courses	3
	ANUR5603631-3	Nursing Education	Required	All Level 1 & 2 courses	3

	CNUR5602633-2	Delivery health care system	Elective	All Level 1&2 courses	2
Level 4	CNR5602641-3	Advanced Epidemiology	**Required**	**All Level 1,2 and 3 courses**	**3**
	MID5601627-3	**Women Health**	**Elective**	**-**	**3**
	CNUR5602642-3	**Research Project**	**Required**	**All Level 1,2 and 3 courses**	**3**

4/1/4. Course Specification:

COURSE SPECIFICATIONS
Form

Course Title: Advanced Nursing Research in Health Care

Course Code: ANUR5603611—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: Advanced Nursing Research/ NUR5023611—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: 1st Year/1st Semester (Level 1)
6. Pre-requisites for this course (if any): The candidate should be enrolled as a postgraduate student at the Faculty of Nursing, Umm Al-Qura University (Master of Nursing program)
7. Co-requisites for this course (if any): • Biostatistics for Advanced Nursing Practice: NUR5023612—3 • Evidence-Based in Advanced Nursing Practice: NUR5023613—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)   [√]   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

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 library 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: *Qualitative and Quantitative*	Week 6	3 hrs.
Data Collection Methods: *Questionnaires, Interviews, Focus Groups and Observation*	Week 7	3 hrs.
Research Strategies (Ontology and Epistemology) – 1: *Case Studies, Experiments, and Ethnography*	Week 8	3 hrs.
Students' Presentations	Week 9	3 hrs.
Research Strategies (Ontology and Epistemology) – 2: *Phenomenology, Ground Theory, Action Research, Mixed-methods and Longitudinal*	Week 10	3 hrs.
Sampling	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	3					3
Credit	Planned	3					3
	Actual						

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	Critique various approaches of data collection.		
2.6	Analyse different types of data.		
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	4th week	15%
2	Critical appraisal of a paper (500 words)	6th week	15%
3	Research proposal presentation (15- 20 mins)	9th week	10%
5	Submitting a research proposal (2500 words)	16th 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

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
3. 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) • 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: May H. Bagadood
Signature: _____   Date Completed: 11-11-2018

Program Coordinator: Maram T. Alghabbashi
Signature: _____   Date Received: _____

COURSE SPECIFICATIONS
Form

Course Title: **Biostatistics for Advanced Nursing Practice**

Course Code: **ANUR5603612—3**

هيـئـة تقـويـم الـتعـليـم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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: **NUR5023612—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 candidate should be enrolled as a postgraduate student at the Faculty of Nursing, Umm Al-Qura University (Master of Nursing program)**

7. Co-requisites for this course (if any):
Evidence-Based in Advanced Nursing Practice: NUR5023613—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)	√	percentage?	**70**
c. E-learning	√	percentage?	**20**
d. Correspondence		percentage?	
f. Other	√	percentage?	**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**

B Objectives

1. The main objective of this course

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

- Application of variety of numerical skills and the calculations involved.
- Understand theories of statistical inferences and apply the appropriate models in different settings to solve research data.
- Perform 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.

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
• Introduction to Biostatistics	1st week	
• Types of Data, Tables • Graphs Pie Charts Component Band Charts • Graphs Bar Charts • Graphs Line Graphs • Graphs Geographical Graphs	2nd & 3rd weeks	3hrs
• Frequency Distributions • Summarizing Numbers • Central Tendency • Summarizing Numbers • Standard Deviations	4th & 5th weeks	
• Populations and Samples and Sampling Distributions • Normal Distribution • Confidence Intervals	6th week	
• Hypothesis Testing • One sample t-test and Confidence Intervals • Two sample t-test with equal variances for the two populations • One Way ANOVA	7th & 8th weeks	
• 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	9th, 10th & 11th weeks	
• 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	12th, 13th & 14th weeks	
• Revision	15th week	

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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/

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.

<u>First</u>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <u>Second</u>, insert supporting teaching strategies that fit and align with the assessment methods and targeted learning outcomes. <u>Third</u>, 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	• 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	
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	Assignment 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	**Assignment:** 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.	6th.wk	10%
2	**Assignment:** 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.	9th week	15%
3	**Assignment:** 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	12th week	35%

	on sources of error and bias, and to calculate and interpret common measures used in epidemiology including sensitivity and specificity of diagnostic tests.		
4	**Exam using 10 pages A4 hand notes:** 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	**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.)   • **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.**   • **Head department evaluation.**   • **Annual Evaluation by Course Coordinator**
3. 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. 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 SPECIFICATIONS

Course Title: Evidence–Based in Advanced Nursing
Practice

Course Code: ANUR5603613—3

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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 NUR5023613—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 candidate should be enrolled as a postgraduate student at the Faculty of Nursing, Umm Al-Qura University (Master of Nursing program)
7. Co-requisites for this course (if any): • Advanced Nursing Research: NUR5023611—3 • Biostatistics for Advanced Nursing Practice: NUR5023612—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) [√]   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

B Objectives

1. The main objectives of this course

Objectives Upon completion of the 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.

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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 and 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)

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.	(i) 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	(i) Methods of assessment of knowledge acquired: Two written quizzes & Final written.
2.0	**Cognitive Skills**		
2.1	(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. Interpret barriers for application of evidence to practice.	1- 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 .	1- Two written quizzes 2- Documentation 3- Final written 4- 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	**6th.wk**	**30%**
2	Quantitative Literature Critique	**9th.wk**	**30%**
3	Group Project Presentation	**12th.wk**	**10%**
4	Project	**15th.wk**	**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)

- 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 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.
- 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: _____ Date Completed: 11/11/2018

Program Coordinator: Maram T Alghabbashi

Signature: _____ Date Received: 11/11/2018

COURSE SPECIFICATIONS

Course Title: Theoretical Foundations of Nursing Practice

Course Code: ANUR6503614—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/ NUR5023614—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   1nd Semester/ 1nd Year (Level 1)
6. Pre-requisites for this course (if any): The candidate should be enrolled as a postgraduate student at the Faculty of Nursing, Umm Al-Qura University (Master of Nursing program)
7. Co-requisites for this course (if any):   • Advanced Nursing Research: NUR5023611—3   • Biostatistics for Advanced Nursing Practice: NUR5023612—3   • Evidence-Based in Advanced Nursing Practice: NUR5023613—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)	√	percentage?	60%	
c. E-learning	√	percentage?	30%	
d. Correspondence		percentage?		
f. Other	√	percentage?	10%	

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

- Self-study

B Objectives

The main objective of this course are to be able to:
1. Articulate the historical development of nursing theories using appropriate descriptors and terminology and 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 and paradigms in general and as utilized in nursing theories
4. To critically appraise selected nursing and inter-disciplinary healthcare theories, their strengths and limitations in relation to nursing practice, research and education.
5. Discuss and debate legal, ethical, and moral issues as they apply to selected nursing and inter-disciplinary healthcare theories.
6. Synthesize and apply principles of nursing and inter-disciplinary theories to assessment, planning, implementation and evaluation of nursing care.

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:
 	
Content and learning approaches
Overview:
  - The development of nursing theory,
  - basic terminology
	Week 1	3

Principles, concepts and purpose in theoretical perspectives for nursing practice.	Week 2	3
Philosophical perspectives in nursing	Week 3	3

Professional, Social, Political, and Ethical Issues in Nursing (*Activity: Peer group review of selected nurse's role description*)	Week4	3
Nursing theorists (selected contributors)	Week 5	3
Nursing theories to metaparadigms	Week 6	3
Developing concepts and models of nursing theory: - Grand theories and Middle range theories (Orem; Corbin & Strauss)	Week 7& 8	6
The Nursing Process, Competence and theory of 'Novice to expert practice' in nursing practice	Week 9& 10	6
Evaluation of theory representativeness and limitations in a defined area of nursing practice	Week 11	3
Evaluation of a nursing or inter-disciplinary theory in a nursing practice situation	Week 12	3
- Evaluation and reflection of learning - Presentation of Assignment Project	Week 13	3
Discussion for proposal preparation for a new nursing intervention/service using a theoretical in the design:	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				45
	Actual						
Credit	Planned	3	3				3
	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	Describe the components of theories pertaining to nursing	Lecture & Group discussion	Assignment activity+ presentation
1.2	Identify individuals who proposed theories of nursing and allied inter-disciplinary healthcare practice	Lecture & Group discussion	Assignment activity+ presentation
1.4	Describe 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	Apply the scope of clinical practices based on their theoretical conceptual basis.	Lecture & Group discussion	Assignment activity+ presentation
2.2	Construct critical appraisal, reflection and problem solving capabilities in nursing practice	Lecture & Group discussion	Assignment activity+
2.3	Ccritique models of nursing care as they apply to practice	Lecture & Group discussion	Assignment activity
2.4	Evaluate inter-relationships in components of practice and nursing outcomes	Lecture & Group discussion	Assignment activity+ Presentation
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate the professional nurse including the scope of professional practice	Reports & Assignment.	Observation

3.2	Communicate a theoretical rationale for areas of nursing practice	Reports & Assignment.	Assignment activity
3.3	Demonstrate 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	Debate 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 utilsation 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	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	Analysis of a nurse job description for evidence of theoretical origins.	4thweek	15%
2	Critique of a published nursing research paper to examine nursing theoretical context.	7thweek	20%
3	Project: An investigation of the theoretical basis for a selected area of nursing practice	9thWeek and 13th Week	Total of 40%

	a. Report on theory-practice investigation of a nursing practice – 20% b. Presentation of theory-practice investigation of a nursing practice – 10%		
4	Learning Team Activity	11thweek	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

George JB Nursing theories. The basis for Professional Nursing Practice (6th Edition) 2010 Pearson. Philadelphia **ISBN-** 978-0135135839

Smith M C and Parker M E. Nursing theories and Nursing practice (4th Edition) 2015 FA Davis Company Philadelphia **ISBN-** 978-0803633124

Alligood MR (2010) Introduction to nursing theory: Its history, significance and analysis.
In MR Alligood & AM Tomey (EDs) *Nursing theorists and their work.(*7th Ed*)* Maryland Heights, MO.Mosby.

Fawcett J (2005)Contemporary nursing knowledge: Analysis and evaluation nursing models and theories(2nd Edition) Philadelphia: FA Davis.

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

In their shoes: An ontological perspective on empathy **innursingpractice**.
McKinnon J.J ClinNurs. 2018 Nov;27(21-22):3882-3893.. Epub 2018 Sep 7.

Key Issues **inNursing Theory**: Developments, Challenges, and Future Directions.
Roy C.Nurs Res. 2018 Mar/Apr;67(2):81-92.

Implementing communication and decision-making interventions directed at goals of care: a **theory**-led scoping review.
Cummings A, Lund S, Campling N, May CR, Richardson A, Myall M.BMJ Open. 2017 Oct 6;7(10):e017056.

Nurses' perceptions of health beliefs and impact on teaching and **practice**: a Q-sort study. Cao R, Stone TE, Petrini MA, TuraleS.IntNurs Rev. 2018 Mar;65(1):131-144.
A **practice** model for rural district **nursing** success **in** end-of-life advocacy care. Reed FM, Fitzgerald L, BishMR.Scand J Caring Sci. 2017 Aug 24.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. Pubmed; Embase, 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
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.
  • Annual Evaluation by Course Coordinator & other Faculty Staff members involved in teaching the course.	

3. 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 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.
  • Reviewing the syllabus objectives.
  • Reviewing the course specification.
  • Reviewing course report.	

Name of Course Instructor: Prof . Grace Lindsay

Signature: _____   Date Completed: Nov 15th 2018

Program Coordinator: Dr. Maram T. Algabbashi

Signature: _____ Date Received: Nov 15th 2018

Course title: Advanced Community Health Nursing 1

Code: CNUR5602621-3

Course Specifications

Institution **Umm Al-Qura University**	Date 6\3\1440H
College/Department **Faculty of Nursing - Department of Community Nursing and Mass Gathering Health Care**	

A. Course Identification and General Information

1. Course title and code: **Advanced Community Health Nursing I** **Code : CNUR5602621-3**
2. Credit hours: **Three credit hours theory**
3. Program (s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course   ▪ Dr. Sahar Zaki   Course instructor
5. Level/year at which this course is offered: **level two 1ˢᵗ year 2ⁿᵈ semester**
6. Pre-requisites for this course (if any): **Major nursing courses (passing all of the first semester courses).**
7. Co-requisites for this course (if any) Nil
8. Location if not on main campus **The main campus for theoretical part.**   Umm Al-Qura University – Al-Abdia

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	√	What percentage?	70
b. Blended (traditional and online)	√	What percentage?	10
c. E-learning		What percentage?	
d. Correspondence	√	What percentage?	20

e. Others	☐		☐
Comments: Tutorials, discussion groups			

B. Objectives

1. What is the main purpose for this course?
The aim of this course is to provide the community health nurse with knowledge, skills and attitudes required to provide high quality care to individuals, families and communities within the context of primary health care and health promotion.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:
This course prepares the master candidates to participate in public health care services. Emphasis on preventive and promotive levels of health care are considered. The course provides students with opportunities for comprehensive clinical training in different community health settings such as schools, primary health care centers, homes, industrial security health facilities as well as rehabilitation centers.

No.	Lecture title	Credit Hours (45)
1.	Foundations of Community Health Practice.	3
2.	Community as a Client versus Family as a Client.	3
3.	Community Health Nursing Models "Neuman's Model".	3
4.	-Community Health Assessment: Using a Model for Practice. -Community Analysis and Nursing Diagnosis.	3
5.	Chronic Illness Management in The Community	3
6.	Communicable Diseases and Infection Control in the Community.	3
7.	Community Health Nursing for Vulnerable Populations.	3
8.	Occupational Health Nursing,	3
9.	School Health Nursing and Programs.	3
10.	Home Community Care.	3
11.	Community Health Program Planning, Implementation, Monitoring and Evaluation.	3
12.	Primary Health Care and Health Care Delivery System.	3
13.	Global Health versus Community Health Issues and Agencies.	3
14.	Informatics in Community Health Care Nursing.	3
15.	New Trends in Community Health Care Nursing.	3

I-	**Master Thesis:**
Individual research under the supervision of a faculty member (s) and committee leading to preparation, completion, and oral defense of a thesis.	

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. Additional private study/learning hours expected for candidates per week.

3

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

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 intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	**Course Teaching Strategies**	**Course Assessment Methods**
1.0	**Knowledge**		
1.1	Define individuals, family and community dynamics that contributes to clients' health behavior.		- Quizzes - Final Exam - Discussion Paper
1.2	Identify appropriate community health assessment model for practice.		
1.3	Identify global and community health issues.	-Traditional lectures -Group Discussions	
1.4	Outline new trends in community health care nursing.		
2.0	**Cognitive Skills**		
2.1	Assess the health status of the family and community according to community health care models of practice.	-Traditional lectures -Group Discussions - Tutorials	- Quizzes - Final Exam - Discussion Paper
2.2	Construct nursing diagnosis and goals related to all types of diseases and different populations in the community.		
2.3	Develop health care programs that is specified to community health problems.		

2.5	Demonstrate understanding of community health care required in different settings including occupational, school and home areas of practices.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Provide professional community health care interventions according to nursing code of ethics.	-Traditional lectures -Group Discussions - Tutorials	- Discussion paper
3.2	Apply responsibility the principles of community health care in practice.		
3.3	Comply with the established policies of the faculty and the clinical families		
4.0	**Communication, Information Technology and Numerical Skills** Description of the skills to be developed in this domain.		
4.1	**Use technology in communication skills with others.** ii) Teaching strategies to be used to develop these skills Candidates use computers and internet to carry out their individual and group assignments.		
5.0	**Psychomotor**		
	Not Applicable		

6. Schedule of Assessment Tasks for Candidates During the Semester			
	Assessment task (e.g. essay, test, group project, examination, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1	3ed week	20%
2	Discussion Paper	7th week	30%
3	Quiz 2	9th Week	20%
4	Final Exam	15th Week	40%

D. Candidate Academic Counseling and Support

> 1. Arrangements for availability of faculty and teaching staff for individual candidate consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E Learning Resources

1. List Required Textbooks
   - **McEwen**, **M and Nies**,: **M. Community/ Public Health Nursing**: **Promoting the health of populations**. **Elsevier Saunders** (**2013**).
   - **Stanhope**,**M. and Lancaster J**. **Public Health Nursing**: **Population–Centered HealthCare in the community** , **8th ed**. **Medical– Elsevier Health Sciences Division** (**2016**) .
   - **Nies**, **M. A. and, McEwen**, **M.** (**2015**). **Community/Public Health Nursing**: **Promoting the Health of Populations 6th Edition**. **Elsevier Saunders**.
   - **Lundy**, **K. S. and Janes**, **S.** (**2017**). **Community Health Nursing**: **Caring for the Public's Health 3rd Edition**.
   - **Holzemer**, **S. P. and Klainberg**, (**2014**). **Community Health Nursing**: **Alliance for Health 2nd Edition**.

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

- Primary Health Care Journal.
- Journal of Public Health Nursing.
- Journal of Nursing and Care / Community Health Nursing.
- Journal of School of Public Health and Institute of Public Health Research
- Journal of Community Hospital Internal Medicine Perspectives

- Journal of Community Nutrition & Health
- Indian Journal of Community Health
- Journal of Community Health Research
- Asia Pacific Family Medicine

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
- www.cdc.org
- www.pubmed.com
- www.WHO.com

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

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.)   Lecture room that accommodate 25 candidates
2. Computing resources (AV, data show, Smart Board, software, etc.) Computer lab for tutorials
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Candidate Feedback on Effectiveness of Teaching
  - Confidential completion of standard course evaluation questionnaire.
  - Oral feedback from candidates about weaknesses, strengths, and their suggestions for improvement.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
  - Confidential completion of standard course evaluation questionnaire.
  - Passing grades for students enrolled in the course.

3 Processes for Improvement of Teaching
- Attending scientific meetings.
- Analyzing candidates ' results as an indirect means of assessing effectiveness of
- teaching.
- Getting feedback from candidates at the end of each teaching session and at the
- end of the course.

4. Processes for Verifying Standards of Candidate Achievement (e.g. check marking by an independent member teaching staff of a sample of candidate work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Marking of candidate exams by two academic staff members.

Review of exams questions by an independent teacher.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
Preparing the course report following the delivery of the course and final exam.

Then the reported comments of candidates and their suggestions were taken into considerations in

planning for improvement in addition to teachers' comments.

The plan for improvement is presented in the Department Council for approval.

- **Faculty or Teaching Staff:**
Name of faculty member responsible for the course

Signature

- Dr. Sahar Zaki   (Staff member)

Report Completed:2\3\1440H.

T8. FIELD EXPERIENCE SPECIFICATION

Course Title: Community Health Practicum Level 1

Code: CNUR5602622-3

Field Experience Specifications

Institution: **Umm Al-Qura University**	Date of Report: 6\3\1440H
College: **Faculty of Nursing -**	Department: **Community Nursing and Mass Gathering Health Care**
Program (s) in which the course is offered: Master of Nursing Program	Track (if any):Community Health Care Nursing

A. Field Experience Course Identification and General Information

1. Field experience course title and code: Community Health Practicum (Level I) Code: CNUR5602622-3
2. Credit hours (if any) 3 credit hours (3 credit hours theory).
3. Level or year of the field experience. Level/year at which this course is offered: **level two 1ˢᵗ year, 2ⁿᵈ semester**
4. Dates and times allocation of field experience activities. a. Dates: Not decided Yet b. Times: Not decided Yet
5. List names, addresses, and contact information for all field experience locations.

	Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile
a.	**Umm Al-Qura University** Faculty of Nursing	Dr Fatma Al solami	fjsolami@uqu.edu.sa
		Dr. Nahed Ayoub	nmayoub@uqu.edu.sa
		Dr. Manal Abo Almajd	mhali@uqu.edu.sa

B. Learning Outcomes

Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy
Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching. The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain. On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Define individuals, family and community dynamics that contributes to clients' health behavior.	Field Work Experience	Seminar Final Community Assessment Paper
1.2	Identify appropriate community health assessment model for practice.		
1.3	Identify community health issues.		
1.4	Describe the new trends in community health care nursing.		
2.0	**Cognitive Skills**		
2.1	Explain the health status of the family and community according to community health care models of practice.		- Seminar - Clinical Performance

2.2	Recognize the nursing diagnosis and goals related to all types of diseases and different populations in the community.	Field Work Experience	- Clinical Log - Evidence-Based Program Planning - Community Assessment
2.3	Develop health care programs that is specified to community health problems.		
2.4	Analyze the community health care required in different settings including occupational, school and home areas of practices.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate the professional community health care interventions according to nursing code of ethics.	Field Work Experience	- Seminar - Final Community Assessment Paper - Clinical Performance - Clinical Log - Evidence-Based Program Planning
3.2	Choose responsibility of principles for community health care in practice.		
3.3	Illustrate the established policies of the faculty and the clinical families		
4.0	**Communication, Information Technology and Numerical Skills**		
4.1	Communicate clearly and logically through using multiple communication styles for professional delivery	Field Work Experience	-Clinical Performance -Clinical Log
4.2	Use technology in communication skills with others.		
4.3	Use computers and internet to carry out individual and group assignments.		
5.0	**Psychomotor**		
5.1	Demonstrate appropriate nursing skills as applies to the three levels of prevention.		-Community Assessment
5.2	Perform appropriate nursing care strategies in working with population at risk and vulnerable groups.		

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5.3	Operate various nursing skills to meet all community groups health needs and demands.	Field Work Experience	
5.4	Demonstrate nursing care plans using evidence-based nursing and problem-solving skills.		
5.4	Illustrate basic principles of health education to individuals and community groups.		
5.5	Manipulate basic principles of health education to individuals and community groups.		

C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.	

The student will have training in a public health/ community settings, then they will be asked to do some activities such as seminars, education sessions, community assessment, and project/ presentation.

2. List required assignments, projects, and reports.

Schedule of Assessment Tasks for Candidates During the Semester

	Assessment task (e.g. essay, test, group project, examination, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Community Assessment (for Selected Community Population)	3ed week	30%
2	Seminar	7th week	20%
3	Evidence–Based Program Planning (for Selected Community Population)	9th Week	20%
4	Final Community Assessment Paper	15th Week	40%

3. Follow up with students. What arrangements are made to collect student feedback?

- At the end of the semester, gather the views of students through a questionnaire to get to know their views on the mechanisms of learning and development to demonstrate the extent to which students from the course.
- Regular course evaluation forms are filled by all students who attend the course to identify the strengths and weaknesses points.
- Evaluation of students on the basis of statistical information and analyzed statistically.
- Statistical analysis of questionnaires to account for the strengths points to support and weaknesses points to look for ways of treatment.
- Students–faculty meetings.

Insert a field experience flowchart for responsibility and decision-making (including a provision for   4.
conflict resolution).

The faculty will work as a preceptor to assist the students in the development and implementation of the field experience and keep their progress during the experience. The head of community nursing department will then approve the students plan for the field experience and will be involved in any situation of conflicts

5. Responsibilities.

	Student	Field Teaching Staff	Program Faculty and Teaching Staff	Department or College
Planning Activities				
a. Student activities.	✓	✓	✓	
b. Learning experiences.	✓	✓		
c. Learning resources		✓	✓	✓
d. Field site preparations			✓	✓
e. Student guidance and support		✓	✓	✓
Supervision Activities				
a. transport to and from site.	✓			✓
b. Demonstrate learning outcome performance.	✓	✓	✓	
c. Completion of required tasks, assignments, reports, and projects.	✓			
d. Field site – safety.		✓	✓	
e. Student learning activities.	✓	✓	✓	
b. Providing learning resources				✓
c. Administrative (attendance)		✓	✓	
Assessment Activities				
a. Student learning outcomes		✓	✓	
b. Field experience		✓	✓	
c. Field teaching staff		✓	✓	
d. Program faulty and teaching staff				✓
e. Field site			✓	✓
f. Learning resources				✓

b. Explain the student assessment process.
,If two examiners are evaluating the students
   average of student's scores obtaining from these two examiners might be taken *
* Unifying the assessment and evaluation sheets for students
  * Informing students on what basis they are going to be evaluated

D. Planning and Preparation

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a.Primary Health Care Settings		
b.Schools		
c.Home Health Care Center		
d.Field visits		
e. Factories (to assess occupational hazards).		
Explain the decision-making process used to determine appropriate field experience locations. The sites will be inspected by the team of the program. It should be safe, secured, have all the safety standards and precautions		

2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
a. Associate Professor b. Professors	A. Teaching theoretical part B. Supervising the practical part C. Responsible for marking and revision of student grades	Previous experience at least 6 months in community health care sittings
Explain the decision-making process used to determine appropriate field staff and supervisors. All faculty should have accredited certifications in nursing (PhD degree) All faculty needs to have at least 6 months experience in teaching community courses or work in public health/ community settings		

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. The applicant must be Saudi, non-Saudi must be on official scholarships for graduate studies as for residents the graduation date must not be exceeding five years his/her age not exceed 30 years.		
b. The applicant grade must be very good in bachelor degree		

c. The applicant must have a universal degree from a Saudi university or any other recognized university.		
d. The applicant must present two academic recommendations from professors who previously taught him / her.		
e. The approval of applicants employer if employed.		
f. A score of 400 is required in the TOEFL, or its equivalent, for the master level.		

Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.

Students should meet the admission criteria
Students will be asked to get all the required vaccinations
The site should be safe and secured before the students get the approval to start their field experiences

4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Student health insurance b. Hot lines between student and colleague c. Community Map d. Community profile	Infection Potential Social risk	Wearing protective measures.	Lab training about universal precautions.

Explain the decision-making process used to protect and minimize safety risks.
1. Crises intervention and management

5. Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?
1. Unifying the assessment and evaluation sheets for students
2. Informing students on what basis they are going to be evaluated

E. Evaluation of the Field Experience

![Education Evaluation Commission logo]

هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:

a. Students

Describe evaluation process:
-   OSCE exam
-   Continuous follow up exam in the field place.

b. Supervising staff in the field setting

Describe evaluation process:
-   Lab evaluation(OSCE in final practical Exam)
-   For each clinical sitting the teaching staff use specific student evaluation sheet.
-   Evaluation for student clinical knowledge
-   Evaluation for students clinical assessment skills (Community assessment, community map, community profile, health assessment skills).

c. Supervising faculty from the institution

Describe evaluation process.
-   Two lab practical exam (OSCE).
-   Planning and supervision on student skills.
-   Supervising the field sitting staff
-   Revision of students grades.
-   Teaching lab procedures.

e. Others—(e.g. graduates, independent evaluator, etc.)

Describe evaluation process.
-   Inviting independent evaluators to revise and check the student evaluation work.

Name of Field Experience Coordinator: _____

Signature: Dr. Soad Bayomi and Dr. Sahar Zaki _____

Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

T6. COURSE SPECIFICATIONS

Course Title: Health Promotion

Code: CNUR5602623-3

Course Specifications

Institution: **Umm Al-Qura University**	Date:
College/Department : **Faculty of Nursing / Community and Health Care for Mass Gathering Department**	

A. Course Identification and General Information

1. Course title and code: **Health Promotion** **Code: CNUR5602623-3**
2. Credit hours: **Three Credit Hours**
3. Program(s) in which the course is offered: **Master Degree in Advanced Community Health Nursing**
4. Name of faculty member responsible for the course: Dr. Manal Hassan Abo Elmagd
5. Level/year at which this course is offered: **level 2**
6. Pre-requisites for this course (if any): Major nursing courses (**Preparatory Master Courses**)
7. Co-requisites for this course (if any): **NA**
8. Location if not on main campus: **Umm Al Qura University , Faculty of nursing building at El Abidieah**

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

A. Traditional classroom	√	What percentage?	70
B. Blended (traditional and online)		What percentage?	
C. E-learning		What percentage?	
	√		30

D. Correspondence		What percentage?	
e. Other		What percentage?	
Comments:			

B Objectives

1. What is the main purpose for this course?

By the end of this course, students should be able to:
- o   Understand health promotion theory and strategies.
- o   Describe policy formulation to health promotion practice
- o   Understand the Intervention Mapping Approach (IMA)
- o   Prepare matrices of change objectives using international mapping
- o   Recognize evidence-based health promotion intervention.
- o   Criticize and plan for improving health services during Pilgrimage (Hajj) season.

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

- o   Develop an effective e-learning and online learning management system to increase the interaction between staff members and the students (interactive teaching) to achieve the immediate follow-up

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course provides the candidates with knowledge of planning principles, and model needed by the community health nursing in order to be able to plan health care programs for populations. This course will provide opportunity for candidates to critically assess health needs, creatively design and apply the health promotion strategies for varying populations. Students will identify the theoretical frame and empirical bases for health promotion approach, risk reduction assessment and quality intervention in community health care. In harmony with evidence-based health promotion program

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to Health Promotion Theory and Strategic Framework	1	3
Concepts and Principles in Health Promotion	2	3
Health, Behavior and Health behavior	3	3
Introduction to the Intervention Mapping Approach (IMA)	4	3
Determinants of Health and Health Inequalities	5	3
Assessment of psychological, Socio–ecological and Spiritual Needs [I]	6	3
Cultural Considerations and Cultural Adaptions of Interventions	7	3
Health Promotion Objectives, Planning and Evaluation [I]	8	3
Health Promotion Objectives, Planning and Evaluation [II]	9	3
Communication in Health (Theory and Techniques).	10	3
Quality of Life and Wellbeing [Building and Creating Motivation on Population to Adopt Health Behaviors]	11	3
Environmental Health Community Crisis and Management Strategies	12	3
Evidence –Based Health Programs.	13	3
Selecting Theory-Informed Intervention Methods and Practical Applications, Producing Program Components and Materials [I]	14	3

Selecting Theory-Informed Intervention Methods and Practical Applications, Producing Program Components and Materials [II]	**15**	**3**

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

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

3. Additional private study/learning hours expected for students per week.

3

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

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 intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	o list health promotion models. o Identify Intervention Mapping Approach (IMA)	-Traditional lectures -Tutorials -Group discussion	• Quiz • Assignments

		o Describe individual Psychological, Socio-ecological and spiritual needs. o Identify Health promotion planning and evaluation, o Mention objectives in health promotion practice o Describe the Communication theories and practices. o Describe evidence-based health promotion program intervention. o List phases of crisis planning & management.		
2.0	**Cognitive Skills**			
2.1		o Analyze health promotion Models o Design the Intervention Mapping Approach (IMA) o Explain individual, psychological social and environmental changes o Explain the role of the community health nurse in community health promotion. o Recognize the impact of effective communication on the community health o Develop evidence-based health promotion intervention o Interpret the nurses' role in in crisis intervention	Traditional lectures -Tutorials -Group discussion	• Quiz • Assignments
3.0	**Interpersonal Skills & Responsibility**			

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3.1	o Use standard of nursing care providers. o Illustrate professional standard of ethics. o Demonstrate responsibility as a candidate nurse. o Show adherences to submit all assignments in due time.	Traditional lectures -Tutorials -Group discussion	• Quiz • Assignments
4.0	**Communication, Information Technology, Numerical**		
4.1	o Criticize evidence–based information o Demonstrate proper use of internet accesses.	Traditional lectures -Tutorials -Group discussion	• Quiz • Assignments
5.0	**Psychomotor**		
5.1	**Not applicable**	**Not applicable**	**Not applicable**

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, communication skills , oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	**Quiz**	**Week 5**	**20%**
2	**Assignment 1**	**Week 7**	**20%**
3	**Assignment 2**	**Week 15**	**20%**
4	**Final written exam**	**Week 18**	**40%**

D. Student Academic Counseling and Support

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

- o Office hours 6 hr/ week.
- o Students can go in times of office hours for advisors to explain what could not be understood from the lesson
- o Students can communicate with a staff member outside the official working hours through emails.

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E Learning Resources

1. List Required Textbooks   o Jackie Green & Keith Tones (2010): Health Promotion: Planning and Strategies [Paperback], 2nd Edition

2. List Essential References Materials (Journals, Reports, etc.)
 	
    o James F. McKenzie (2018)Planning, Implementing, and Evaluating Health Promotion Programs: A Primer text book 2018
 	
    o James F. McKenzie, Brad L. Neiger& Rosemary Thackeray (2012): Planning, Implementing, & Evaluating Health Promotion Programs: A Primer [Paperback], 6th Edition.
 	
    o McEwen, M and Nies,: M. Community/ Public Health Nursing: Promoting the health of populations. Elsevier Saunders (2013).
 	
    o Marion J. Ball, Charlotte Weaver and Joan Kiel (2010): Healthcare Information Management Systems: Cases, Strategies, and Solutions (Health Informatics) [Paperback], Springer, 3rd Edition.
 	
    o Glanz, K., & Rimer, B.K. (2005). Theory at a Glance: A Guide to Health Promotion and Practice. Bethesda, MD: National Cancer Institute
 	
    o Glanz, K., Rimer, B.K. & Viswanath, K. (2008). Health Behavior and Health Education (4th ed). San Francisco
 	
    o Issel, L. M. & Wells, R. (2018). Health Program Planning and evaluation. Burlington, MA: Jones and Bartlett Learning.
 	
    o Quad Council Coalition Competency Review Task Force. (2018). Community/Public Health Nursing Competencies.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   o Websites on the internet those are relevant to the topics of the course
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   o Multimedia associated with the text book and the relevant websites.

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.)
  o Lecture room with at least 25 seats.
  o Auditorium of a capacity of not less than 100 seats for large lecture format classes.
  o Lab with at least 25 places

2. Technology resources (AV, data show, Smart Board, software, etc.)   o Computer lab containing at least 25 systems.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
  o At the end of the semester, gather the views of students through a questionnaire to get to know their views on the mechanisms of learning and development to demonstrate the extent to which students from the course.
  o Regular course evaluation forms are filled by all students who attend the course to identify the strengths and weaknesses points.
  o Evaluation of students on the basis of statistical information and analyzed statistically.
  o Statistical analysis of questionnaires to account for the strengths points to support and weaknesses points to look for ways of treatment.
  o Students–faculty meetings.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
  o Peer consultation on teaching.
  o Departmental council discussions.
  o Discussions within the teaching group of the course.

3. Processes for Improvement of Teaching Conducting workshops given by experts on the teaching and learning methodologies.   o Workshops to facilitate the exchange of experiences amongst faculty members.

- o Attending professional development conferences
- o Periodical departmental revisions of its methods of teaching.
- o Monitoring of teaching activates by senior faculty members.
- o Provide opportunities for academic development and research through participation in seminars and scientific conferences.
- o Provide faculty library with the scientific references and sources of electronic information.
- o Encourage staff member to complete the reference books either authoring or translation in the major courses.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
- o Providing samples of all kind of assessment in the departmantal course portfolio of each course.
- o Assigning group of faculty members teaching the same course to grade same questions for various students.
- o Faculty from other institutions is invited to review the accuracy of the grading policy.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- o The course material and learning outcomes are periodically reviewed and approved in the departmental and higher councils.
- o The faculty takes the responsibility of implementing the proposed changes.
- o Comparing the plan of study to those in other universities.
- o Discuss the realities of teaching and its advantages to develop curricula and plans and update educational resources.

Name of Course Instructor:
4. Name of faculty member responsible for the course: **Dr. Manal Hassan Abo Elmgd**
Signature: _____ Date Specification Completed: _____
Program Coordinator: __   _____
Signature: _____   Date Received: :7\3\1440H.

COURSE SPECIFICATION

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:**

   1ⁿᵈ 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** [ ] 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

B Objectives

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

7. Understand quality as an indicator of workplace performance

8. Define and measure quality from philosophical, ethical and evidence-based care perspectives

9. Critically appraise systems of quality assurance models, and conceptual frameworks utilized in quality management their scope, boundaries and influencing factor

10. Identify different approaches to defining and measuring quality in nursing practice and care delivery.

11. Analyze institutional goals in setting of quality standards and KPIs, applicable to the nursing role.

12. Apply one quality assurance theory to assessment, planning, implementation and evaluation of a defined area of nursing practice.

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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:

Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

This course will offer students a critical insight into the emergence of 'quality' as an important indicator of workplace performance. In this course, 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 of quality standards. Discussion will focus on the benefits and challenges of applying theories of quality within the healthcare setting.

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 Quality 'Gurus': The 'quality movement' in workplace performance (*Student discussion groups*)	Week 4	3
Quality assurance standards, Safety, Quality indicators; Outcome measures and Data collection	Week 5	3
Health care quality indicators (General/Specific). (*Group work: select & critique published article*)	Week 6	3

Quality improvement models and processes (*Wk 8: Group work: Presentation prep. For wk 9*)	Weeks 7 & 8	6
National Patient Safety initiatives and trends in quality indicators (*Presentations wk 9*)	Weeks 9 & 10	6
Quality improvement tools	Week 11	3
Risk management: Learning through error and transformation	Week 12	3
Student activity: Group presentation and Discussion (*Presentation*)	Week 13	3
Quality: Reflections on nursing-specific perspectives	Week 14	3
Evaluation and review of learning objectives and 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	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**

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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	Be able to recognize factors that related and influence the quality of healthcare outcomes	Lecture & Group discussion	Assignment activity+ presentation
2.2	Enhanced appraisal, recognition of standards, indicators and measurement capabilities in nursing practice	Lecture & Group discussion	Assignment activity+ written report
2.3	Be able to recognize and critique models of quality assurance in their applicability to practice	Lecture & Group discussion	Assignment activity+ Discussion
2.4	To critique scope of quality assurance models and health safety based on its theoretical basis	Lecture & Group discussion	Assignment activity+ Discussion
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+ final exam
3.3	To be responsible for planning, implementation and evaluation 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	Work as 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	a. Groups formed. Each group select a defined area of nursing	4th week	15%

	practice/administration and identify indicators of quality performance from different stakeholder perspectives (*using both quantitative and qualitative data*) **b. Presentation**		**15%**
2	**Group select and critique a published article based on healthcare quality assessment (Class discussion)**	**7th week**	**10%**
3	**Learning Team Activity:** **With reference to Donabedian's theory, identify categories of quality indicators in the area of nursing administration**	**9th 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** (*Case study + written report*). **b. Presentation**	**13th 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. (2014). The Healthcare quality book: Vision, strategy, and tools (3rd ed.). Chicago, IL: Health Administration Press

Introduction to Healthcare Quality Management, Second Edition, Patrice L Spath, HAP, Copyright 2013

Introduction to Healthcare Quality Management, Second Edition, Patrice L Spath, HAP, Copyright 2013

Nash, D. B., & Goldfarb, N. I. (2006). The quality solution: The stakeholder's guide to improving health care. Sudbury, MA: Jones & Bartlett Publishers. ISBN # 0763727482

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

Al-Assaf AF, Health Care Quality An International Perspective WHO Regional Publication, 2001, SEARO, No. 35 ISBN-13 9789290222255 (Report)

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

A Clinical Nurse Specialist-Led Interprofessional Quality Improvement Project to Reduce Hospital-Acquired Pressure Ulcers. Fabbruzzo-Cota C, Frecea M, Kozell K, Pere K, Thompson T, Tjan Thomas J, Wong A. Clin Nurse Spec. 2016 Mar-Apr;30(2):110-6.

Attitude Isn't the Only Thing, It's Everything: Humanistic Care of the Bariatric Patient Using Donabedian's Perspective on Quality of Care. Beitz JM.Ostomy Wound Manage. 2018 Jan;64(1):12-17. Review

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.ihi.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/

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** • **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.** • **Head department evaluation.**
3. 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 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.

- **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**

T6. COURSE SPECIFICATIONS
(CS)

Course title: Public Health Nutrition

Code : CNUR5602624-2

.

Course Specifications

Institution: **Faculty of nursing**	**Date:** 13/11/2018
College/Department : Faculty of Nursing- College/Department: Department of Community Health and Health Care for Mass Gathering	

A. Course Identification and General Information

11. Course title: **Public Health Nutrition.** Code: **CNUR5602624-2** Section: Female
2. Credit hours: **Two Credit Hours**.
3. Program(s) in which the course is offered: Master of Nursing Program
4. Name of faculty member responsible for the course: have not decided yet
5. Level/year at which this course is offered: **Second** semester – Master of community Health Nursing
6. Pre-requisites for this course (if any): ----
7. Co-requisites for this course (if any): ----
8. Location if not on main campus: Faculty building at Al-Aabdia, Makkah, KSA
9. Mode of Instruction (mark all that apply) a. traditional classroom   [ ]   What percentage? [ ] b. blended (traditional and online)   [√]   What percentage? [70] c. e-learning   [√]   What percentage? [30] d. correspondence   [ ]   What percentage? [ ] f. other   [ ]   What percentage? [ ] Comments: Tutorials, group discussion

B Objectives

By the end of this course, students should be able to:

- Construct an optimal individualized nutritional plans and community intervention programs through maintaining evidence-based knowledge and applying research findings in practice.
- Acquire knowledge about constitute of adequate translating healthy diet and giving information about making healthier and safer food choices.
- Illustrate advanced skills in the analysis, interpretation and presentation of nutritional data, accounting for social and economic determinants, current and future healthcare policy.

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

C. Course Description (Note: General description in the form used in Bulletin or handbook)

- Course Description:

The course is designed to deliver a broad but balanced approach to the understanding of nutritional issues, in which the perspectives of social science are explored as well as the more traditional disciplines of nutrition, epidemiology and statistics. This allows participants to acquire and apply advanced knowledge and skills in the identification, implementation and evaluation of public health strategies to address nutritional problems in the Saudi Arabia, that incorporate social and policy, as well as public health contexts.

List of Topics	No. of Weeks	Contact hours
Introduction to Public Health Nutrition	1	2
Factors Influence Dietary Intake and Behavior: Psychological	2	2
Factors Influence Dietary Intake and Behavior: Social	3	2

Factors Influence Dietary Intake and Behavior: Economy	4	2
Nutrition Policies and Law	5	2
Malnutrition as Epidemiology in Saudi Arabia: Undernutrition	6	2
Malnutrition as Epidemiology in Saudi Arabia: Obesity	7	2
Malnutrition as Epidemiology in Saudi Arabia: Metabolic Syndrome		
Developing Effective Communication Message [1]	8	2
Developing Effective Communication Message [2]		
Food Insecurity and Food Justice.	9	2
Physical Inactivity in Saudi Arabia: Quality of Life [1]	10	2
Physical Inactivity in Saudi Arabia: Quality of Life [2]	11	2
	12	2
	13	2
	14	2
	15	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	30					30
	Actual	30					30
Credit	Planed	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week. **NA**

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

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 intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Translate the nutrition recommendations made by individuals and organizations at the local and national level.	Lecturing to link the previous knowledge with the current and future topics.	Class participation.
1.2	Classify the current biochemical, physiological and epidemiological literature on the relationships between nutrition, health and diseases.		
1.3	Describe the current patterns and trends in nutritional problems in varied in low middle and high-income contexts		
1.4	Appraise the impact of diet on diseases (both communicable and non-communicable) using epidemiological data and population based approaches		
1.5	Evaluate the key features of the governance, organization and delivery of public health and nutrition services in low, middle and high income countries		

1.6	Design innovative solutions to overcome the impact of climate change, globalization and other social political economic and environmental factors on the global food system		
2.0	**B. Cognitive skills**		
2.1	Appraise current scientific evidence on the relationships between diet, infection and disease	Lectures including open discussion and brainstorming	Homework assignments.
2.2	Synthesize both the qualitative and quantitative evidence that informs on nutritional situations and solutions		
2.3	Apply appropriate methods to assess nutritional status in populations living in different contexts		
2.4	Evaluate interventions to sustain or improve the nutritional status of populations or communities, focusing on low and middle income countries and countries in transition		
2.5	Appraise the effectiveness of food and nutrition policies, especially those relating to low middle and high income countries		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Interpret nutritional intervention, used in the treatment of eating disorders.	- Problem solving in the sessions. - Case studies related to the course topics. - Group interaction. - Self -learning. - Problems applications of theoretical concepts through group projects.	- Homework assignments. - In class short MCQs quizzes. - Research projects. - Mid-term and final exams. - Evaluation of reports.
3.2	Demonstrate professional attributes of commitment and judgement in evaluating the effectiveness of nursing interventions.		
3.3	Demonstrate professional responsibility in communicating with clients, family, and health team members in different health care delivery system regarding nutritional patterns		

3.4	Apply health measures related to level of prevention according to individual and community health needs		
4.0	**Communication, Information Technology, Numerical**		
4.1	Use the computer for data analysis and processing.	–Writing reports. – The utilization of computer in the course as requirements. – Encourage students to consult the specialist in the computer lab for help on web–based material. – Demand the use of power point when giving presentations in projects. – Demonstration of different models of assignments and coach students in how to carry them out.	– Evaluating the written reports – Some marks allotted for the use of web–based material in students' presentations. – Distribute some marks in every assigned project so students know what they will be evaluated on. – Set marks for the power point presentation that students create to give their presentations, its content and their presentation skills.
4.2	Use computational tools.		
4.3	Report writing.		
4.4	Use of web internet.		
4.5	Use computers and internet to carry out individual and group assignments.		
4.6	Communicate effectively with clients, families, and within interprofessional teams to foster open communication, collaboration, mutual respect, and shared-decision making		
5.0	**Psychomotor skills:**		
	-Not applicable	-Not applicable	-Not applicable

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class activities and attendance		10%
2	Homework assignments, project presentations and quizzes		10%
3	Exam –I	Week 5	15%
4	Exam –II	Week 10	15%
5	Final exam	Week 15	50%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
- Office hours 6 hrs. / Week.
- Students can go in times of office hours for advisors to explain what could not be understood from the lesson.
- Students can communicate with a staff member outside the official working hours through its website.

E Learning Resources

   1- List Recommended Textbooks and Reference Material (Journals, Reports, etc)
- Susan Dudek(2017):Nutrition Essentials for Nursing Practice, 8th International Edition.

2. Karen Frazier :Nutrition Facts: The Truth About Food Kindle Edition (2015)
by , Karen Frazier .

Shargel L., Mutnick A. H., Souney P. F., & Swanson L. N. ;(2015): Comprehensive Pharmacy Review, fourth ed., Lippincott Williams & Wilkins, the Science of Review, Philadelphia, P. 1056-1069.
Ruth A. Roth (2017):Nutrition & Diet Therapy, Edition 12 by Cengage Learning US.

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.)

- Lecture room with at least 25 seats.
- Laboratory with at least 25 places.
2. Computing resources (AV, data show, Smart Board, software, etc.) - Computer room containing at least 25 systems. - Scientific calculator for each student.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) -----

G - Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - At the end of the semester, gather the views of students through a questionnaire 1- Regular course evaluation forms are filled by all students to identify the strengths and weaknesses points. - Statistical analysis of questionnaires to pick up the strengths points to support and weaknesses points to resolve them. - Students-faculty meetings.
2- Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Peer consultation on teaching. - Discussions within the teaching group of the course.
3 Processes for Improvement of Teaching - Exchange of experiences among faculty members through conducting Workshops - Conducting workshops   by expertise in   teaching and learning methodologies. - Attending professional development conferences - Periodical departmental revisions of its methods of teaching. - Monitoring of teaching activates by senior faculty members. - Provide faculty library with the scientific references and sources of electronic information.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution): - Providing samples of all kind of assessment in the departmental course portfolio of each course. - Group of faculty members teaching the same course can assigned to grade same questions for various students. - Saff from other institutions is invited to review the accuracy of the grading policy.
5- Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Periodically reviewed of the course material and learning outcomes and approved in the departmental and higher councils.

- The proposed changes The faculty can take the responsibility of implementing the changes.
- Comparing the plan of study to those in other universities.
- Argue the realities of teaching and its advantages to develop curricula and plans and update educational resources.

Name of Instructor:

Signature: _____   Date Report Completed:

Name of Field Experience Teaching Staff _____

Program Coordinator: .

Signature: _____   Date Received: _____

Course title : Advanced Community Health Nursing 2

Code: CNUR5602631-3

Institution **Umm Al-Qura University**	Date 6\3\1440H
College/Department **Faculty of Nursing - Department of Community Nursing and Mass Gathering Health Care**	

A. Course Identification and General Information

1. Course title and code: **Advanced Community Health Nursing II**   **Code: CNUR5602631-3**
2. Credit hours: 3 credit hours (3 credit hours theory).
3. Program (s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course   ▪ Dr. Sahar Zaki   Course instructor
5. Level/year at which this course is offered: **level 3, 3ʳᵈ semesters 2- year**
6. Pre-requisites for this course (if any): **Major nursing courses (passing all of the first semester courses).**
7. Co-requisites for this course (if any) Nil
8. Location if not on main campus **The main campus for theoretical part** Umm Al-Qura University – Al-Abdia
9. Mode of Instruction (mark all that apply)   a. Traditional classroom   √   What percentage?   70   b. Blended (traditional and online)   √   What percentage?   10   c. E-learning   What percentage?   d. Correspondence   √   What percentage?   20

e. Others				
Comments: Tutorials, discussion groups				

B. Objectives

5. What is the main purpose for this course?
The aim of this course is to provide the community health nurse with knowledge, skills and attitudes required to provide high quality care to individuals, families and communities within the context of primary health care and health promotion.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:
This course prepares the master candidates to participate in public health care services. Emphasis on preventive and promotive levels of health care are considered. The course provides students with opportunities for comprehensive clinical training in different community health settings such as schools, primary health care centers, homes, industrial security health facilities as well as rehabilitation centers.

No.	Lecture title	Credit Hours (45)
1.	The World as Community: Globalization and Health	3
2.	Ethical Conduct and Nursing Code of ethics in Community Health Nursing Practice.	3
3.	Quality of Life: Saudi Vision 2030, Implications for Community Health Care Nursing	3
4.	Epidemiological Applications and Sources of Health Data	3
5.	Evidence-Based Community Health Practice: Action Plan	3
6.	Urban and Rural Health Care	3
7.	Elderly Population Community Health Needs and Care	3
8.	The Role of Community Health Care in Mental Health	3
9.	The Role of Community Health Care in Domestic Violence	3
10.	Preventing and Managing Community Emergencies: Disasters and Infectious Breakdown	3
11.	Community Health in Mass Gathering	3
12.	Community Emergency Preparedness for Mass Gathering	3
13.	Prevention Surveillance System of Community Health Risks in Mass Gatherings	3
14.	Partnering with Communities for Public Health Practice	3
15.	Cultural Competence: Common Ground for Partnerships in Health Care.	3

II-   **Master Thesis:**

Individual research under the supervision of a faculty member (s) and committee leading to preparation, completion, and oral defense of a thesis.

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. Additional private study/learning hours expected for candidates per week.	**3**

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

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 intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define ethical conduct in community health nursing practice.	-Traditional lectures	- Quizzes
1.2	Identify community health implications for the quality of life Saudi vision 2030		- Final Exam
1.3	Identify global and community health issues.		

1.4	Outline evidence-based community health practices	-Group Discussions	- Discussion Paper
2.0	**Cognitive Skills**		
2.1	Assess the community health care needs in mass gatherings	-Traditional lectures	- Quizzes
2.2	Construct nursing diagnosis and goals related to all types of diseases and different populations in the community.	-Group Discussions	- Final Exam
2.3	Develop health care programs that is specified to community health problems.	- Tutorials	- Discussion Paper
2.5	Demonstrate understudying of cultural competence in community health care.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate responsibility to provide professional community health care interventions according to nursing code of ethics.	-Traditional lectures	- Discussion paper
3.2	Apply responsibility regarding the principles of community health care in practice.	-Group Discussions	
3.3	Comply with the established policies of the faculty and the clinical families	- Tutorials	
4.0	**Communication, Information Technology and Numerical Skills**		
4.1	Communicate clearly and logically through using multiple communication styles for professional delivery		
4.2	Use technology in communication skills with others.		
4.3	use computers and internet to carry out their individual and group assignments.		
5.0	**Psychomotor**		
	Not Applicable		

6. Schedule of Assessment Tasks for Candidates During the Semester

	Assessment task (e.g. essay, test, group project, examination, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz 1	3ed week	20%
2	Discussion Paper	7th week	30%
3	Quiz 2	9th Week	20%
4	Final Exam	15th Week	40%

D. Candidate Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual candidate consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E Learning Resources

1. List Required Textbooks

- **McEwen, M and Nies,: M. Community/ Public Health Nursing**: **Promoting the health of populations. Elsevier Saunders (2013).**
- **Stanhope,M. and Lancaster J. Public Health Nursing: Population-Centered HealthCare in the community , 8th ed. Medical- Elsevier Health Sciences Division (2016) .**
- **Nies, M. A. and, McEwen, M. (2015). Community/Public Health Nursing: Promoting the Health of Populations 6th Edition. Elsevier Saunders.**
- **Lundy, K. S. and Janes, S. (2017). Community Health Nursing: Caring for the Public's Health 3rd Edition.**
- **Holzemer, S. P. and Klainberg, (2014). Community Health Nursing: Alliance for Health 2nd Edition.**
- Glanz, K., & Rimer, B.K. (2005). Theory at a Glance: A Guide to Health Promotion and Practice. Bethesda, MD: National Cancer Institute
- Glanz, K., Rimer, B.K. & Viswanath, K. (2008). Health Behavior and Health Education (4th ed). San Francisco
- Issel, L. M. & Wells, R. (2018). Health Program Planning and evaluation. Burlington, MA: Jones and Bartlett Learning.

- Quad Council Coalition Competency Review Task Force. (2018). Community/Public Health Nursing Competencies.

6. List Essential References Materials (Journals, Reports, etc.)
- Primary Health Care Journal.   - Journal of Public Health Nursing.   - Journal of Nursing and Care / Community Health Nursing.   - Journal of School of Public Health and Institute of Public Health Research   - Journal of Community Hospital Internal Medicine Perspectives   - Journal of Community Nutrition & Health   - Indian Journal of Community Health   - Journal of Community Health Research   - Asia Pacific Family Medicine
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)   - www.cdc.org   - www.pubmed.com   - www.WHO.com
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.)   Lecture room that accommodate 25 candidates
2. Computing resources (AV, data show, Smart Board, software, etc.) Computer lab for tutorials
7. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Candidate Feedback on Effectiveness of Teaching
- Confidential completion of standard course evaluation questionnaire.   - Oral feedback from candidates about weaknesses, strengths, and their suggestions for improvement.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
- Confidential completion of standard course evaluation questionnaire.   - Passing grades for students enrolled in the course.

3 Processes for Improvement of Teaching
- Attending scientific meetings.   - Analyzing candidates ' results as an indirect means of assessing effectiveness of   - teaching.   - Getting feedback from candidates at the end of each teaching session and at the end of the course.

4. Processes for Verifying Standards of Candidate Achievement (e.g. check marking by an independent member teaching staff of a sample of candidate work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   Marking of candidate exams by two academic staff members.   Review of exams questions by an independent teacher.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   Preparing the course report following the delivery of the course and final exam.   Then the reported comments of candidates and their suggestions were taken into considerations in planning for improvement in addition to teachers' comments.   The plan for improvement is presented in the Department Council for approval.

▪ **Faculty or Teaching Staff:**

Name of faculty member responsible for the course

Signatur   Dr. Sahar Zaki   (Staff member)

Report Completed:2\3\1440H.

T8. FIELD EXPERIENCE SPECIFICATION

Course title: Community Health Practicum Level 2

Code: CNUR5602632-3

.

Field Experience Specifications

Institution: **Umm Al-Qura University**	Date of Report: 6\3\1440H
College: **Faculty of Nursing - Department of Community**	Department: **Department of Community Nursing and Mass Gathering Health Care**
Program: Master of Nursing Program	Track (if any): Community Health Care Nursing

A. Field Experience Course Identification and General Information

1. Field experience course title and code **CNUR5602632-3**
2. Credit hours (if any) 3 credit hours
3. Level or year of the field experience. Level II

4. Dates and times allocation of field experience activities.
 	
  a. Dates: Not Decided Yet
 	
  b. Times: Not Decided Yet

5. List names, addresses, and contact information for all field experience locations.

	Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile
a.		Dr Fatma Al solami	fjsolami@uqu.edu.sa
b.	Umm Al-Qura University. Faculty of nursing	Dr. Nahed Ayoub	nmayoub@uqu.edu.sa
		Dr.Manal H. Abo Elmagd	mhali@uqu.edu.sa

B. Learning Outcomes

Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy
Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching. The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain. On the table below are the five NQF Learning Domains, numbered in the left column. **First**, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	**Teaching Strategies**	**Assessment Methods**
1.0	**Knowledge**		
1.1	Define individuals, family and community dynamics that contributes to clients' health behavior.	Field Work Experience	Seminar Community Assessment
1.2	Identify appropriate community health assessment model for practice.		
1.3	Identify community health issues.		
2.0	**Cognitive Skills**		
2.1	Estimate the health status of the family and community according to community health care models of practice.	Field Work Experience	- Seminar - Community Assessment - Clinical Performance Clinical
2.2	Construct nursing diagnosis and goals related to all types of diseases and different populations in the community.		

2.3	Develop health care programs that is specified to community health problems.		- Evidence–Based Program Planning
2.5	Recognize the community health care required in different settings including occupational, school and home areas of practices.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate professional community health care interventions according to nursing code of ethics.	Field Work Experience	- Seminar - Final Community Assessment Paper - Clinical Performance - Clinical Log
3.2	Show responsibility the principles of community health care in practice.		
3.3	Comply with the established policies of the faculty and the clinical families		
4.0	**Communication, Information Technology, Numerical**		
4.1	Communicate effectively with patients, families, and within interprofessional teams to foster open communication, collaboration, mutual respect, and shared-decision making	Field Work Experience	- Final Community Assessment Paper - Clinical Performance - Clinical Log
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**		
5.1	Demonstrate appropriate nursing skills as applies to the three levels of prevention.		-Clinical Performance -Clinical Log
5.2	Perform appropriate nursing care strategies in working with population at risk and vulnerable groups.	Field Work Experience	

5.3	Construct various nursing skills to meet all community groups health needs and demands.		
5.4	Diagram nursing care plans using evidence-based nursing and problem-solving skills.		
5.5	Employ basic principles of health education to individuals and community groups.		

C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.

2. List required assignments, projects, and reports.

Schedule of Assessment Tasks for Candidates During the Semester

	Assessment task (e.g. essay, test, group project, examination, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Community Assessment (for Selected Community Population)	3ed week	30%
2	Seminar	7th week	20%
3	Evidence–Based Program Planning (for Selected Community Population)	9th Week	20%
4	Final Community Assessment Paper	15th Week	40%

3. Follow up with students. What arrangements are made to collect student feedback?

- At the end of the semester, gather the views of students through a questionnaire to get to know their views on the mechanisms of learning and development to demonstrate the extent to which students from the course.
- Regular course evaluation forms are filled by all students who attend the course to identify the strengths and weaknesses points.
- Evaluation of students on the basis of statistical information and analyzed statistically.
- Statistical analysis of questionnaires to account for the strengths points to support and weaknesses points to look for ways of treatment.
- Students–faculty meetings.

Insert a field experience flowchart for responsibility and decision-making (including a 8. provision for conflict resolution).

The faculty will work as a preceptor to assist the students in the development and implementation of the field experience and keep their progress during the experience. The head of community nursing department will then approve the students plan for the field experience and will be involved in any situation of conflicts

5. Responsibilities.

	Student	Field Teaching Staff	Program Faculty and Teaching Staff	Department or College
Planning Activities				
a. Student activities.	✓	✓	✓	
b. Learning experiences.	✓	✓		
c. Learning resources		✓	✓	✓
d. Field site preparations			✓	✓
e. Student guidance and support		✓	✓	✓
Supervision Activities				
a. transport to and from site.	✓			✓
b. Demonstrate learning outcome performance.	✓	✓	✓	
c. Completion of required tasks, assignments, reports, and projects.	✓			
d. Field site – safety.		✓	✓	
e. Student learning activities.	✓	✓	✓	
b. Providing learning resources				✓
c. Administrative (attendance)		✓	✓	
Assessment Activities				
a. Student learning outcomes		✓	✓	
b. Field experience		✓	✓	
c. Field teaching staff		✓	✓	
d. Program faulty and teaching staff				✓
e. Field site			✓	✓
f. Learning resources				✓

b. Explain the student assessment process.
,If two examiners are evaluating the students
    average of student's scores obtaining from these two examiners might be taken *
* Unifying the assessment and evaluation sheets for students
    * Informing students on what basis they are going to be evaluated

D. Planning and Preparation
1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a.Primary Health Care Settings		
b.Schools		
c.Home Health Care Center		
d.Field visits		
e. Factories (to assess occupational hazards).		

Explain the decision-making process used to determine appropriate field experience locations.
The sites will be inspected by the team of the program. It should be safe, secured, have all the safety standards and precautions

2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
a. Associate Professor b. Professors	D. Teaching theoretical part E. Supervising the practical part F. Responsible for marking and revision of student grades	Previous experience at least 6 months in community health care sittings

Explain the decision-making process used to determine appropriate field staff and supervisors.
All faculty should have accredited certifications in nursing (PhD degree)
All faculty needs to have at least 6 months experience in teaching community courses or work in public health/ community settings

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. The applicant must be Saudi, non-Saudi must be on official scholarships for graduate studies as for residents the graduation date must not be exceeding five years his/her age not exceed 30 years.		
b. The applicant grade must be very good in bachelor degree		
c. The applicant must have a universal degree from a Saudi university or any other recognized university.		
d. The applicant must present two academic recommendations from professors who previously taught him / her.		
e. The approval of applicants employer if employed.		
f. A score of 400 is required in the TOEFL, or its equivalent, for the master level.		
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.		

4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
e. Student health insurance f. Hot lines between student and colleague g. Community Map h. Community profile	Infection Potential Social risk	Wearing protective measures.	Lab training about universal precaution.
Explain the decision-making process used to protect and minimize safety risks. 1. Crises intervention and management			

5. Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

1.   Unifying the assessment and evaluation sheets for students
2.   Informing students on what basis they are going to be evaluated

E. Evaluation of the Field Experience

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:

a. Students

    Describe evaluation process
    -   OSCE exam
    -   Continuous follow up exam in the field place.
b. Supervising staff in the field setting
-Describe evaluation process
    - Lab evaluation(OSCE in final practical Exam)
    - For each clinical sitting the teaching staff use specific student evaluation sheet.
    - Evaluation for student clinical knowledge.
    - Evaluation for students clinical assessment skills (Community assessment, community map, community profile, health assessment skills).
c.Supervising faculty from the institution
-Describe evaluation process
    -   Two lab practical exam (OSCE).
    -   Planning and supervision on student skills.
    -   Supervising the field sitting staff
    -   Revision of students grades.
    -   Teaching lab procedures.

e. Others—(e.g. graduates, independent evaluator, etc.)
    Describe evaluation process
Inviting independent evaluators to revise and check the student evaluation work.

Name of Field Experience Coordinator: _____

Signature: Dr. Soad Bayomi and Dr. Sahar Zaki   Date Specification Completed: _____

Program Coordinator: _____

Signature: _____   Date Received: _____

Course Title: **Nursing Education.**

Course Code: **ANUR5603631—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: Nursing Education/ ANUR5603631—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. Maram Alghabbashi

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):   Practicum in Nursing Education: ANUR5603634—3

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

.

![Education Evaluation Commission logo]

هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

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**

B Objectives

The main objective of this course

13. Develop strategies to increase personal effectiveness as a nurse educator.

14. Critique the role of the nurse educator in teaching, research, service, and practice in an academic/clinical setting.

15. Create and implement an evidence-based teaching and evaluation plan for the individual's practice setting.

16. Analyze institutional purposes and goals in nursing education at all levels as related to professional and societal issues.

17. Participate in educator activities in academic or health care settings.

18. Discuss and debate legal, ethical, and moral issues of instructional process in nursing education.

19. Appropriately and skillfully apply technology to support the teaching-learning process.

20. Synthesize and apply principles of curriculum and instructional design while planning the development, implementation, and evaluation of a course.

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 will give students the opportunity to apply concepts and develop skills in curriculum development, classroom and clinical teaching, and evaluation methods in an educator role within the student's area of specialization. The student can choose from a variety of opportunities in clinical settings with patients or staff nurses or with nurse educators in clinical or academic settings. Students will gain experience interfacing with faculty, administrators, and support service personnel in the institution(s) of their choice.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Past, Present, and Future Institutional Purposes and Goals in Nursing Education	**Week 1**	**3**

An overview of different roles of nurse educators; academic, mentor, preceptor and supervisor.	Week 2	3
Principles of Curriculum and Instruction	Week 3	3
Assigning level of educational standards	Week4	3
Learning theories in pedagogy: Introduction to taxonomies	Week 5	3
The affective and cognitive domains in nursing education.	Week 6	3
Construct syllabi and lesson plan	Week 7	3
Evaluation of learning	Week 8	6
	Week 9	
Research in Nursing Education	Week 10	6
	Week 11	
Administration and Governance in Higher Education	Week 12	3
Professional, Social, Political, and Ethical Issues in Nursing Education	Week 13	3
How nurse educators respond to contemporary health care needs?	Week 14	3
Clinical instruction presentation	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

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	• **Understand definitions and descriptors of components of the educational program** • **Explain role of nurse educator in teaching**	**Lecture & Group discussion**	**Final exam**

1.2	• **Define/ determine the cognitive, affective, behavioral and psychomotor domains in learning** • **Acquire the knowledge of the Higher Education and Professional Council roles in educational provision, ethical practice and standards.**	**Lecture & Group discussion** **Final exam**	
2.0	**Cognitive Skills**		
2.1	• **Acquire design skills in the construction of lesson plans and syllabus**	**Lecture & Group discussion**	**Assignment activity+ final exam**
2.2	• **Enhance appraisal, reflection and problem solving capabilities in nursing education provision**	**Lecture & Group discussion**	**Assignment activity+ final exam**
2.3	• **Demonstrate the ability to reflect on learning objectives and course content**	**Lecture & Group discussion**	**Assignment activity+ final exam**
3.0	**Interpersonal Skills & Responsibility**		
3.1	**Perform effective communication skills, and develop positive and ethical behaviors with others.**	**Reports & Assignment.**	**Observation**
3.2	• **Work as team** • **Prepare to continue professional and personal development through CPD, utilizing professional societies, conferences and relevant scientific journals**	**Reports & Assignment.**	**Observation**
4.0	**Communication, Information Technology, Numerical**		

4.1	• Use technology in communication skills with others. • Use technology to collect resources for teaching materials.	Using internet teaching assistance as using several online databased	Observation
4.2	• Work in group	Using internet teaching assistance as using several online databased	Observation + Assignment Activity
5.0	Psychomotor(if any)		
5.1	• Apply own philosophy of teaching • Enhance personal teaching delivery approaches in the education domain of practice	Course Project Assignment	Observation +Course Project Presentation Activity
5.2	• Critique the teaching styles observed	Reports & Assignment.	Observation + Case Study from Journal

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	Nurse Educator Interview	4th week	10%
2	Journal Case Study	7th week	15%
3	Learning Team Activity	10th week	5%
4	Teaching Plan	14th Week	Total of 30%

			Written teaching plan – 20% Presentation of teaching plan – 10%
5	Participation	All Weeks	15%
6	Final Exam	17th Week	25%
	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**

- **Bastable, S. B. (2008). Nurse as educator: Principles of teaching and learning for nursing practice (3rd ed.). Sudbury, MA: Jones and Barltett.**

- **Billings, D. & Halstead, J. (2009).** *Teaching in nursing; A guide for faculty*. **(3rd ed.). USA: Saunders**
- **Iwasiw, C., Goldenberg, D., & Andrusyszyn, M. A. (2005). Curriculum development in nursing education. Sudbury, MA: Jones and Bartlett.**

- **O'Connor, A. B. (2006). Clinical instruction and evaluation: A teaching resource (2nd ed.). Sudbury, MA: Jones and Bartlett.**

- **Oermann, M. H., & Gaberson, K. B. (2009). Evaluation and testing in nursing education (3nd ed.). New York: Springer.**

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

- **Smith, M. (2005). The legal, professional, and ethical dimensions of higher education. Philadelphia, PA: Lippincott, Williams, & Wilkins.**

- **Zorn, C. R. (2010). Becoming a nurse educator: Dialogue for an engaging career. Sudbury, MA: Jones and Bartlett**

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.)**

   - **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**

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.**

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 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: Maram T Alghabbashi

Signature: MaramTA.   **Date Completed:** Nov 9th 2018

Program Coordinator: Maram T Alghabbashi

Signature: Dr. Maram   **Date Received:** Nov 9th 2018

T6. COURSE SPECIFICATIONS (CS)

Health Care Delivery System

Code: CNUR5602633-2

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Course Specifications

Institution: Faculty of Nursing.	**Date:** 13/11/2018
College/Department: College/Department: Department of Community Health Nursing and Health Care for Mass Gathering	

A. Course Identification and General Information

11. Course title: **Health Care Delivery System**
Code: **CNUR5602633-2**
Section: Female

2. Credit hours: Two Credit Hours

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course: have not been decided yet

5. Level/year at which this course is offered: **level three 2ⁿᵈ year**

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

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

8. Location if not on main campus: Faculty building at Al-Aabdia, Makkah, KSA

9. Mode of Instruction (mark all that apply)

a. traditional classroom	√	What percentage?	80
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other	√	What percentage?	20

Comments:

Tutorials and group discussion

.

B Objectives

1. What is the main purpose for this course?

Upon completion of this course, master candidate will be able to do the following:

1. Describe the history of healthcare systems and public health in the Saudi Arabia

. 2. Define the current organizational levels in healthcare and public health.

3. Compare and contrast the various professional roles in healthcare systems and public health. 4. Explain models of Saudi Arabia healthcare and public health service delivery (including e-health).

5. Identify the major elements of public policy on healthcare reform

6. Describe health services in Pilgrimage (Hajj) season.

7. Criticize and plan for improving health services during Pilgrimage (Hajj) season.

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

- ▪ Application of IT.
- ▪ Boost updating of the course objectives and the scientific contents as community needs.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

The Health Care Delivery System course provides an overview about the health care system in Saudi Arabia and navigating through the historical changes and updates of reform. The course also outlines the different levels of healthcare system where the community health care is exercised by the community health care nurse.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact Hours**
Historical Overview of Saudi Arabia Health Care Delivery	1	2
Foundations of Saudi Arabia Health Care Delivery System and Challenges of The Reform	2	2
Major Characteristics and Objectives of Saudi Arabia Healthcare Delivery System	3	2
The Primary Health Care System in Saudi Arabia	4	2
The Ministry of Health Home Health Care Program	5	2
Nursing Home for Elderly Care	6	2
School Health Care Program	7	2
Hospitals, Outpatient and Primary Care Services at Saudi Arabia for Insurance and Private Health Sectors	8	2
Financing and Reimbursement Methods Healthcare Services.	9	2
Managed Care and Integrated Systems	10	2
Long-term Care Services	11	2
The Ministry of Health E-Health Strategy	12	2
Populations with Special Health Needs. Cost, Access, and Quality.	13	2
Health Services in Pilgrimage (Hajj) Season	14	2
The Future of Saudi Arabia Healthcare Services Delivery	15	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	20					20
	Actual	20					20
Credit	Planed	2					2

	Actual	2					2

3. Additional private study/learning hours expected for candidates per week.	2

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

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 intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	▪ List objectives & structure of health services in Saudi Arabia.	–Traditional lectures –Tutorials –Group Discussion	Quizzes Report
1.2	▪ Identify health delivery system at Saudi Arabia.		
1.3	▪ Describe the objectives & levels of health care delivery system.		
1.4	▪ Summarize the difference between health insurance &private health care services		
1.5	▪ Mention long term of health services.		
1.6	▪ Identify population with special need.		
2.0	**Cognitive Skills**		

2.1	▪ Analyze the difference between health insurance and private health care services .	–Traditional lectures –Tutorials –Group Discussion	Quizzes Report
2.2	▪ Recognize the structure and levels of health services in KSA.		
2.3	▪ Interpret accessibility and quality health care.		
2.4	▪ Criticize for improvement health services during Pilgrimage (Hajj) season		
3.0	**Interpersonal Skills & Responsibility**		
3.1	▪ Demonstrate critical thinking& active participate during class discussion	–Traditional lectures –Tutorials –Group Discussion	Quizzes Report
3.2	▪ Show adherences regarding submitting the assessment tasks in due time.		
4.0	**Communication, Information Technology, Numerical**		
4.1	▪ Demonstrate efficient retrieve of information .	–Traditional lectures –Tutorials –Group Discussion	Report
5.0	**Psychomotor**		
5.1	–Not applicable	–Not applicable	–Not applicable

5. Schedule of Assessment Tasks for Candidates During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Exam –I	All along	20%
2	Report	All along	20%

| 3 | Exam –II | Week 5 | 20% |
| 4 | Final exam | Week 10 | 40% |

D. Candidate Academic Counseling and Support

-Faculty and teaching staff are available for academic advice.   .
- Outside the official working hours candidates can communicate with a staff member through its website.

E Learning Resources

1List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Martin Utley and Dave Worthington (2012): Hand book of Healthcare System Scheduling,2nd Edition.

Yuehwern Yih (2011) Handbook of Healthcare Delivery Systems (3rd ed,) Taylor &Francis Group,LIC London New York.

Darr, K. (2007). Ethics in health services management (4th ed.). Baltimore: Health Professions Press.

Showalter, J.S. (2007). The law of healthcare administration. (5th ed.). Chicago: Health Administration Press.

Proctor P Reid, W Dale Compton, Jerome H Grossman, and Gary Fanjiang (2005) Building a Better Delivery System; National Academies Press (US).

Transforming care delivery to increase value,Experts explore what will spark change in healthcare Nov 20, 2017.

Marion J. Ball, Charlotte Weaver and Joan Kiel (2010): Healthcare Information Management Systems: Cases, Strategies, and Solutions (Health Informatics) [Paperback], Springer, 3rd Edition.

Mohammed H. Mufti (2000): Healthcare Development Strategies in the Kingdom of Saudi Arabia. Springer, 1st Edition.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Websites on the internet those are relevant to the topics of the course.

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.)
- Lecture room with at least 25 seats.
- Laboratory with at least 25 places.

2. Computing resources (AV, data show, Smart Board, software, etc.).
- Computer &data show projector & screen.
- Available internet network with a special assess to each student.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Candidate Feedback on Effectiveness of Teaching
- At the end of the semester, gather the views of candidates through a questionnaire
- Regular course evaluation forms are filled by all candidates to identify the strengths and weaknesses points.
- Statistical analysis of questionnaires to pick up the strengths points to support and weaknesses points to resolve them.
- Candidates-faculty meetings.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Peer consultation on teaching.
- Discussions within the teaching group of the course.

3 Processes for Improvement of Teaching
- Exchange of experiences among faculty members through conducting Workshops
- Conducting workshops by expertise in teaching and learning methodologies.
- Attending professional development conferences
- Periodical departmental revisions of its methods of teaching.
- Monitoring of teaching activates by senior faculty members..
- Provide faculty library with the scientific references and sources of electronic information.

4. Processes for Verifying Standards of Candidate Achievement (e.g. check marking by an independent member teaching staff of a sample of candidate work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution):
- Providing samples of all kind of assessment in the departmental course portfolio of each course.
- Group of faculty members teaching the same course can assigned to grade same questions for various candidates.
- STAFF from other institutions is invited to review the accuracy of the grading policy.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
- Periodically reviewed of the course material and learning outcomes and approved in the departmental and higher councils.
- The proposed changes The faculty can take the responsibility of implementing the changes.
- Comparing the plan of study to those in other universities.
- Argue the realities of teaching and its advantages to develop curricula and plans and update educational resources.

Name of Instructor:
Signature: _____   Date Report Completed:

Name of Field Experience Teaching Staff _____

Program Coordinator:_ .

Signature: _____   Date Received: _____

.

Course Specifications

Course Title: Advanced Epidemiology

Code: CNR5602641-3

Course Specifications

Institution **Umm Al-Qura University**	Date 12\3\1440H
College/Department **Faculty of Nursing- Community Health Nursing Department**	

A. Course Identification and General Information

1. Course title and code: **Advanced Epidemiology**   **Code: CNR5602641-3**
2. Credit hours: 3 credit hours (2 hours theory and 1 hour practical).

3. Program (s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: might shared with Faculty of Medicine Teaching Staff
5. Level/year at which this course is offered **level 4** . (in 2nd semester year two of the program).
6. Pre-requisites for this course (if any): **Level 1 and Level 2 Courses**
7. Co-requisites for this course (if any) NA
8. Location if not on main campus **The main campus for theoretical part.** Umm Al-Qura University – Al-Abdia
9. Mode of Instruction (mark all that apply)

9. Mode of Instruction (mark all that apply)

a. Traditional classroom   √   What   70%   percentage?

b. Blended (traditional and online)   What   percentage?
c. E-learning   What   percentage?

d. Correspondence   What   percentage?
e. Others   √   30%

Comment:
Tutorials

B. Objectives

9. What is the main purpose for this course?

This course aims to prepare the candidate with the required knowledge, skills and competencies for them to participate in epidemiological studies applied in community nursing research. The unit of this course emphasizes on epidemiology terminologies, outcome measures and study designs applicable for the field of community nursing practice.

10. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

NA

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course introduces the essential principles and methods of epidemiology required for community health care nurses in their practice. It will provide a tool for critically evaluating the literature and skills to apply in community care nursing research.

No.	Lecture title	Credit hours (30)
1.	Scope and Significance of Epidemiology.	2
2.	The Dynamics of Disease Transmission.	2
3.	Measuring the Occurrence of Disease, I "Morbidity".	2
4.	Measuring the Occurrence of Disease II "Mortality".	2
5.	Assessing Validity and Reliability of Diagnostic and Screening Tests.	2
6.	Cohort Studies.	2
7.	Case Control Studies and Other Study Designs.	2
8.	Estimating Risk: Is There an Association?	2
9.	More on Risk: Estimating Potential for Prevention.	2
10.	From Association to Causation: Deriving Inferences from Epidemiologic Studies.	2
11.	More on Causal Inferences: Bias, Confounding and Interaction.	2
12.	Screening for Disease and other Conditions.	2
13.	Using Epidemiology to Evaluate Health Services.	2
14.	The Epidemiologic Approach to Evaluate Screening Programs.	2
15.	Ethical and Professional Issues in Epidemiology.	2

III-   **Master Thesis:**

Individual research under the supervision of a faculty member (s) and committee leading to preparation, completion, and oral defense of a thesis.

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			30		60
Credit	Planned	2			1		3
	Actual	2			2		4

3. Additional private study/learning hours expected for candidates per week.	**3**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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 intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

		NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0		**Knowledge**		
1.1		– Determine the appropriate rates (incidence, prevalence) to use to establish the need for public health programs (prevention, screening). – Describe the usefulness of sensitivity and specificity measures in the selection of a screening test. – Distinguish potential casual inferences, bias, confounding and interaction.	Traditional Lecture Group Discussion	Written Exam
2.0		**Cognitive Skills**		
B.1		- Appraise different epidemiological study designs. - Evaluate the validity and reliability of epidemiological tools and designs. -Critique the study design and quantitative methods used in published literature and appropriately interpret the findings. - Construct epidemiologic methodology to identify a specific community health problem, develop a hypothesis, and design a study to investigate the issue.	Traditional Lecture Group Discussion	Written Exam Assignment 1 Assignment 2
3.0		**Interpersonal Skills and Responsibility**		
3.1		- Demonstrate professional responsibility in communicating epidemiologic research findings in scientific arenas.	Self-Learning Online Learning	Assignment1 Assignment 2
4.0		**Communication, Information Technology and Numerical Skills** ▪ Communicate clearly and logically through using multiple communication styles		

	▪ Use technology in communication skills with others. ▪ Use computers and internet to carry out their individual and group assignments.		
5.0	**Psychomotor**		
5.1	NA		

	6. Schedule of Assessment Tasks for Candidates During the Semester		
	Assessment task (e.g. essay, test, group project, examination, oral presentation, etc.)	Week Due	Proportion of Total Assessment
2	Written Exam	Week 3	30%
4	Assignment 1	Week 6	30%
6	Assignment 2	Week 14	40%

D. Candidate Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual candidate consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E Learning Resources

1. List Required Textbooks Gordis, L. (2014). *Epidemiology* (Fifth edition.). Philadelphia, PA: Elsevier Saunders.
2. List Essential References Materials (Journals, Reports, etc.) Journal of Community and Public Health Nursing Community Nursing and Public Health Journal of Epidemiology and Community Health (J Epidemiol Community)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) -
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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.) A class of 25 postgraduate students.
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture room that accommodate 25 candidates
2. Computing resources (AV, data show, Smart Board, software, etc.) Computer lab for e-learning.
11. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

.

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Candidate Feedback on Effectiveness of Teaching Confidential completion of standard course evaluation questionnaire. Oral feedback from candidates about weaknesses, strengths, and their suggestions for improvement.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
3 Processes for Improvement of Teaching • Attending scientific meetings. • Analyzing candidates ' results as an indirect means of assessing effectiveness of • teaching. • Getting feedback from candidates at the end of each teaching session and at the • end of the course.
4. Processes for Verifying Standards of Candidate Achievement (e.g. check marking by an independent member teaching staff of a sample of candidate work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) Marking assessments by an independent member teaching staff

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Preparing course report following the delivery of the course and final exam. Then, the reported comments of candidates and their suggestions will be taken into consideration in planning for improvement along with teachers' comments. The improvement plan will be submitted to the Department Council for approval.

▪ **Faculty or Teaching Staff:**

Name of faculty member responsible for the course

Signature

(Staff member)

Report Completed: 12\3\1440H.

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COURSE SPECIFICATIONS
Form

Course Title: **Women's Health**
Course Code: MID5601627-3

Date: 1/3/1440H.	**Institution**: Umm Al Qura University .
College: Faculty of Nursing	**Department:** Nursing Practices

A. Course Identification and General Information

1. Course title and code: **Women's health/ MMID5601627**

2.   Credit hours: **2+1**

3.   Program(s) in which the course is offered. **Master of Midwifery**
 (If general elective available in many programs indicate this rather than list programs)

4.   Name of faculty member responsible for the course
   - **Dr. Hamdia Mohammed Abd Elaziz**

5.   Level/year at which this course is offered: **It is an elective course (Second, third or fourth level**

6. Pre-requisites for this course (if any): **None**

7. Co-requisites for this course (if any): **Midwifery 1 or 2 or 3**

8. Location if not on main campus:

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

   a. Traditional classroom   √   percentage?   30

   b. Blended (traditional and online)   percentage?

   c. E-learning   percentage?

   d. Correspondence   percentage?

   f. Other   √   percentage?   70

Comments:
Practical training in maternity and children hospital (Gynecology unit and clinic Infertility clinic).

B Objectives

1. The main objective of this course

The aim of this course is to upgrade the master students with knowledge and attitudes needed to deal effectively, independently and interdependently with a woman in gynecological services. And apply comprehensive nursing management for women with gynecological

3. 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).
    To improve this course should be :
    - **Use of web-based reference to prepare students' presentation.**
    - **Use of video films and training, practicing in hospital.**
    - **Apply problem based learning & problem solving and increased use of the IT**
      .

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

Course Description:

This course focuses on women's health care. It includes nursing care needed for gynecological problem of women. Care of women in late stage of life is considered in this course.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1- Menstrual abnormalities: • Dysfunctional uterine bleeding • Amenorrhea • Dysmenorrhea • Premenstrual syndrome	1	2

2- Gynecological problems and nursing management Structural Abnormalities Genital prolapse):
    • Cystocele
    • Rectocele
    • Urethrocele
    • Enterocele
    • Uterine prolapse
    • Ovarian torsion
	2	4

3- Urinary incontinence.	1	2

4- Genital tract infection: • Vaginitis. • Cervicitis. • Pelvic inflammatory disease**.**	2	4
5- Infertility.	2	4
6- Neoplasms. • Endometrial cancer • Ovarian neoplasms • Breast cancer • Cervical carcinoma • Cervical dysplasia • Vaginal/vulvar neoplasms	2	4
7- Endometriosis.	1	2
8- Disorders of the Breast • Breast abscess • Breast Fibroadenoma • Fibrocystic disease	1	2
9- Pre- and postoperative care for women with various gynecological operations	2	4
10- Women's health in late stage of life • osteoporosis.	1	2

Practical Plan	No. of Weeks	Contact Hours
The major role for post graduate student is assessment and provide nursing care to women with gynecological problems Assist according hospital policy and procedures) • **Hysteroscopy** • **Laparoscopy** • **Endometrial Ablation**. • **D & C** • **Hysterectomy** • **Intrauterine insemination (IUI)** • **In vitro fertilization (IVF)** • **Biopsy** • **Pap smear**		

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			30		60
Credit	Planned	2			1		3
	Actual	2			2		4

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

NA

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**
Intended Learning Outcomes of Course (ILOs) By the end of this course each student will be able to;			
1.0	**Knowledge**		
1.1	Describe etiology and assessment of common gynecological conditions during maternity cycle.	Interactive lecture, class discussion, independent student presentation or assignment.	• Midterm written Exam. Final oral & Final written.
1.2	Discuss the nursing interventions for common gynecological health problems.	Interactive lecture, class discussion, independent student presentation or assignment.	• Midterm written Exam. Final oral & Final written.
1.3	Identify the women's health problems related to menstrual cycle.	Interactive lecture , class discussion, independent student presentation or assignment.	• Midterm written Exam. Final oral & Final written.
1.4	Discuss the causes, diagnosis and nursing management of infertility problems.	Interactive lecture, class discussion, independent student presentation or assignment.	• Midterm written Exam. Final oral & Final written.
1.5	Recognize the woman's health problems in late stage of life.	Lecture, class discussion, independent student presentation or assignment.	• Midterm written Exam. Final oral & Final written.
2.0	**Cognitive Skills**		

2.1	Evaluate care given for women with selected gynecological problems such as genital tract infection, infertility and genital displacement.	Lecture. Group discussion. Clinical conference	• Midterm written Exam. Final oral & Final written.
2.2	Categorize the priority of management according to the women' health needs.	Clinical conference	• Midterm written Exam. Final oral & Final written.
2.3	Critically analyze the magnitude of infertility and the recent advancement of infertility management according to the women's needs.	Clinical conference	• Midterm written Exam. Final oral & Final written.
3.0	**Interpersonal Skills & Responsibility**		
3.1	Applies interpersonal communication skills on dealing with women, colleagues and supervisors.	Clinical practice, group assignment.	Observation & Interpersonal evaluation checklist.
3.2	Follow the ethical principles of health profession.		
4.0	**Communication, Information Technology, Numerical**		
4.1	Use appropriate communication skill.	Clinical practice, group assignment.	Observation & Interpersonal evaluation checklist.
4.2	Use technology in analyzing data and information.	Use of internet for preparing presentations, use of laptops and plasma screen for presentation.	Observation & Interpersonal evaluation checklist.
5.0	**Psychomotor(if any)**		
5.1	Demonstrate understanding of basic concepts related to gynecological disorders in women	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Concept map. Final practice.
5.2	Provide basic and advanced nursing care to gynecological clients.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Concept map. Final practice.

5.3	Apply critical thinking approaches in caring women with gynecological disorders	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice.
5.4	Conduct teaching and learning strategies that are appropriate for women with gynecological disorders and their families.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice. Concept map.
5.5	Design nursing care plans for the women with the selected gynecological problems.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice. Concept map.
5.6	Design nursing care plans for infertile women considering their health needs.	Demonstration of the nursing techniques and procedures, staff observation and guided practice in hospital ,independent practice	Final practice. Concept map.

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	• Independent assignments and presentation	Throughout the year	15%
2	SEMESTER CLINICAL ACTIVITIES • Clinical practice • Application of nursing process	Throughout the year	25%
3	Mid term written exam	8 th week	10%
4	Final practical exam in the hospital (OSPE)	Week 16	10%
5	Final written exam	Week 17	40%
6	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)

- **Academic office hours:** Each teacher announces 1hours per week.
- **Academic advisor:** Each student has one teacher as academic adviser to help students progress in teaching and solve any related problem.
- **Referral system:** students who do not respond to academic advising and need more help are referred to the head of the department , if not resolving the head of the department referred to vice dean of graduate studies .

E Learning Resources

1. List Required Textbooks

- **Ricci S. (2013): Essentials of Maternity, Newborn and Women's Health Nursing, 3rd. Edition, ISBN 978-0-7817-8722-2 Lippincott , Williams & Wilkins.**
- **Susanscott Ricci , treeikyle and susan carman (2013): Maternity and pediatric nursing , second edition , philadelphina .**
- **Suchitra NPandit , Reena J,Gorakh G ,Madhuri M and Rakhee R :Mannual for obstetrics and gynecology pkaditioners/Federiation of obstetric and gynaecological socielies of india 2015 printed at rajkamal electric press,prot No .2,phase-IV,Kundii,Haryana.**
- **Richa Saxena (2015) : Apractical guide to obstetrics &gynecology, firsted printed at Replika press PVT,ltd .**
-

2. List Essential References Materials (Journals, Reports, etc.)
- **Journal of Maternity Nursing.**
- **Journal of obstetric, Gynecological &Neonatal nursing (JOGNN).**
- **American Journal of obstetrics, Gynecology.**
- **Journal of maternal and child nursing (MCN).**
- **American College of Obstetricians and Gynecologists (ACOG).**

3.List Electronic Materials, Web Sites, Facebook, Twitter, etc.
www.articles.com
http:/ www.nas.org
Yahoo.com.
Nursingcenter.com

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
                    DVD: Nursing care of women with gynecological problems.

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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.)
   - **Class room(capacity of class 30 chair)**
   - **Clinical hospital setting : Maternity and Children Hospital (Infertility clinic & gynecologic clinic and gynecological department).**

2. Technology resources (AV, data show, Smart Board, software, etc.)
   - **Internet access is available.**

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

   - **Well-equipped obstetric and Gynecological Lab.**

G   Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching
   - **Confidential completion of standard course evaluation questionnaire by the center of evaluation in the university.**
   - **Focus group discussion with small groups of students.**
   - **Students opinions toward strengths, weakness and their suggestions for improvement**
   - **Students opinions and evaluation in relation to education process of the course:**
   - **Content of the course.**
   - **Methods of teaching.**
   - **Media of used during the course.**
   - **Teacher performance.**
   - **Learning Environment.**

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department
   - **Self evaluation.**
   - **Observations by colleagues.**
   - **Staff member evaluation**

3. Procedures for Teaching Development
             Holding seminars on different topics for teaching staff for example.
   - **Constructing objective tests.**
   - **Effective teaching strategies/ techniques.**
   - **Evaluation of clinical training.**
   - **Skills of effective presentation.**

1. 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)

   1. Assignment / presentation are discussed and scored by faculty staff members who response on this course .

   2. **Review the semester activities of students by faculty staff members who response on this course** .

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

   1. Analysis of :

      - **Confidential completion of standard course evaluation questionnaire.**
      - **Students' exams results.**
      - **Students feedback about the course.**
      - **Results of teacher self evaluation.**
   2. Writing course report based on the previously mentioned items.
   3. Modify course specification based on action plan in the course reports.
   4. The modifications will be presented in department council for approval.
   5. Review the syllabus objectives.

Name of Course Instructor: _____

Signature: _____ **Date Completed:** _____

Program Coordinator: _____

Signature: _____ **Date Received:** _____

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هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

COURSE SPECIFICATIONS
Form

Course Title: Research Project
Course Code: CNUR5602642-3

.

Date: 2018–11–11	**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: Research Project **Code: CNUR5602642-3**
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:
5. Level/year at which this course is offered: level 4 (2nd Year/4th Semester).
6. Pre-requisites for this course (if any): 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:
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?	
d. Correspondence		percentage?	
f. Other	√	percentage?	30

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

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 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 format.

The 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 *(Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance)*	Week 4	3 hrs self-learning
Students' Presentations	Week 5	3 hrs
Scheduled Follow-up Meeting *(Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance)*	Week 6	3 hrs self-learning
Writing-up ethical application for human research	Week 7	3 hrs
Scheduled Follow up Meeting *(Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance)*	Week 8 / Week 9	3 hrs/week self-learning
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 *(Course coordinator and academic supervisor are available during the week in-campus and through email for students' guidance)*	Week 12 / Week 13 / Week 14	3 hrs/week self-learning

		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			42	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.	• Self-learning using the pre-requisite courses, online library, and the university library. • Course coordinator & academic supervisor.	• Writing up (Maximum 100 pages report project)
1.2	Understand what the concept of research is, its different approach, and the measures of a high quality research.	• Self-learning using the pre-requisite courses, online library, and the university library. • Course coordinator & academic supervisor.	

1.3	Articulating the appropriate evidence-based practice within the selected context to identify the basic components of the tackled research problem.	• Self-learning using the pre-requisite courses, online library, and the university library. • Course coordinator & academic supervisor.	
2.0	**Cognitive Skills**		
2.1	Use information in critical thinking and problem solving contexts in creating new understanding.	• Self-learning using the pre-requisite courses, online library, and the university library. • Course coordinator & academic supervisor.	
2.2	Construct knowledge on the basis of their understanding of the health care, economic, legal, social and cultural issues.	• Self-learning using the pre-requisite courses, online library, and the university library. • Course coordinator & academic supervisor.	• Presentation. • Final research project
2.3	Critically evaluate existing understandings and recognize the limitations of their own knowledge	• Self-learning using the pre-requisite courses, online library, and the university library. • Course coordinator & academic supervisor.	
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.	Self-learning using the pre-requisite courses, online library, and the university library. Academic supervisor.	
3.2	Being intellectually curious and able to sustain intellectual interest and open to new ideas, methods and ways of thinking.	Self-learning using the pre-requisite courses, online library, and the university library. Academic supervisor.	• Presentation. • Final research project
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	Self-learning using the pre-requisite courses, online library, and the university library. Academic supervisor.	
4.0	**Communication, Information Technology, Numerical**		

4.1	Recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.	Self-learning using the pre-requisite courses, online library, and the university library. Academic supervisor.	• Presentation. • Final research project
4.2	Make 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.	Self-learning using the pre-requisite courses, online library, and the university library. Academic supervisor.	

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)	7th week	10%
3	Peer review	11th week	20%
4	Final submission of research project (Maximum 100 pages)	16th 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 2nde., 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.

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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.*

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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

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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

3.   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

4.   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: _____ **Date Completed:**
Program Coordinator: Dr. Maram T Alghabbashi

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Signature: _____ **Date Received:**

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