



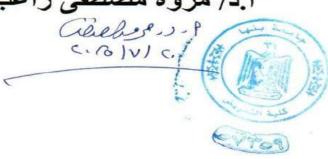
معتمدة

وثيقة اعتماد توصيفات المقررات الدراسية للفرقة الثالثة المبنية على الكفايات لمرحلة البكالوريوس للعام الجامعي ٥٢٠٢-٢٠٢

(طبقا للانحة الداخلية المحدثة) تم اعتمدها من مجلس الكلية جلسة رقم (١٨٠) بتاريخ ٢٠٢٥-٧-١٦

عميد الكلية

أ.د/ مروة مصطفى راغب







المعتمدة

مواد الفرقة الثالثة الفصل الدراسي الأول/الثاني (اللائحة الداخلية المحدثة)

الكود	المادة
NUR311	١. تمريض أمراض النساء والتوليد
MED311	٢. طب النساء والتوليد
NUR312	٣. مبادئ إدارة التمريض
NUR313	٤. استراتيجيات التعليم في التمريض
MED312	٠. تغذية تطبيقية
SUP311	٦. علم النفس
NUR321	٧. تمريض الأطفال
MED321	٨. طب الأطفال
MED322	٩. جراحة الأطفال
SUP321	١٠. طرق البحث
SUP322	١١. قضايا مجتمعية
SUP323	١٢. إحصاء حيوي



BENHA UNIVERSITY

المعتمدة

Course Specification 2025/2026

تمريض أمراض النساء والتوليد

Obstetric and Gynecological Nursing

Course code: NUR311





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	Obstetrics and Gynecology Nursing تمريض أمراض النساء والتوليد						
Course Code (according to the bylaw)	NUR311						
Department/s participating in delivery of the course	Obstetrics an Department	Obstetrics and Gynecology Nursing Department					
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total			
(according to the bylaw)	4 hours	12 hours		16hours			
Course Type		باري	اج				
Academic level at which the course is taught		ستوى الثالث	الفرقة/ الم				
Academic Program	Bachel	or Degree in	Nursing Sci	ence			
Faculty/Institute		Nursi	ing				
University/Academy		Benl	ha				
Name of Course Coordinator	Prof.Dr	.Somya Oud	la Abd El Mo	enem			
Course Specification Approval Date		2/7/20	025				
Course Specification Approval (Attach the decision/minutes of the department /committee/council)							

2. Course Overview (Brief summary of scientific content)

This course aims to provide under-graduate students with the basic knowledge and practices in the field of obstetrics and gynecology to enable students to provide health care to females in different age groups (pre-puberty - puberty - childbearing - pre-menopause and menopause).

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	ogram Outcomes (NARS/ARS) ling to the matrix in the program specs)	Upon com	Course Learning Outcomes appletion of the course, the student will be able to:
Code	Text	Code	Text
	Apply value statements in nurses' code of ethics and professional	1.1.2.1	Illustrate rules and regulations for women's right in nursing care
1.1.2	conduct for ethical decision making.	1.1.2.2	Discuss nursing care according to hospital policies and procedural guidelines, taking into account women's rights
1.1.3	Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines	1.1.3.1	Enumerate patients' rights, autonomy and privacy in according with institutional polices in providing components of antenatal care.
	considering patient/client rights.	1.1.3.2	Design procedural guidelines for caring of women with abnormal labor.
1.1.4	Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence	1.1.4.1	Apply responsibility and accountability in nursing care of complicated puerperium.
	Provide holistic patient-centered care respecting people diversity.	2.1.3.1	Identify holistic approaches focused on the diagnosis and physiological changes of normal pregnancy.
2.1.3		2.1.3.2	Mention holistic women –centered care for management of menopause.
		2.1.3.3	Discuss holistic women –centered care for management of normal and abnormal puerperium.

	ogram Outcomes (NARS/ARS) ling to the matrix in the program specs)	Upon com	Course Learning Outcomes pletion of the course, the student will be able to:
Code	Text	Code	Text
2.1.4	Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	2.1.4.1	Explain medical complication during puerperium as postpartum hemorrhage and infection.
2.2.3	Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different health care settings.	2.2.3.1	Apply formal and informal teaching methods for women regarding engagement in their care.
2.2.5	Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	2.2.5.1	Explain health promotion activities in caring of women during pregnancy, labour and postpartum.
		2.2.5.2	Use different sources of information during choosing a family planning method.
3.3.2	Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	3.3.2.1	Discuss new trends for providing optimal women care during all stages of labor.
3.3.4	Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	3.3.4.1	Explain standardized nursing protocols when providing care for high-risk pregnancy including pregnancy induced hypertension, heart disease in pregnancy, Gestational diabetes& Anemia during pregnancy
		3.3.4.2	Apply evidence-based teaching approaches in various healthcare environments.
4.1.1	Use different sources of data related to contemporary standards of practice and patient care.	4.1.1.1	Discuss nursing care plan for women suffering from genital prolapse
5.1.3	Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.	5.1.3.1	Utilize different communication approach to transfer nursing care responsibilities to other professionals regarding normal and abnormal labor

	ogram Outcomes (NARS/ARS) ling to the matrix in the program specs)	Upon com	Course Learning Outcomes pletion of the course, the student will be able to:
Code	Text	Code	Text
5.1.4	Utilize communication styles that diminish the risks associated with authority gradients among health care team members.	5.1.4.1	Apply communication styles and techniques that promote open dialogue, mutual respect, and shared decision-making among healthcare team members. Demonstrate assertive and respectful communication when addressing concerns or escalating women safety issues.
		5.1.4.3	Apply the effectiveness of communication strategies in minimizing the negative impact of authority gradients.

			Expected number of the Learning Hours									
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussi on groups/)	Training (Practical/Clin ical/)	Self- learning (Assignments/ presentation/ case study)	Other (to be determined)- Electronic learning						
1	Anatomy and physiology of female reproductive system	16 hours	4	-	-	-						
	First physical examination		-	12		-						
2	menstruation & Fertilization	16 hours	4	-	-	-						
	Abdominal examination		-	12		-						
3	Physiological changes during pregnancy & Diagnosis of pregnancy	16 hours	4	-	-	-						
	Deep tendon reflex &Pitting edema		-	12		-						
4	Ante natal care	16 hours	4	-	-	-						
4	Cardiotocography	10 Hours	-	12		-						
5	Bleeding in early pregnancy Abortion Ectopic pregnancy Vesicular mole	16 hours	4	-	-	-						
	Management of first stage of labour		-	12		-						
	Bleeding in late pregnancy		4	-	-	-						
6	Placenta previa Abruptio placenta	16 hours										
	Partogram		-	12	-	-						
7	Hypertensive disorders (pregnancy induced hypertension)	16 hours	4	-	-	-						
	Prevaginal examination (P.V)		-	12	-	-						
8	Heart disease in pregnancy, Gestational diabetes& Anemia during pregnancy	16 hours	4	-	-	-						
	Perineal care		-	12	-	-						
9	Physiology of normal labor& Management of normal labour	16 hours	4	-	-	-						

	Management of second stage of labour		-	12	-	-
10	Abnormal labor	1.6.1	4	-	-	-
10	Immediate baby care	16 hours	-	12	-	-
11	Normal puerperium	16 hours	4	-	-	-
11	Episiotiomy	10 nours	-	12	-	-
12	Abnormal puerperium Postpartum Hemorrhage Postpartum infection	16 hours	4	-	-	-
	Management of third stage of labour		-	12	-	-
	Family planning		4	-	-	-
13	Management of fourth stage of labour & Fundus and lochia assessment	16 hours	-	12	-	-
14	Genital prolapses	16 hours	4	-	-	-
14	Breast care & Breast feeding	10 nours		12	-	
	Infertility& Menopause		4	-	-	-
15	IUD & Gynecological instruments	16 hours		12	-	

Course Schedule

Teaching and Learning Methods

- 1- Blended learning.
- 2- Electronic learning.
- 3- Interactive lectures.
- 4- Practical/ clinical learning
- 5- OSCE
- 6- Virtual reality simulation
- 7- Case study.

4. Methods of students' assessment

No.	Assessment Methods*				
		Timing (Week Number)	Scores	of total course Marks	
1	semester works (electronic quizzes)	every 4 weeks	60	%30	
2	Mid- term written exam(electronic)	7 th weeks			
3	Final practical exam	15 th weeks	10	%5	
4	Final oral exam	16 th week	10	%5	
5	Final electronic written examination	16 th week	120	%60	

 $^{{}^{*}}$ The methods mentioned are examples, the organization may add and/or delete

5. Learning Resources and Supportive Facilities *

	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Reproductive Health Nursing Department Staff (2025): Electronic Handout (CD) for obstetric and gynecological nursing, Faculty of Nursing, Benha University.
Other References	Other References	McKinney, E. S., James, S. R., Murray, S. S., Nelson, K., & Ashwill, J., (2025). Maternal-child nursing-e-book. 6th _ ed, Elsevier Health Sciences © 2022 by Elsevier Inc,,Avaliable@:www.elsevier.com.
Learning resources (books, scientific references, etc.) *	Electronic Sources (Links must be added)	 Myles Textbook for Midwives (Elsevier, eBook Edition) – A classic reference for midwifery and obstetric nursing. Varney's Midwifery (Wiley Online Library) – Comprehensive text for advanced midwifery practice. Obstetrics and Gynecology at a Glance (Wiley eBook) – Concise review format, useful for quick study. Foundations of Maternal-Newborn and Women's Health Nursing (Elsevier eBook) – Nursing-focused.
	Learning Platforms (Links must be added)	E-book 1.bu.edu.eg

	Other (to be mentioned)	
	Devices/Instruments	Data show -Smart board
	Supplies	White board
	Electronic Programs	Microsoft teams
Supportive facilities & equipment for teaching	Skill Labs/ Simulators	-Obstetrics and Gynecology Nursing Skills labs -Obstetrics and Gynecology Nursing Simulation labs
and learning *	Virtual Labs	Obstetrics and Gynecology Nursing Virtual reality Labs
	Other (to be mentioned)	Practical/ clinical learning Manikans & instruments for Obstetrics and Gynecology Nursing OSCE labs Hospital training

^{*} The list mentioned is an example, the institution may add and/or delete depending on the nature of the course

Name and Signature **Course Coordinator**

01. somage o Ja 217/2025

Name and Signature **Program Coordinator**

01. Mahboube 5-6hy 2/7/2025





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	thod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
DOMAIN \- PROFESSIONAL AND ETHICAL PRACTICE \-\- OMPETENCY Demonstrate	1.1.2Apply value statements in nurses' code of ethics and professional conduct for	1.1.2.1Illustrate rules and regulations for women's right in nursing care	*			-	*	*	-		*		*	*	*
knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.	ethical decision making.	1.1.2.2 Discuss nursing care according to hospital policies and procedural guidelines, taking into account women's rights	*			-	*	*			*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	thod	s of tea	ching	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
DOMAIN \- PROFESSIONAL AND ETHICAL PRACTICE \-\-\- OMPETENCY Demonstrate knowledge, understanding,	1.1.3Practice nursing in accordance with institutional/n ational legislations, policies and procedural	1.1.3.1Enumerate patients' rights, autonomy and privacy in according with institutional polices in providing components of antenatal care.	*			-	*	*	-		*		*	*	*
responsibility and accountability of the legal obligations for ethical nursing practice.	guidelines considering patient/client rights.	1.1.3.2 Design procedural guidelines for caring of women with abnormal labor.	*				*	*	-		*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	thod	s of tea	chin	g and	d learn	ing		Me	ethods of tra	ining	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing OSCE	Simulation Virtual reality	Practical/Field Training
OMPETENCY Demonstrate knowledge, understanding, responsibility and accountability of the	1.1.4Demonst rate responsibility and accountability for care within the scope of professional	1.1.4.1 Apply responsibility and accountability in nursing care of complicated puerperium.	*	 			*	*						
legal obligations for ethical nursing practice.	and practical level of competence													





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Code: NUR311
Third year /1st &2nd semester

Domain/ competency			Me	thod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
Competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
DOMAIN Y- HOLISTIC PATIENT- CENTERED CARE Y-Y- OMPETENCY	2.1.3Provide holistic patient-centered care respecting people diversity.	2.1.3.1Identify holistic approaches focused on the diagnosis and physiological changes of normal pregnancy.	*			1	*	*		-	*		*	*	*
Provide holistic and evidence-based nursing care in different practice settings.	diversity.	2.1.3.2 Mention holistic women – centered care for management of menopause.	*			-	*	*			*		*	*	*
		2.1.3.3 Discuss holistic women –centered care for management of normal and abnormal puerperium.	*			-	*	*		-	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	thod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
OMPETENCY Provide holistic and evidence-based nursing care in different practice settings.	2.1.4Advocate the patient/client needs/proble ms within the Egyptian health care system and the personal context.	2.1.4.1 Explain medical complication during puerperium as postpartum hemorrhage and infection.	*				*	*		*	*		*	*	*
Y-Y- COMPETENCY Provide health education based on the needs/problems	2.2.3Participat e in informal and formal methods of teaching that correspond to	2.2.3.1 Apply formal and informal teaching methods for women regarding engagement in their care.	*			-	*	*		*	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	hod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
of the patient/client within a nursing framework.	the health of patient/client needs and abilities in different health care settings.														
Y-Y- OMPETENCY Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.5 Communicate health information and coordinate health education/pro motion activities	.2.2.51 Explain health promotion activities in caring of women during pregnancy, labour and postpartum.	*				*	*		*	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	hods	s of tea	ching	and	l learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
	effectively according to patient/client needs.	.2.2.5.2 Use different sources of information during choosing a family planning method.	*			-	*	*		*	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	thod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
Competency Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.2Participat e in quality improvement process to enhance nursing care rendered and patient/client outcomes.	3.3.2.1 Discuss new trends for providing optimal women care during all stages of labor.	*				*	*		*	*		*	*	*
OMPETENCY Review health care outcomes in the light of quality indicators and benchmarks to	3.3.4Impleme nt standardized protocols when providing nursing care	3.3.4.1 Explain standardized nursing protocols when providing care for high-risk pregnancy including pregnancy induced hypertension,	*			-	*	*		*	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Me	thod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
achieve the ultimate goals of improving the quality of nursing care.	considering quality improvement and patient's	heart disease in pregnancy, Gestational diabetes& Anemia during pregnancy													
	safety.	3.3.4.2 Apply evidence-based teaching approaches in various healthcare environments.	*			1	*	*		*	*		*	*	*
DOMAIN &- INFORMATICS AND TECHNOLOGY &-1- OMPETENCY Utilize information and technology to	4.1.1Use different sources of data related to contemporary standards of practice and patient care.	.4.1.1.1 Discuss nursing care plan for women suffering from genital prolapse	*			ı	*	*		*	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	thod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
underpin health care delivery, communicate, manage knowledge and support decision making for patient care.															
DOMAIN •- INTER- PROFESSIONAL COMMUNICATI ON •-\- OMPETENCY Collaborate with colleagues and members of the health care team to facilitate and	5.1.3Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across	5.1.3.1 Utilize different communication approach to transfer nursing care responsibilities to other professionals regarding normal and abnormal labor	*				*	*		*	*		*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Domain/ competency			Met	hod	s of tea	chin	g and	d learn	ing		Me	ethods	of train	ing	
competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
coordinate care provided for individuals, families and communities.	different health care settings.														
DOMAIN °-INTER-PROFESSIONALCOMMUNICATION°-1-OMPETENCY	5.1.4Utilize communicatio n styles that diminish the risks associated with authority	5.1.4.1 Apply communication styles and techniques that promote open dialogue, mutual respect, and shared decision-making among healthcare team members.	*	-	1	-	*	*		*	*		*	*	*
Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for	gradients among health care team members.	5.1.4.2 Demonstrate assertive and respectful communication when addressing concerns or													



Matrix between subjects objectives and methods of learning and teaching Course name: Obstetrics and Gynecology Nursing

Code: NUR311

Third year /1st &2nd semester



Domain/ competency			Met	hods	of teac	hing	and	learni	ng	Est	Me	thods o	f traini	ng	1000
•	Key elements	Subjects Objectives	Interactive	Brain storming	Problem-based learning	Self-learning	E-learning	Blended	Project based learning	Performance Based Training	Case study	Role playing	OSCE	Virtual reality	Practical/Field Training
individuals. families and communities.		escalating women safety issues.													
		5.1.4.3 Apply the effectiveness of communication strategies in minimizing the negative impact of authority gradients.	sk:				*	*	-	*	*	-	*	*	*

Name and Signature Course Coordinator

Academic year :2025-2026

Name and Signature **Program Coordinator**





Course name: Obstetrics and Gynecology Nursing Code: NUR311

Academic year :2025-2026 Third year /1st & 2nd semester

Domain/ competency			M	[ethod	of Ev	aluati	on
	Key elements	Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)
DOMAIN 1- PROFESSIONAL AND ETHICAL PRACTICE 1-1- COMPETENCY	1.1.2Apply value statements in nurses' code of ethics and professional conduct for ethical	1.1.2.1Illustrate rules and regulations for women's right in nursing care	*	*	*	*	*
Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical	decision making.	1.1.2.2 Discuss nursing care according to hospital policies and procedural guidelines, taking into account women's rights	*	*	*	*	*
nursing practice.	1.1.3Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.	1.1.3.1Enumerate patients' rights, autonomy and privacy in according with institutional polices in providing components of antenatal care.	*	*	*	*	*
		1.1.3.2 Design procedural guidelines for caring of women with abnormal labor.	*	*	*	*	*





Course name: Obstetrics and Gynecology Nursing

Domain/ competency			M	[ethod	of Ev	aluati	on
	Key elements	Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)
	1.1.4Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence	,	*	*	*	*	*
DOMAIN 2- HOLISTIC PATIENT-CENTERED CARE 1-2 OMPETENCY Provide holistic and evidence- based nursing care in different	2.1.3Provide holistic patient- centered care respecting people diversity.	2.1.3.1Identify holistic approaches focused on the diagnosis and physiological changes of normal pregnancy.	*	*	*	*	*
practice settings.		2.1.3.2 Mention holistic women –centered care for management of menopause.	*	*	*	*	*





Course name: Obstetrics and Gynecology Nursing

Domain/ competency			N	[ethod	of Ev	aluati	on
	Key elements	Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)
		2.1.3.3 Discuss holistic women – centered care for management of normal and abnormal puerperium.	*	*	*	*	*
1-2- OMPETENCY Provide holistic and evidence- based nursing care in different practice settings.	2.1.4Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.	2.1.4.1 Explain medical complication during puerperium as postpartum hemorrhage and infection.	*	*	*	*	*
2-2- OMPETENCY Provide health education based on the needs/problems of the patient/client within a nursing framework.	2.2.3Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different health care settings.	2.2.3.1 Apply formal and informal teaching methods for women regarding engagement in their care.	*	*	*	*	*





Course name: Obstetrics and Gynecology Nursing

Domain/ competency			Method of Evaluation					
	Key elements	Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)	
2-2- OMPETENCY Provide health education based on the needs/problems of the patient/client within a	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to	.2.2.51 Explain health promotion activities in caring of women during pregnancy, labour and postpartum.	*	*	*	*	*	
nursing framework.	patient/client needs.	.2.2.5.2 Use different sources of information during choosing a family planning method.	*	*	*	*	*	
3-3- OMPETENCY Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.2Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	3.3.2.1 Discuss new trends for providing optimal women care during all stages of labor.	*	*	*	*	*	





Course name: Obstetrics and Gynecology Nursing

Domain/ competency			Method of Evaluation					
	Key elements	Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)	
3-3- OMPETENCY Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.	3.3.4Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	3.3.4.1 Explain standardized nursing protocols when providing care for high-risk pregnancy including pregnancy induced hypertension, heart disease in pregnancy, Gestational diabetes& Anemia during pregnancy	*	*	*	*	*	
		3.3.4.2 Apply evidence-based teaching approaches in various healthcare environments.	*	*	*	*	*	





Course name: Obstetrics and Gynecology Nursing

Domain/ competency	Domain/ competency		M	lethod (of Ev	aluati	on
	Key elements	Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)
DOMAIN 4- INFORMATICS AND TECHNOLOGY 4-1- COMPETENCY Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1Use different sources of data related to contemporary standards of practice and patient care.	.4.1.1.1 Discuss nursing care plan for women suffering from genital prolapse	*	*	*	*	*
DOMAIN 5- INTER-PROFESSIONAL COMMUNICATION 5-1- OMPETENCY Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.	5.1.3Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.	5.1.3.1 Utilize different communication approach to transfer nursing care responsibilities to other professionals regarding normal and abnormal labor	*	*	*	*	*





Course name: Obstetrics and Gynecology Nursing

Academic year :2025-2026

Code: NUR311

Third year /1st & 2nd semester

Domain/ competency	Key elements Sul	STATES TO SEE	Method of Evaluation				
		Subjects Objectives	Periodic exams (Semester work)	(mid-term)	Oral exams	Clinical exams	Final written exam (Electronic)
Collaborate with colleagues and members of the health care team with authori	5.1.4Utilize communication styles that diminish the risks associated with authority gradients among health care team members.	styles and techniques that promote open dialogue, mutual		*	*	*	*
		5.1.4.2 Demonstrate assertive and respectful communication when addressing concerns or escalating women safety issues.	*	*	×	*	*
		5.1.4.3 Apply the effectiveness of communication strategies in minimizing the negative impact of authority gradients.	*	*	*	×	*

Name and Signature Course Coordinator

Ori sommy oud -

Name and Signature Program Coordinator

Or. Mahbouba Sobby





معتمدة

Course Specification 2025/2026

طب النساء والتوليد

Obstetrics and Gynecology Medicine

Course code: MED311





المعتمدة

Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	Obstetrics and Gynecology Medicine طب النساء والتوليد				
Course Code (according to the bylaw)	MED311	MED311			
Department/s participating in delivery of the course		Obstetrics and Gynecology Medicine Departme Faculty of medicine, Benha university			
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total	
(according to the bylaw)	2 (hours)	-	-	(hours) 2	
Course Type		ري	اجبا		
Academic level at which the course is taught	الفرقة/المستوي الثالث				
Academic Program	Bach	elor Degree i	n Nursing So	cience	
Faculty/Institute		Nur	sing		
University/Academy	Benha				
Name of Course Coordinator	Pro.Dr. Mohamed Abd.Elsalam				
Course Specification Approval Date	2/7/2025				
	النساء	ں أمراض	 قسم تمریض	مجلس	
Course Specification Approval (Attach the decision/minutes of the department /committee/council)		وليد	قسم تمريض والتو		

2. Course Overview (Brief summary of scientific content)

This course aims to provide under-graduate nursing students with the basic knowledge, rules and attitude in the field of obstetrics and gynecology medicine to enable students to provide health care to females in different age groups (prepuberty - puberty - childbearing - pre-menopause and menopause). Also, identifying how to manage common obstetric diseases.

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	ogram Outcomes (NARS/ARS) ling to the matrix in the program specs)	Course Learning Outcomes Upon completion of the course, the student will be able to:		
Code	Text	Code	Text	
	Plan and implement change conducive to the improvement of health care provision.	3.1.2.1	Explain the anatomy and physiology of the female genital tract and normal reproductive processes.	
	_	3.1.2.2	Identify normal and abnormal conditions during pregnancy, labor, and the puerperium.	
3.1.2		3.1.2.3	Implement nursing care for obstetric emergencies such as bleeding, toxemia, and postpartum complications.	
		3.1.2.4	Design current maternal care protocols and suggest improvements aligned with quality standards.	
		3.1.2.5	Implement appropriate nursing interventions to improve maternal and neonatal outcomes in both normal and complicated cases.	
	Use different sources of data related to contemporary standards of practice and patient care.	4.1.1.1	Use different sources of data regarding clinical, laboratory, and diagnostic data relevant to female reproductive health.	
4.1.1		4.1.1.2	Combine patient assessment results with health data to create personalized care plans.	
		4.1.1.3	Apply national and international guidelines in the management of pregnancy-related complications such as diabetes and	

Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		Course Learning Outcomes Upon completion of the course, the student will be able to:				
Code Text		Code	Text			
			hypertension.			
		4.1.1.4	Incorporate contemporary standards of care to guide contraception counseling and infertility management.			
		4.1.1.5	Utilize current research evidence in obstetric and gynecologic management.			

Teaching and Learning Methods

- 1- Interactive lectures
- 2- Electronic learning
- 3- Blended learning

Course Schedule

			Expecte	d number of the	Learning Hou	rs
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussion groups/)	Training (Practical/Clini cal/)	Self- learning (Tasks/ Assignments/ Projects/)	Other (to be determined)- Electronic learning
1	Anatomy and physiology of female genital tract	2 hours	2 hours	-	-	-
2	Normal menstruation	2 hours	2 hours	-	-	-
3	Normal pregnancy	2 hours	2 hours	-	-	-
4	Diagnosis of pregnancy	2 hours	2 hours	-	-	-
5	Bleeding in early pregnancy	2 hours	2 hours	-	-	-
6	Bleeding in late pregnancy	2 hours	2 hours	-	-	-
7	Toxemia of pregnancy	2 hours	2 hours	-	-	-
8	Diabetes with pregnancy	2 hours	2 hours	-	-	-
9	Normal labor	2 hours	2 hours	-	-	-
10	Complications of the third stage of labor (1)	2 hours	2 hours	-	-	-
11	Complications of the third stage of labor (2)	2 hours	2 hours	-	1	-
12	Normal puerperium.	2 hours	2 hours	-	-	-
13	Abnormal puerperium.	2 hours	2 hours	-	-	-
14	Infertility	2 hours	2 hours	-	-	-
15	Contraception	2 hours	2 hours	-	-	-

5.Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Final Oral Exam	15 th week	20	%20
2	Final Written Exam	16 th week	80	%80

6. Learning Resources and Supportive Facilities *

	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Abd-Elsalam, M. (2025). Electronic Obstetric medical handouts (CD), Faculty of medicine, Benha University.				
Learning resources (books, scientific references, etc.) *	Other References	Topcu, E. G., Kapustin, R., Ami, O., Ramirez, A., Gabor, P., & Ubom, A. E. (2025). Assessment of obstetrics and gynecology training during residency: A global perspective. International Journal of Gynecology & Obstetrics. Toma-Tumbar, L., Nagy, R. D., Marinas, M. C., Iliescu, D. G., & Cara, M. L. (2025). Navigating the Complex Terrain of Obstetrics and Gynecology Malpractice: Stakeholders, Expectations, and Legal Implications. Journal of Clinical Medicine, 14(7), 2266.				
	Electronic Sources (Links must be added)	https://www.acog.org/ https://en.wikipedia.org/wiki/Gynecology				
	Learning Platforms (Links must be added)	https://ebook1.bu.edu.eg/				
	Other (to be mentioned)					
Supportive	Devices/Instruments	Data show				
facilities &	Supplies	White board				
equipment	Electronic Programs	Microsoft teams				
for teaching	Skill Labs/ Simulators	The state of the s				
and	Virtual Labs					
learning *	Other (to be mentioned)					

Name and Signature Course Coordinator

Dr. Hohamed Abdelsalam 21712025 Name and Signature Program Coordinator

er. Muhboub a Sobby

2/7/2025



معتمدة



Matrix between subjects objectives and methods of learning and teaching

Code: MED 311

Course name: Obstetrics and Gynecology Medicine

Academic year :2025-2026 Third year /1st semester

Methods of	Methods of	Methods of teaching and learning		Metho	ods of t	eachi	ng and	learni	ng
teaching and learning	teaching and learning		Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning
Domain No. 3 Managing people, work environment	3.1.2 Plan and implement change conducive to the		*				*	*	
and quality3.1 Demonstrateeffective	improvement of health care provision		*				*	*	
managerial and leadership skills		3.1.2.3 Implement nursing care for obstetric emergencies such as bleeding, toxemia, and postpartum complications.	*				*	*	
in the provision of quality nursing care.		3.1.2.4 Design current maternal care protocols and suggest improvements aligned with quality standards.	*				*	*	
S		3.1.2.5 Implement appropriate nursing interventions to improve maternal and neonatal outcomes in both normal and complicated cases.	*				*	*	
DOMAIN NO 4.:Informatics and technology 4.1Utilize	4.1.1 Use different sources of data related to contempora	4.1.1.1 Use different sources of data regarding clinical, laboratory, and diagnostic data relevant to female reproductive health.	*				*	*	_





معتمدة

Matrix between subjects objectives and methods of learning and teaching

Course name: Obstetrics and Gynecology Medicine

Academic year :2025-2026

Code: MED 311

Third year /1st semester

Methods of	Methods of	Methods of teaching and learning		Meth	ods of t	eachi	ng and	learni	ng
teaching and learning	teaching and learning			Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning
information and technology to underpin health care delivery, communicate, management knowledge and support decision making for patient care.	standards of practice and patient care.	4.1.1.2 Combine patient assessment results with health data to create personalized care plans.	*	-			*	*	-
		4.1.1.3 Apply national and international guidelines in the management of pregnancy-related complications such as diabetes and hypertension.	*				*	*	
		4.1.1.4 Incorporate contemporary standards of care to guide contraception counseling and infertility management.	*	-			*	*	
		4.1.1.5 Utilize current research evidence in obstetric and gynecologic management.	*				*	*	

Name and Signature
Course Coordinator

Dr. Hohamed AbdelSalam
2 17 12025

Name and Signature Program Coordinator

on Mahbouba Soby





Course name: Obstetrics and Gynecology Medicine Code: MED 311

Domain/ competency				Methods	of eva	luatio	n
competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)
Domain No. 3 Managing people, work	3.1.2 Plan and implement change conducive to the	3.1.2.1 Explain the anatomy and physiology of the female genital tract and normal reproductive processes.	-	-	*	_	*
environment and quality	vironment improvement of dquality improvement of health care and abnormal conditions during pregnancy, labor, and the puerperium.				*	_	*
3 .1 Demonstrate effective	provision	3.1.2.3 Implement nursing care for obstetric emergencies such as bleeding, toxemia, and postpartum complications.	-	1	*	_	*
managerial and leadership		3.1.2.4 Design current maternal care protocols and suggest improvements aligned with quality standards.	-	-	*	_	*
skills in the provision of quality nursing care.		3.1.2.5 Implement appropriate nursing interventions to improve maternal and neonatal outcomes in both normal and complicated cases.	-	1	*	_	*
DOMAIN NO 4.:Informatics and technology	4.1.1 Use different sources of data related to	4.1.1.1 Use different sources of data regarding clinical, laboratory, and diagnostic data relevant to female reproductive health.	-	-	*	_	*





Course name: Obstetrics and Gynecology Medicine

Code: MED 311

Academic year :2025-2026

Third year/1st semester

Domain/ competency			Methods of evaluation								
Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)				
information and technology to	on and standards of practice and patient care.	4.1.1.2 Combine patient assessment results with health data to create personalized care plans.	-	-	*	_	*				
		4.1.1.3 Apply national and international guidelines in the management of pregnancy-related complications such as diabetes and hypertension.	-	-	*	-	*				
		4.1.1.4 Incorporate contemporary standards of care to guide contraception counseling and infertility management.	-	-	*	-	*				
		4.1.1.5 Utilize current research evidence in obstetric and gynecologic management.	-	-	*	-	*				

Name and Signature

Course Coordinator

Name and Signature **Program Coordinator**

01. Mehbouba Jobhy 2/7/2025



BENHA UNIVERSITY

المعتمدة

Course Specification 2025/2026

مبادىء إدارة التمريض

Principles of Nursing
Administration

Course code: NUR 312





Course Specification (2025/2026)

1. Basic Information

Course Title (according to the bylaw)	مبادئ ادارة التمريض Principles of Nursing Administration							
Course Code (according to the bylaw)	NUR 312							
Department/s participating in delivery of the course	Nursing Ad	ministratio	n Departme	nt				
Number of teaching hours/points of the course (according to	Theoretical	Practical	Other (specify)	Total				
the bylaw)	(1) hour			(1) hour				
Course Type	اجباري							
Academic level at which the course is taught	الفرقة/المستوي الثالث							
Academic Program	Bachelor Degree in Nursing Science							
Faculty/Institute	Nursing							
University/Academy	Benha Univ	versity						
Name of Course Coordinator	Rof.Dr. Ho	wida Hassa	n Elsayed					
Course Specification Approval Date				7/12/2025				
Course Specification Approval (Attach the decision/minutes of the department /committee/council)	Department council July 2025							

2. Course Overview (Brief summary of scientific content)

This course aims to equip undergraduate students with introduction to practicing nursing administration leadership

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	ogram Outcomes (NARS/ARS) ing to the matrix in the program specs)	Upon com	Course Learning Outcomes upletion of the course, the student will be able to:					
Code	Text	Code	Text					
1.1.1	Demonstrate understanding of the legislative framework and the role of the nurse and its	1.1.1.1	Utilize different management functions to enhance the role of the nurse and regulatory functions.					
	regulatory functions.	1.1.1.2	Explain the regulatory functions of professional nursing bodies					
		2.1.3.1	Design the proper plan considering patient centered care and respecting diversity.					
2.1.3	Provide holistic patient-centered care respecting people diversity.	2.1.3.2	Use different strategies for effective communication with patients from diverse population.					
	Apply leadership skills to manage	3.1.1.1	Design controlling techniques to enhance quality of life.					
3.1.1	personnel to maximize health, independence and quality of life for individuals, families, and communities.	3.1.1.2	Explain characteristics of effective controlling system to maximize quality of life for individuals, families, and communities.					
3.1.3	Organize own workload and apply time management	3.1.3.1	Discuss a proper plan considering patient centered care to apply care at the proper time.					
3.1.3	principles for meeting responsibilities.	3.1.3.2	Apply patient data in an organized and informative manner to save time and decrease work load.					
3.2.1	Apply leadership skills to recognize and manage risks to	3.2.1.1	Discuss responsibility and accountability in decision making to manage risks to provide					

	ogram Outcomes (NARS/ARS) ling to the matrix in the program specs)	Course Learning Outcomes Upon completion of the course, the student will be able to:							
Code	Text	Code	Text						
	provide safe care that best		safe care.						
	meets the needs and interests of individuals, families and communities.	3.2.1.2	Use standardized communication skills and technologies effectively to solve managerial and leadership problems for protection of patients' rights.						
3.3.1	Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources	3.3.1.1	Illustrate decision making process to improve the quality of nursing care by using the existing resources.						
3.3.2	Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes	3.3.2.1	Utilize directing process to enhance nursing care rendered and patient/client outcomes.						
3.3.4	Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	3.3.4.1	Discuss role modeling and support other to be able to providing nursing care considering quality improvement and patient's safety.						
		5.1.1.1	Use communication technique effectively to solve managerial problems and protection of patients' rights.						
5.1.1	Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities	5.1.1.2	Design basic forms for effective communication with health care team and patient to maintain inter-professional collaboration.						
		5.1.1.3	Apply communication styles that prevent work related errors among healthcare team members.						
		5.1.1.4	Apply different styles of communication to maximize health outcomes for the patients, families and communities.						

4. Teaching and Learning Methods

- 1. Interactive lecture
- 2. Electronic learning
- 3. Blended Learning

Course Schedule

5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Final oral examination	15 th week	10 marks	20%

			Expected number of the Learning Hours										
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussio n groups/)	Training (Practical/Clin ical/)	Self- learning (Tasks/ Assignments/ Projects/)	Other (to be determined)							
1	Introduction to nursing management.	1 hour	1 hour	-	-	-							
2	Planning.	1 hour	1 hour	-	-	-							
3	Planning.	1 hour	1 hour	-									
4	Organizing.	1 hour	1 hour	-	-	-							
5	Organizing.	1 hour	1 hour	-									
6	Staffing and scheduling.	1 hour	1 hour	-	-	-							
7	Staffing and scheduling.	1 hour	1 hour	-									
8	Communication .	1 hour	1 hour	-	-	-							
9	Communication	1 hour	1 hour	-									
10	Directing	1 hour	1 hour	-									
11	Directing	1 hour	1 hour	-									
12	Controlling.	1 hour	1 hour	-	-	-							
13	Controlling.	1 hour	1 hour	-									
14	Decision making and problem solving.	1 hour	1 hour	-	-	-							
15	Decision making and problem solving.	1 hour	1 hour	-									
2 Fin	al written examination (electro	nic)	16 th week	40 marks	80%								

 $^{{}^{*}}$ The methods mentioned are examples, the organization may add and/or delete

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Nursing Administration Department Staff Members (2025). Electronic Handout (C.D) for Principles of Nursing Administration 3 rd Academic Years. Faculty of Nursing Benha University Ellis, P. (2025): Leadership, Management & Team Working In Nursing, 5th ed., SAGE Publications, UK. Pisani, J., Long, J. (2025). The Responsibility of Reason in Leadership, Management, and Life Long Learning, 1st ed., Anthem Press, USA. Yoder-Wise, P. S., & Sportsman, S. (2022). Leading and Managing in Nursing E-Book: Leading and Managing in Nursing E-Book. Elsevier Health Sciences. Thamarai, K. (2025). Nursing Management and Leadership, 1 st ed., Thakur Publication PVT, India.							
	Other References								
	Electronic Sources (Links must be added)	http://egyankosh.ac.in//handle/123456789/33176							
	Learning Platforms (Links must be added)	https://ebook1.bu.edu.eg https://e- learning.bu.edu.eg							
	Other (to be mentioned)								

Supportive	Devices/Instruments	Data show	
facilities &	Supplies	White board	
equipment	Electronic Programs	Microsoft team	
for teaching	Skill Labs/ Simulators	-	
and	Virtual Labs		
learning *	Other (to be mentioned)		

Name and Signature **Course Coordinator**

Dr. Howide Hassan

12-7-2025

Name and Signature **Program Coordinator**

8t. Mahbouloa Sobhy 12-7-2025





Course name: Principles of Nursing Administration Academic year: 2025/2026 Third year /First semester

			Methods of teaching and learning								Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
Domain 1: Professional and ethical practice Competence 1. 1 Demonstrate knowledge,	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	1.1.1.1 Utilize different management functions to enhance the role of the nurse and regulatory functions	*	-	-	1	*	*	-	-	1	1	1	-	1
understanding, responsibility and accountability of the legal obligations for ethical nursing practice.		1.1.1.2 Explain the regulatory functions of professional nursing bodies	*	-	-	-	*	*	-	-	1	1	1	-	





Course name: Principles of Nursing Administration Academic year: 2025/2026 Third year /First semester

				Met		of tea		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
Domain 2: Holistic patient- centered care 2.1 Competence Provide holistic	2.1.3 Provide holistic patient-centered care respecting people .diversity	2.1.3.1 design the proper plan considering patient centered care and respecting diversity	*	-	-	-	*	*	-	-	-	-	1	-	-
and evidence- based nursing care in different practice settings		2.1.3.2 Use different strategies for effective communication with patients from diverse population	*	-	-	-	*	*	-	-	-	-	-	-	1





Course name: Principles of Nursing Administration Academic year: 2025/2026 Third year /First semester

				Met		of tea		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
Domain 3: Managing people, work environment and quality 3. 1 Competence Demonstrate effective managerial and leadership skills in	3.1.1 Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities	3.1.1.1 design controlling techniques to enhance quality of life	*		-		*	*		-				-	
the provision of quality Nursing care.	Communices	3.1.1.2 Explain characteristics of effective controlling system to maximize	*	1	-	1	*	*	-	-	1	1	1	-	-





Matrix between subjects' objectives and teaching and learning methods Course name: Principles of Nursing Administration Code: NUR 312

				Metl		of tea		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
		quality of life for													
		individuals, families, and communities													
	3.1.3 Organize own	3.1.3. 1 Discuss a	*	-	-	-	*	*	-	-	-	-	-	-	-
	workload and apply time	proper plan													
	management principles	considering patient													
	for meeting	centered care to apply													
	responsibilities.	care at the proper													
		time													
		3.1.3. 2 Apply	*	-	-	-	*	*	-	-	-	-	-	-	-
		patient data in an													
		organized and													
		informative manner													





Course name: Principles of Nursing Administration
Academic year: 2025/2026

Code: NUR 312
Third year /First semester

				Met		of tea		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
		to save time and													
		decrease work load													
	3.2.1 Apply leadership	3.2.1 .1 Discuss	*	-	-	-	*	*	-	-	-	-	-	-	-
	skills to recognize and	responsibility and													
	manage risks to provide	accountability in													
	safe care that best	decision making to													
	meets the needs and	manage risks to													
	interests of individuals,	provide safe care													
	families and communities.														





Course name: Principles of Nursing Administration
Academic year: 2025/2026

Code: NUR 312
Third year /First semester

				Met		of tea		g and			Meth	ods (of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
		3.2.1.2 Use standardized communication skills and technologies effectively to solve managerial and leadership problems for protection of patients' rights.	*	-	-	-	*	*	-	-	1	1		-	





Course name: Principles of Nursing Administration Code: NUR 312

				Met		of tea		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
	3.3.1 Apply leadership	3.3.1.1 Illustrate	*	-	-	-	*	*	-	-	-	-	-	-	-
	skills, and decision	decision making													
	making in improving the	-													
	quality of nursing care by														
	using the existing	care by using the													
	resources	existing resources													





Course name: Principles of Nursing Administration

Code: NUR 312

				Metl		of tea		g and			Meth	ods (of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
	3.3.2 Participate in	3.3.2.1 Utilize	*	-	-	-	*	*	-	-	-	-	-	-	-
	quality improvement	directing process to	*				*	*							
	process to enhance	enhance nursing		-	-	-			-						
	nursing care rendered	care rendered and													
	and patient/client	patient/client													
	outcomes	outcomes													





Course name: Principles of Nursing Administration
Academic year: 2025/2026

Code: NUR 312
Third year /First semester

				Met		of tea		g and			Meth	ods (of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	3.3.4.1 Determine role modeling and support other to be able to providing nursing care considering quality improvement and patient's safety.													





Course name: Principles of Nursing Administration Code: NUR 312

				Met		of tea		g and			Meth	ods o	of tra	ining	_
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
	5.1.1 Maintain inter-	5.1.1.1 Use	*	-	-	-	*	*	-	-	-	-	-	-	-
Domain 5:	professional	communication													
inter-professional communication	collaboration, in a variety	technologies													
communication	of settings to maximize	effectively to solve													
5.1 Competency	health	managerial													
Collaborate with colleagues and members of the health care team	outcomes for the patients, families and communities	problems and protection of patients' rights													





Course name: Principles of Nursing Administration Code: NUR 312

				Metl		of tea		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
to facilitate and coordinate care provided for individuals, families and communities.		5.1.1.2 . design basic forms for effective communication with health care team and patient to maintain inter-professional collaboration	*				*	*		-				-	-





Course name: Principles of Nursing Administration
Academic year: 2025/2026

Code: NUR 312
Third year /First semester

				Metl		of tea		g and			Meth	ods	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
		5.1.1.3 Apply communication styles that prevent work related errors among healthcare team members	*	1	-	-	*	*	-	-			-	-	-





Course name: Principles of Nursing Administration Code: NUR 312

Academic year: 2025/2026

Third year /First semester

	Key elements			Met		of te earni		g and			Meth	ods o	of tra	ining	
Domain/ Competency	Key elements	Subjects Objectives	Interactive Lecture	Brain Storming	Problem based learning	Self-learning	E-learning	Blended learning	Project Based learning	Performance based learning	Case study	Role playing	OSCE simulation	Virtual reality	Practical/field training
		5.1 .1 .4 Apply different styles of communication to maximize health outcomes for the patients, families and communities.	•		•		*	*		-	-		-	-	-

Name and Signature

Course Coordinator

Di Howida Hassan 12-7-2025 Name and Signature

Program Coordinator

12 7-228





Course name: Principles of Nursing Administration Code: NUR 312

					Methods of evaluation	1	
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam
Domain No 1 Professional and ethical practice 1.1Competency Demonstrate knowledge,	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions	1.1.1 Utilize different management functions to enhance the role of the nurse and regulatory functions	-	-	-	*	*
understanding, responsibility and accountability of the legal obligations for ethical nursing practice		1.1.1.2 Explain the regulatory functions of professional nursing bodies	-	-	-	*	*





Course name: Principles of Nursing Administration Code: NUR 312

			Methods of evaluation					
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam	
Domain No 2 Holistic Patient- Centered Care 2.1Competency	diversity.	2.1.3.1 Design the proper plan considering patient centered care and respecting diversity.	-	-	-	*	*	
Provide holistic and evidence- based nursing care in different practice settings		2.1.3.2 Use different strategies for effective communication with patients from diverse population	-	-	-	*	*	





Course name: Principles of Nursing Administration Code: NUR 312

			Methods of evaluation					
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam	
		3.1.1.2 Explain characteristics of effective controlling system to maximize quality of life for individuals, families, and communities 3.1.3.1 Discuss a proper plan considering patient centered care to apply care at the proper time	-	-	-	*	*	





Course name: Principles of Nursing Administration Code: NUR 312

			Methods of evaluation					
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam	
		3.1.3.2 Apply patient data in an organized and informative manner to save time and decrease work load	-	-	-	*	*	





Course name: Principles of Nursing Administration Code: NUR 312

			Methods of evaluation					
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam	
Domain No 3 Managing People, Work Environment and Quality 3.2Competency Provide a safe	3.2.1 Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of	3.2.1.1 Discuss responsibility and accountability in decision making process to manage risks to provide safe care that best meets the needs	-	-	_	*	*	
working environment that prevents harm for patients and worker	individuals, families and communities.	standardized communication skills and technologies effectively to solve managerial and leadership problems and protection of patients' rights	-	-	-	*	*	





Course name: Principles of Nursing Administration Code: NUR 312

				Methods of evaluation					
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam		
	3.3.1 Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources	the quality of		-	-	*			
	3.3.2 Participate in quality improvement	3.3.2.1 Utilize directing process to enhance nursing	-	-	-	*	*		





Course name: Principles of Nursing Administration Code: NUR 312

			Methods of evaluation					
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam	
	process to enhance nursing care rendered and patient/client outcomes	care rendered and patient/client outcomes		-	-	*	*	





Course name: Principles of Nursing Administration Code: NUR 312

					Methods of evaluation	1	
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam
	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety	3.3.4.1 Illustrate importance of information technology competencies in nursing data and making decision.	-	-	-	*	*
Domain No. 5: Inter-Professional Communication Competency 5.1 Collaborate with colleagues and members of the health care team to	5.1.1 Maintain interprofessional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities	5.1.1.1 Use communication technologies effectively to solve managerial problems and protection of patients' rights	-	-	-	*	*





Course name: Principles of Nursing Administration Code: NUR 312

			Methods of evaluation				
Domain/ Competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam
facilitate and coordinate care provided for individuals, families and communities.		5.1.1.2 Design basic forms for effective communication with health care team and patient to maintain interprofessional collaboration	-	-	-	*	*
		5.1.1.3 Apply communication styles that prevent work related errors among healthcare team members.	-	-	-	*	*



Course name: Principles of Nursing Administration

Academic year: 2025/2026

Code: NUR 312 Third year/ First semester

	Key elements	Subjects Objectives	Methods of evaluation					
Domain/ Competency			Periodic exams (Quizzes)	Clinical exams	Periodic exams (Mid- term)	Oral exam	Final electronic written exam	
		5.1.1.4 Apply different styles of communication to maximize health outcomes for the patients, families and communities.	-			*	*	

Name and Signature **Course Coordinator**

Dr. Howlida Hassan 12-7-2025

Name and Signature

Program Coordinator

Br. Mehbouba Sobhy 12-7-2025





المعتمدة

Course Specification 2025/2026

استراتيجيات التعليم في التمريض

Learning strategies in nursing Course code: NUR313





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	Learning strategies in nursing استراتيجيات التعليم في التمريض					
Course Code (according to the bylaw)	NUR313					
Department/s participating in delivery of the course	Scientific department alternatively					
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total		
(according to the bylaw)	2(hours)	-	-	2(hours)		
Course Type	اجباري					
Academic level at which the course is taught	الفرقة الثالثة /الفصل الدراسي الاول					
Academic Program	Bachelor De	gree in Nurs	ing Science			
Faculty/Institute	Nursing					
University/Academy	Benha					
Name of Course Coordinator	Dr:Doaa Mo	hamed Sobh	ny			
Course Specification Approval Date	2/7/2025					
Course Specification Approval (Attach the decision/minutes of the department /committee/council)	ماء والتوليد	أمراض النس	ىم تمريض	مجلس قس		

2. Course Overview (Brief summary of scientific content)

This course aims to provide students with the ability to conduct health education courses for individuals, families, and groups in different local communities using various health education concepts and skills.

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	ogram Outcomes (NARS/ARS) ding to the matrix in the program specs)	Upon con	Course Learning Outcomes npletion of the course, the student will be able to:
Code	Text	Code	Text
2.2.1	Determine health related learning needs of patient/client within the context of culture, values and	2.2.1.1	Identify scientific terms related to teaching and learning
2.2.1	norms.	2.2.1.2	Describe common learning needs in nursing education
	Participate in informal and formal	2.2.3.1	Explain formal methods of teaching
2.2.3	methods of teaching that correspond to the health of patient/client needs and abilities in different health care settings.	2.2.3.2	list common informal methods of teaching
		2.2.3.3	Enumerate importance method of teaching
	Use educational principles and	2.2.4.1	Differentiate between teaching and learning methods according to patients/clients' needs and abilities in different health care settings
2.2.4	counseling techniques appropriately and effectively with diverse	2.2.4.2	Compare between the different models of educational principles
	populations.	2.2.4.3	Explain levels of counseling techniques
		2.2.4.4	Describe styles of teaching strategies
		2.2.4.5	List methods of evaluation
		2.2.4.6	Enumerate methods of educational objectives

4. Teaching and Learning Methods

- 1- Interactive lectures
- 2- Electronic learning
- 3- Blended learning

2. Course schedule

			Expected number of the Learning Hours								
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussio n groups/)	Training (Practical/Clin ical/)	Self- learning (Tasks/ Assignments/ Projects/)	Other (to be determined)					
1	Teaching related terms	2 hours	2 hours	-	-	-					
2	Learning related term	2 hours	2 hours	-	-	-					
3	Learning process	2 hours	2 hours	-	-	-					
4	Learning process	2 hours	2 hours	-	-	-					
5	Teaching and learning process	2 hours	2 hours	-	-	-					
6	Teaching and learning process	2 hours	2 hours	-	-	-					
7	Teaching and learning style	2 hours	2 hours	-	-	-					
8	Teaching and learning style	2 hours	2 hours	-	-	-					
9	Teaching strategies	2 hours	2 hours	-	-	-					
10	Teaching strategies	2 hours	2 hours	-	-	-					
11	Learning strategies	2 hours	2 hours	-	-	-					
12	Learning strategies	2 hours	2 hours	-	-	-					
13	Educational objectives	2 hours	2 hours	-	-	-					
14	Evaluation	2 hours	2 hours	-	-	-					
15	Evaluation	2 hours	2 hours	-	-	-					

5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	(Semester work)	Periodical	10	%10
2	Final Oral Exam	15 week	10	10%
3	Final electronic Written Exam	16 week	80	80%

6. Learning Resources and Supportive Facilities *

	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Learning strategies in nursing, (2025): Electronic Handout (CD) of learning strategies in nursing; Faculty of Nursing, Benha University.
Learning resources	Other References	Diane, M., and Judith. A., (2025): Teaching in nursing ,1st. edition . W.B. Saunders Company, UK
(books, scientific	Electronic Sources (Links must be added)	Egyptian knowledge bank
references, etc.) *	Learning Platforms (Links must be added)	-http://ebook1.bu.edu.eg -https://www.indeed.com/jobs?cgtk=6366882a-e306- 4ea7-8bb9-24ef1dbcb0a8&from=careerguidepromo- US&q=Nursing%20professors
	Other(to be mentioned)	
Supportive	Devices/Instruments	Data show –Smart board
facilities &	Supplies	White board
equipment	Electronic Programs	Microsoft teams
for teaching	Skill Labs/ Simulators	
and	Virtual Labs	
learning *	Other (to be mentioned)	

Name and Signature
Course Coordinator
Dr. Do aa Sobhy
21712025

Name and Signature Program Coordinator

Oh, Mahbouba Sabhy

2/7/2025





Matrix between subjects objectives and methods of teaching and learning Course name: Learning strategies in nursing Code: NUR313

				Meth	ods of te	aching	and l	earning			M	ethods	s of trai	ning	
Domain/ competency	Key elements	Subjects objectives	Interactive lectures	Brain storming	Problem- based learning	Self- learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OCCE simulation	Virtual reality	Practical/ Field Training
2 Domain (2)		2.2.1.1 Identify scientific	*	-	-	-	*	*	-	-	-	-	-	-	-
Holistic Patient	2.2.1 Determine	terms related to teaching													
Centered Care	health related	and learning													
	learning needs of														
	patient/client within	2.2.1.2 List common	*	-	-	-	*	*	-	-	-	-	-	-	-
2-2Provide	the context of	learning needs in nursing													
health education based on the	culture, values and	education													
needs/problems	norms														
of the patient/client	2.2.2Dortioinata in	2.2.3.1 Explain formal	*	-	-	-	*	*	-	-	-	-	-	-	-
within a	2.2.3Participate in informal and	methods of teaching													
nursing framework	formal methods of teaching that correspond to the health of	2.2.3.2 list common informal methods of teaching	*	-	-	-	*	*	-	-	-	-	-	-	-





Matrix between subjects objectives and methods of teaching and learning Course name: Learning strategies in nursing Code: NUR313

				Meth	ods of te	aching	g and l	learning			M	ethods	s of trai	ning	
Domain/ competency	Key elements	Subjects objectives	Interactive lectures	Brain storming	Problem- based learning	Self- learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OCCE simulation	Virtual reality	Practical/ Field Training
	patient/client needs and abilities														
2 Domain (2)	in different health	2.2.3.3 Differentiate	*	-	-	-	*	*	-	-	-	-	-	-	-
Holistic Patient	care settings.	teaching and learning													
Centered Care		methods according to patients/clients' needs and													
2-2Provide		abilities in different health													
health education		care settings													
based on the needs/problems of the patient/client within a	educational principles and counseling techniques appropriately and effectively with	2.2.4.1Compare between the different models of educational principles	*	-	-	-	*	*	-	-	-	-	-	-	-
nursing frame work	diverse populations	2.2.4.2 Discuss levels of counseling techniques	*	-	-	-	*	*	-	-	-	-	-	-	-





Course name: Learning strategies in nursing

Academic year :2025-2026

Code: NUR313 Third year, 1st semester

		Subjects objectives		Met	hods of te	aching	and l	earning			M	ethod	s of trai	ning	
Domain/ competency	Key elements		Interactive lectures	Brain	Problem- based learning	Self- learning	E-learning	Blended	Project based learning	Performance Based Training	Case study	Role playing	OCCE	Virtual	Practical/ Field Training
nursing framework		2.2.4.3 Enumerate importance of entrance to educational objectives	*	-	-	-	*	*	-	-		-		•	-
		2.2.4.4 List methods of evaluation	n	-	-	-	*	*	·-	-	-	-	-	(=)	-
		2.2.4.5 Explain methods of nursing educational strategies	*	-	-	-	*	*	-	1	-		-	-	-

Name and Signature **Course Coordinator**

Dr. Ocaa Sobhy 21712025

3

Name and Signature **Program Coordinator**

8h Mahbonba Sabhy 2/4/2028





Course name: Learning strategies in nursing

Code: NUR313

				Met	thod of Ev	aluatio	n
Domain/ competency	Key elements	Subjects Objectives	semester work	Periodic exams (mid- term)	Final oral Exam	Clinical	Final Written Exam electronic
Domain (2) Holistic Patient Centered Care	2.2.1 Determine health related learning needs of	2.2.1.1 Identify scientific terms related to teaching and learning	*	-	*	-	*
2-2Provide health education	patient/client within the context of culture, values and norms	2.2.1.2 List common learning needs in nursing education	*	-	*	-	*
based on the needs/problems of the patient/client within a nursing framework	2.2.3 Participate in informal and formal methods of tooching that	2.2.3.1 Explain formal methods of teaching	*	-	*	-	*
	methods of teaching that correspond to the health of patient/client needs and abilities in different	2.2.3.2 list common informal methods of teaching	*	-	*	-	*
	health care settings. 2.2.4 Use educational	2.2.4.1 Differentiate between teaching and learning methods	*	-	*	_	*





Matrix between subjects objectives and methods of evaluation Code: NUR313 Course name: Learning strategies in nursing Third year, 1st semester Academic year :2025-2026

			In the second	Met	hod of Ev	aluatio	n
Domain/ competency	Key elements	Subjects Objectives	semester	Periodic exams (mid- term)	Final oral Exam	Clinical	Final Written Exam electronic
Domain (2) Holistic Patient Centered Care	principles and counseling techniques appropriately and effectively with diverse populations	according to clients' needs and abilities in different health care settings					
-	diverse populations	2.2.4.2 Compare between the different models of educational	*	*	*	-	*
Y-YProvide health education based on the needs/problems of the patient/client within a		2.2.4.3 Discuss levels of counseling techniques	*	-	•	-	*
nursing framework		2.2.4.4 Enumerate importance of entrance to educational objectives 2.2.4.5 Explain methods of nursing educational strategies	*	-	*	-	*

Name and Signature **Course Coordinator**

Or. Doaa sobhy 21712025

Name and Signature **Program Coordinator**

St. Helibordon S. bhy 2/7/2 Ls





Course Specification 2025/2026

تغذية تطبيقية

Applied Nutrition Course code: MED 312



المعتمدة



Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)		تطبيقية Applied N	•					
Course Code (according to the bylaw)		MED	312					
Department/s participating in delivery of the course	A	All scientific (department					
Number of teaching hours/points of the course (according	Theoretical	Practical	Other (specify)	Total				
to the bylaw)	2(hours)	-	-	₹(hour)				
Course Type	اجباري							
Academic level at which the course is taught	الفرقة الثالثة / الفصل الدراسي الاول							
Academic Program	Bachelor Degree in Nursing Science							
Faculty/Institute		Nursi	ng					
University/Academy		Benl	1a					
Name of Course Coordinator		Dr/Basem	a Rabie					
Course Specification Approval Date		2/7/20)25					
Course Specification Approval (Attach the decision/minutes of the department /committee/council)		ء والتوليد	يض أمراض النسا	مجلس قسم تمر				

2. Course Overview (Brief summary of scientific content)

The course aims to provide undergraduate students with basic knowledge for nutritional therapy, emphasizes the application of interventions in patient care and emphasis on promoting health through nutrition

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	ogram Outcomes (NARS/ARS) ling to the matrix in the program specs)	Upon com	Course Learning Outcomes pletion of the course, the student will be able to:
Code	Text	Code	Text
	2.1.2 Provide holistic nursing care that addresses the needs of	2.1.2.1	Discuss care for prevention of Nutritional disorder.
	individuals, families and communities across the life span.	2.1.2.2	Illustrate holistic care for nutrition management of high risk group
2.1.2		۲,۱,۲,۳	Mention the bio psychosocial and factors affecting the nutritional status.
		2.1.2.4	Discuss care for prevention of .Nutritional disorder
		7,1,7,0	List different methods for the assessment of nutritional status
		2.1.2.6	Discuss health education for the prevention of nutritional disorder
		2.1.2.7	Explainhealth educationregarding therapeutic nutrition.
		2.1.2.8	Identify needs of the community relatedto nutrition and health

4. Teaching and Learning Methods

- 1- Interactive lectures
- 2- Electronic learning
- 3- Blended learning

2. Course Schedule

			Expected number of the Learning Hours								
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussio n groups/)	Training (Practical/Clin ical/)	Self- learning (Tasks/ Assignments/ Projects/)	Other (to be determined) -Electronic learning					
1	Nutrition and health.	2 hour	۲	-	-	-					
2	Nutrition and health.	2 hour	۲	-	-	-					
3	Food constituents.	2 hour	۲	-	-	-					
4	Food constituents.	2 hour	۲	-	-	-					
5	Food sanitation	2 hour	۲	-	-	-					
6	Food sanitation	2 hour	۲	-	-	-					
7	Assessment of nutritional status	2 hour	۲	-	-	-					
8	Assessment of nutritional status.	2 hour	۲	-	-	-					
9	Nutrition of vulnerable group	2 hour	۲	-	-	-					
10	Nutrition of vulnerable group	2 hour	۲	-	-	-					
11	Nutritional disorders	2 hour	۲	-	-	-					
12	Nutritional disorders	2 hour	۲	-	-	-					
13	Therapeutic nutrition.	2 hour	۲	-	-	-					
14	Therapeutic nutrition.	2 hour	۲	-	-	-					
10	types of Nutrition	2 hour	2	-	-	_					

5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
2	Final oral exam	15	20	%80
3	Final electronic written exam	16	80	700%

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Rabie et al., (2025): Electronic handouts (C.D) about applied nutrition, Faculty of Nursing, Benha University.
	Other References	Diane,M., and Judith.A., (2025): applied nutrition in nursing ,1st. edition .W.B. Saunders Company,UK
	Electronic Sources (Links must be added)	https://www.ekb.eg https://www.elsevir.com
	Learning Platforms (Links must be added)	https://ebook1.bu.edu.eg
	Other (to be mentioned)	
	Devices/Instruments	Data show -Smart board
Supportive	Supplies *	White board
facilities & equipment	Electronic Programs	Microsoft teams
for teaching	Skill Labs/ Simulators	-
and	Virtual Labs	**
learning *	Other (to be mentioned)	

Name and Signature Course Coordinator Name and Signature Program Coordinator

· 25

2/4/2/20



BENHA UNIVERSITY

Course name: Applied Nutrition

Academic year :2025-2026

Code: MED 312	
Third year /1st semester	

Domain/ competency			Metho	ds of t	eaching an	d learn	ing	
	Key elements	Subjects Objectives	Interactive lecture	Brain	Problem- hased Self-	E-learning	Blended Learning	Project based learning
Domain No. 2 Provide	2.1.2 Provide holistic	2.1.2.1 Discuss care	*			*	*	
holistic and evidence-	nursing care that	for prevention of						
based nursing care in	addresses the needs of	Nutritional disorder.						
different practice	individuals, families and	2.1.2.2 Illustrate	*			*	*	
settings.	communities across the	holistic care for nutrition						
	life span.	management of high risk						
		group.						
		2.1.2.3 Mention the	*			*	*	
		bio psychosocial and						
		factors affecting the						
		nutritional status.						
		2.1.2.4 Discuss care	*			*	*	
		for prevention of						
		Nutritional disorder.						
		2.1.2.5 List different	*			*	*	
		methods for the assessment						
		of nutritional status.						



Course name: Applied Nutrition

Code: MED 312

Academic year :2025-2026

Third year /1st semester

Domain/competency			Methods of teaching and learning				ing	ng		
	Key elements Subjects Objectives			Brain	Problem-	Self-	E-learning	Blended	Project based learning	
		2.1.2.6 Discuss health education for the prevention of nutritional disorder	*	4 70 2	1	-	*	*		
		2.1.2.7 Explain health education regarding therapeutic nutrition.	*	-	-	-	*	*	-	
		2.1.2.8 Identify needs of the community related to nutrition and health	*	-	-	-	*	*	_	

Name and Signature **Course Coordinator**

Dr. Basma Rabia 217/2025

Name and Signature

Program Coordinator

2/4/2025





Course name: Applied Nutrition Code: MED 312

Domain/ competency				N	Method of	`Evaluation	
	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Final oral exam	Clinical exams	Written exam (Electronic)
Domain No. 2 Domain	7.1.2 Provide holistic	2.1.2.1 Discuss			*		*
Provide holistic and		care for prevention of					
evidence-based	addresses the needs of	Nutritional disorder.					
nursing care in	individuals, families and	2.1.2.2Illustrate holistic			*		*
different practice	communities across the	care for nutrition					
settings.	life span.	management of high					
		risk group					
		2.1.2.3 Mention			*		*
		the bio psychosocial					
		and factors affecting the					
		nutritional status					
		2.1.2.4 Discuss			*		*
		care for prevention of					
		Nutritional disorder.					





Course name: Applied Nutrition Code: MED 312

Domain/ competency				Method of Evaluation	
	Key elements	Subjects Objectives	Periodic exams (Quizzes) Periodic exams	Final oral exam Clinical exams	exam (Electronic)
		2.1.2.5 List different methods for the assessment of nutritional status		*	*
		2.1.2.6 Discuss health education for the prevention of nutritional disorder		* _	*





Course name: Applied Nutrition

Code: MED 312

Academic year :2025-2026

Third year /1st semester

Domain/ competency				Tell I	Method of	Evaluation	1
	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Final oral exam	Clinical exams	Written exam (Electronic)
		2.1.2.8 Identify needs of the community related to nutrition and health			*		*

Name and Signature Course Coordinator

pr. Basma Rabio

Name and Signature Program Coordinator

Or. Hahbonton Solchy

2/4/21 25





Course Specification 2025/2026 علم النفس

Psychology
Course code: SUP 311





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)		Psycholo ننفس	•			
Course Code (according to the bylaw)		SUP 311				
Department/s participating in delivery of the course	- Psychiatric and Mental Health Nursin					
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total		
(according to the bylaw)	1 hour			1 hour		
Course Type	اجباري					
Academic level at which the course is taught	الفرقة التالتة / الفصل الدراسي الأول					
Academic Program	Bachelo	r Degree i	n Nursing S	Science		
Faculty/Institute		Nurs	sing			
University/Academy		Ber	ıha			
Name of Course Coordinator	Assist.prof	f.Dr/ Reha	b Mohmed	Elsayed		
Course Specification Approval Date	2/7/2025					
Course Specification Approval (Attach the decision/minutes of the department /committee/council)	و والتوليد	مراض النساء	قسم تمريض أ	مجلس ن		

2. Course Overview (Brief summary of scientific content)

The course aims to provide undergraduate student with knowledge and practice and situations that's related to psychology and human science. Its importance for nursing profession and practice of nursing, learning and research.

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

Pro	gram Outcomes (NARS/ARS)		Course Learning Outcomes				
	ding to the matrix in the program	Upon o	Upon completion of the course, the student will be				
	specs)		able to:				
Code	Text	Code	Text				
		1.1.3.1	Explain the concept of patient rights in relation to ethical principles of psychology.				
	Practice nursing in accordance with institutional/national	1.1.3.2	Illustrate the role of perception and cognitive processes in respecting patient autonomy.				
1.1.3	legislations, policies and procedural guidelines considering patient/client rights.	1.1.3.3	Analyze stress and stress management strategies in compliance with institutional policies.				
		1.1.3.4	Demonstrate appropriate communication styles that respect legal and ethical guidelines in patient care.				
2.1.2	Provide holistic nursing care that addresses the needs of	2.1.2.1	Discuss the psychological and mental illnesses affecting individuals at different life stages.				
2.1.2	individuals, families and communities across the life span.	2.1.2.2	Evaluate the influence of motives and emotions on patient behavior and health outcomes.				

Prog	gram Outcomes (NARS/ARS)		Course Learning Outcomes		
(accor	ding to the matrix in the program	Upon completion of the course, the student will			
	specs)		able to:		
Code	Text	Code	Text		
		2.1.2.3	Integrate stress management strategies into holistic care plans for patients and families.		
		2.1.2.4	Assess the impact of memory and personality development on patient needs and responses to care.		
			Identify early psychological signs of stress,		
		3.2.2.1	frustration, and conflict that may affect patient safety.		
3.2.2	Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.	3.2.2.2	Differentiate between healthy coping mechanisms and harmful defense mechanisms in patient behavior.		
		3.2.2.3	Describe how knowledge of personality theories can prevent unethical or unsafe interactions.		

4. Teaching and Learning Methods

- Interactive lectures
- Electronic learning.
- Blended learning.

5. Course Weekly Schedul

			Expected number of the Learning Hours					
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/di scussion groups/)	Training (Practical/ Clinical/)	Self-learning (Tasks/ Assignment s/ Projects/)	Other (to be determ ined)		
1	Perception	1hour	1hour					
2	Defense mechanism	1hour	1hour					
3	Stress & Stress management strategies	1hour	1hour					
4	Stress & Stress management strategies	1hour	1hour					
5	Definition of psychology and its branches and schools	1hour	1hour					
6	Frustration, conflict, stresses	1hour	1hour					
7	Psychological and mental illnesses	1hour	1hour					
8	Psychological and mental illnesses	1hour	1hour					
9	Theories of personality	1hour	1hour					
10	Theories of personality	1hour	1hour					
11	Motives of behavior and its definition	1hour	1hour					
12	Memory	1hour	1hour					
13	Memory	1hour	1hour					
14	Personality Development	1hour	1hour					
15	Personality Development	1hour	1hour					

6. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Final written exam. (electronic)	16 th week	50	100%

7. Learning Resources and Supportive Facilities *

	The main (essential) reference for the course	Handout For psychology,(2024/2025): Faculty of nursing, Benha University.				
Learning resources (books,	Other References	 Rageh, A. (2025): Introduction into psychology, Alexandria, University knowledge house. Tavris, C. & Wade, C. (2025). Psychology in perspective. 2nd edition. Longman Inc., New York. 				
		- American Psychological Association (APA) - https://www.apa.org				
scientific references, etc.) *	Electronic Sources	- National Institute of Mental Health (NIMH) – https://www.nimh.nih.gov				
		- Simply Psychology – https://www.simplypsychology.org				
	Learning Platforms	 https://www.edx.org/learn/psychology_ https://www.futurelearn.com/subjects/psychology- and-mental-health-courses_ 				
	Other					
	Devices/Instruments	Data show				
Supportive	Supplies	White board				
facilities &	Electronic Programs	Microsoft team				
for	Skill Labs/ Simulators					
teaching and	Virtual Labs					
learning *	Other (to be mentioned)					

Name and Signature

Dr: Rehab Mohamed Asayed
2171 2025

Name and Signature **Program Coordinator**

Dr. Mahbouba Sob hy 2/4/2.25





Course name: Psychology Code: SUP 311

				Method o	of Ev	aluatior	1
Domain/ competency	Key elements	Subjects Objectives		Periodic exams (mid-term)	Oral exams	Clinical exams	Final Written exam (Electronic)
Domain No. 1 Professional	1.1.3 Practice nursing in	1.1.3.1 Explain the concept of			-		*
and ethical practice:	accordance with	patient rights in relation to ethical					
	institutional/national	principles of psychology.					
	legislations, policies and	1.1.3.2 Illustrate the role of					*
	procedural guidelines	perception and cognitive processes					
1.1 Demonstrate knowledge,	considering patient/client	in respecting patient autonomy.					
understanding,	rights.	1.1.3.3 Analyze stress and stress					*
responsibility and		management strategies in					
accountability of the legal		compliance with institutional policies.					
obligations for ethical		1.1.3.4 Demonstrate appropriate					*
nursing practice.		communication styles that respect					
		legal and ethical guidelines in					
		patient care.					





Course name: Psychology Code: SUP 311

				Method o	of Ev	aluatior	1
Domain/ competency	Key elements	Subjects Objectives		Periodic exams (mid-term)	Oral exams	Clinical exams	Final Written exam (Electronic)
	2.1.2 Provide holistic nursing	2.1.2.1 Discuss the psychological			-	-	*
Domain No. 2 Holistic	care that addresses the	and mental illnesses affecting					
patients/clients care:	needs of individuals, families	individuals at different life stages.					
2.1 Provide holistic and	and communities across the	2.1.2.2 Evaluate the influence of				-	*
evidence-based nursing care	life span	motives and emotions on patient					
in different practice settings.		behavior and health outcomes.					
		2.1.2.3 Integrate stress management			-	-	*
		strategies into holistic care plans for					
		patients and families.					
		2.1.2.4 Assess the impact of				-	*
		memory and personality					
		development on patient needs and					
		responses to care.					





Course name: Psychology

Code: SUP 311

Academic year :2025-2026

Third year /1st semester

			Method of Evaluation						
Domain/ competency	Key elements Subjects Objectives		Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical	Final Written exam (Electronic)		
Domain NO.:3 Managing people, work environment and quality:	3.2.2 Act to protect patients and their families from unsafe, illegal, or unethical	3.2.2 .1 Identify early psychological signs of stress, frustration, and conflict that may affect patient safety	-	-	-				
3.2 Provide a safe working environment that prevents	care practices in different work settings.	3.2.2 .2 Differentiate between healthy coping mechanisms and harmful defense mechanisms in patient behavior.							
harm for patients and workers.		3.2.2 .3 Describe how knowledge of personality theories can prevent unethical or unsafe interactions.	-	-	-	•	•		

Name and Signature **Course Coordinator**

DY: Rehab MohametElsayed
217/2025

Name and Signature **Program Coordinator**

01. Mehbouba Sobby 217/2025





Course name: Psychology Code: SUP 311

				Metho	ods of tead	ching	and l	learning	
Domain/ competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem- based learning	Self-learning	E-learning	Blended Learning	Project based learning
Domain No. 1	1.1.3 Practice nursing in		*		-		*	*	
Professional and ethical	accordance with	1.1.3.1 Explain the concept of							
practice:	institutional/national	patient rights in relation to							
	legislations, policies and	ethical principles of							
1.1 Demonstrate	procedural guidelines	psychology.							
knowledge,	considering patient/client								
understanding,	rights.								
responsibility and									
accountability of the									
legal obligations for									
ethical nursing practice.									





Course name: Psychology Code: SUP 311

				Metho	ods of tead	ching	and	learning	
Domain/ competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem- based learning	Self-learning	E-learning	Blended Learning	Project based learning
		1.1.3.2 Illustrate the role of	*		-		*	*	
		perception and cognitive							
		processes in respecting							
		patient autonomy.							
		1.1.3.3 Analyze stress and	*		-		*	*	
		stress management strategies							
		in compliance with institutional							
		policies.							
		1.1.3.4 Demonstrate	*		-		*	*	
		appropriate communication							
		styles that respect legal and							
		ethical guidelines in patient							
		care.							





Course name: Psychology Code: SUP 311

				Metho	ods of tead	ching	and	learning	
Domain/ competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem- based learning	Self-learning	E-learning	Blended Learning	Project based learning
	2.1.2 Provide holistic	2.1.2.1 Discuss the	*		-		*	*	
Domain No. 2 Holistic	nursing care that	psychological and mental							
patients/clients care:	addresses the needs of	illnesses affecting individuals							
	individuals, families and	at different life stages.							
2.1 Provide holistic and	communities across the	2.1.2.2 Evaluate the	*		-		*	*	
evidence-based nursing	life span	influence of motives and							
care in different practice		emotions on patient behavior							
settings.		and health outcomes.							
		2.1.2.3 Integrate stress	*		-		*	*	
		management strategies into							
		holistic care plans for							
		patients and families.							





Course name: Psychology Code: SUP 311

			Methods of teaching and learning							
Domain/ competency	Domain/ competency Key elements Subjects Objective		Interactive lecture	Brain storming	Problem- based learning	Self-learning	E-learning	Blended Learning	Project based learning	
		2.1.2.4 Assess the impact of memory and personality development on patient needs and responses to care.	*		-		*	*		
Domain NO.:3 Managing people, work environment and quality:	3.2.2 Act to protect patients and their families from unsafe, illegal, or unethical care practices in different	3.2.2 .1 Identify early psychological signs of stress, frustration, and conflict that may affect patient safety.	*		-		*	*		
3.2 Provide a safe working environment that prevents harm for patients and workers.	work settings.									





Course name: Psychology

Academic year :2025-2026

Code: SUP 311 Third year /1st semester

	Key elements	Subjects Objectives	Methods of teaching and learning							
Domain/ competency			Interactive	Brain storming	Problem- based learning	Self-learning	E-learning	Blended	Project based learning	
	The Provide Sulfating of the Market Sulfation of the Sulf	3.2.2 .2 Differentiate between healthy coping mechanisms and harmful defense mechanisms in patient behavior.		-	-	N 1	•			
	portsolver pateolisten 1963	3.2.2 .3 Describe how knowledge of personality theories can prevent unethical or unsafe interactions.		-		-				

Name and Signature **Course Coordinator**

DY:- Rohab Muhamed Elsayet 21712025

Name and Signature **Program Coordinator**

2/4/2025





لمعتمدة

Course Specification 2025/2026

تمريض الأطفال

Pediatric nursing
Course code: NUR321





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	Pediatric N	Jursing	طفال	تمريض الأ		
Course Code (according to the bylaw)	NUR 321					
Department/s participating in delivery of the course	Pediatric Nursing Department					
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total		
(according to the bylaw)	(4) hours	(12) hours	-	(16) hours		
Course Type		جباري	.1			
Academic level at which the course is taught			ي الثالث	الفرقة/المستو		
Academic Program	Bachelor D	egree in N	ursing Sc	ience		
Faculty/Institute	Nursing					
University/Academy	Benha					
Name of Course Coordinator	Prof. Dr/Khadiga Mohamed said					
Course Specification Approval Date 7-7-2025						
Course Specification Approval (Attach the decision/minutes of the department /committee/council)	مجلس القسم Pdf لفال يوليو ٢٠٢٥	م تمريض الأط	مجلس قس			

2. Course Overview (Brief summary of scientific content)

The course aims to equip the undergraduate students with the necessary knowledge, skills and attitudes related to different stages of children's growth and development. It focuses on mastering the required nursing interventions for acute and chronic diseases in different age groups at different inpatient departments including PICU and NICU and care of premature infants.

3. Course Learning Outcomes (ILOS)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

Program	Outcomes (NARS/ARS)	Course L	earning Outcomes
(accordin	g to the matrix in the program specs)	-	pletion of the course, the student should be able
G 1	T	to:	
Code	Text	Code	Text
1.1.2	Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	1.1.2.1	Apply ethical principles in nursing practice to ensure and protect children's rights.
1.1.3	Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/client rights.	1.1.3.1	Practice infection control guidelines and safe nursing management for common neonatal infections according to health care settings polices.
		1.1.3.2	Identify types of congenital anomalies and nursing management considering child rights.
1.1.4	Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1.1.4.1	Apply nursing care for children with gastrointestinal diseases focusing on hydration by applying feeding procedures within professional and practical level of competence.
		2.1.3.1	List typical developmental changes in infants through accurate growth assessments and their nursing implications.
2.1.3	Provide holistic patient-centered care respecting people diversity.	2.1.3.2	Discuss motor, cognitive, and language development in toddlers using developmental assessment tools.
		2.1.3.3	Explain nursing interventions for children suffering from urinary system disorders focusing on weight measurement and drug administration.
2.1.4	Advocate the patient/client needs/problems within the Egyptian	2.1.4.1	Enumerate adolescent developmental problems and nursing management strategies to address them.

Program Outcomes (NARS/ARS)		Course Learning Outcomes	
(according to the matrix in the program specs)		Upon completion of the course, the student should be able	
		to:	
Code	Text	Code	Text
	health care system and the personal context.	2.1.4.2	Implement appropriate nursing care for children with neurological and genetic conditions
		2.1.4.3	Discuss the emotional responses of children and their parents during hospitalization.
2.2.3	Participate in formal and informal methods of teaching that correspond to the health of patient/client needs and abilities in different health care settings.	2.2.3.1	Describe age-appropriate developmental patterns in preschool and school-age children to provide age-appropriate nursing care.
		2.2.3.2	Apply formal and informal methods of teaching in child and family education for children suffering from blood disorders.
		2.2.3.3	Discuss health promotion concepts for families and children at different age groups.
2.2.5	Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	2.2.5.1	Explain health information / health education activities for parents when caring for their children with malnutrition diseases.
3.3.2	Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	3.3.2.1	Illustrate quality nursing care for pediatric endocrine/metabolic disorders focusing on importance of capillary/arterial blood gas sampling.
3.3.4	Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	3.3.4.1	Implement standardized nursing protocols regarding incubator care, phototherapy setup and oxygen therapy for high-risk neonates considering quality improvement.
		3.3.4.2	Design nursing care plans for children with respiratory disorders according to standardized guidelines focusing on oxygen therapy, nebulizer and suction
4.1.1	Use different sources of data related to contemporary standards of practice and patient care.	4.1.1.1	Enumerate principles of growth and development and their relevance to pediatric nursing care considering accurate growth measurements.
		4.1.1.2	State the physical and neurological developmental milestones of a healthy newborn considering daily newborn care and growth measurements related to contemporary standards of practice.
5.1.3	Use standardized communication approach to transfer care responsibilities to other professionals to facilitate	5.1.3.1	Utilize standardized communication approach to transfer care responsibilities to health care providers when caring for

	ng to the matrix in the program specs)		earning Outcomes pletion of the course, the student should be able						
Code	Text	Code Text							
	experience transitions across different health care settings.		children with cardiac disorders focusing on pediatric CPR and vital signs monitoring.						
5.1.4	Utilize communication styles that diminish the risks associated with authority gradients among health care team members.	5.1.4.1	Apply different communication styles among health team members when caring for children with malignant neoplasm to diminish the potential risks						

4. Teaching and Learning Methods

- 1. Interactive lecture.
- 2. Blended Learning.
- 3. Problem based learning.
- 4. Practical training (Demonstration and re-demonstration)
- 5. Field training
- 6. Case study

Course Schedule

	Colombidia combant of the		Expected	number of th	e Learning Ho	ours
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussio n groups/)	Training (Practical/Cli nical/)	Self- learning (Tasks/ Assignments / Projects/)	Other (field training)
	Introduction of growth and development.	2 hours	2 hours			
	Normal growth and development of newborn.	2 hours	2 hours			
1	Vital signs	Weekly Hours teaching (lectures/discussio n groups/) (Practical/Cli nical/) (T Assign / Pro				
·	Daily care for newborn (eye care- cord care- diaper care)	4 hours		4 hours		
	Growth measurements (Weight-length-height-head &chest circumference).	4 hours		4 hours		
	Normal growth and development of infant.	2 hours	2 hours			
	Normal growth and development of toddler.	2 hours	2 hours			
2	Suction (Oro pharyngeal / Naso pharyngeal and endotracheal suction).	4 hours		4 hours		
	Pediatric Cardiopulmonary Resuscitation (CPR).	4 hours		4 hours		
	Feeding procedures (bottle feeding, gavage feeding.	4 hours		4 hours		
3	Normal growth and development of preschool child.	2 hours	2 hours			
	Normal growth and development of school age.	2 hours	2 hours			

	Feeding procedures (gastrostomy feeding).	4 hours		4 hours	
	Drug administration (IM, ID, SC & IV injection).	4 hours		4 hours	
	Blood gases sampling (Capillary & Arterial)	4 hours		4 hours	
	Normal growth and development of adolescence.	2 hours	2 hours		
4	High risk neonates: •Premature infant. •Neonatal sepsis. •Hypothermia.	2 hours	2 hours		
	Phototherapy	4 hours		4 hours	
	Oxygen therapy and nebulizer	4 hours		4 hours	
	Incubator care (daily and terminal care)	4 hours		4 hours	
	High risk neonates: •Neonatal jaundice. •Infant of diabetic mother. •Respiratory distress syndrome.	2 hours	2 hours		
5	Infectious diseases of the new-born.	2 hours	2 hours		
	Vital signs	6 hours			 6 hours
	Growth measurements (Weight-length-height-head &chest circumference).	6 hours			 6 hours
	Respiratory disease: -Upper respiratory disorderLower respiratory disorders.	2 hours	2 hours		
6	•Gastrointestinal tract disorders: -Gastroenteritis -Typhoid feverDiarrhea and dehydration.	2 hours	2 hours		
	Oxygen therapy and nebulizer	4 hours		4 hours	
	Suction (Oro pharyngeal / Naso pharyngeal and endotracheal suction).	4 hours		4 hours	
	Feeding procedures (bottle	4 hours		4 hours	

	feeding, gavage feeding.				
	•Cardiovascular system disorders: -Nursing management of children with congenital heart defectsRheumatic fever.	4 hours	4 hours		
7	Pediatric Cardiopulmonary Resuscitation (CPR).	4 hours		4 hours	
	Blood gases sampling (Capillary & Arterial)	4 hours		4 hours	
	Drug administration (IM, ID, SC & IV injection).	4 hours		4 hours	
	Urinary system disorders: -Acute glomerulonephritis Nephritic syndromeRenal failure.	4 hours	4 hours		
8	Daily care for newborn (eye care- cord care- diaper care)	4 hours		4 hours	
	Feeding procedures (gastrostomy feeding).	4 hours		4 hours	
	Incubator care (daily and terminal care)	4 hours		4 hours	
	 Neurological disorders. Cerebral palsy. Mental retardation. Down's syndrome. 	4 hours	4 hours		
9	Vital signs	4 hours		4 hours	
	Daily care for newborn (eye care- cord care- diaper care)	4 hours		4 hours	
	Growth measurements (Weight-length-height-head &chest circumference).	4 hours		4 hours	
	 Endocrine and metabolic disorders. Diabetes mellitus. Congenital hypothyroidism. Hyperthyroidism. 	2 hours	2 hours		
10	•Hematological disordersBeta thalassemiaSickle cell anemia Hemophilia Apurpura -Idiopathic thrombocytopenic purpura.	2 hours	2 hours		

	Suction (Oro pharyngeal /	4 hours		4 hours	
	Naso pharyngeal and	1 Hours		i nours	
	endotracheal suction).				
	Pediatric Cardiopulmonary	4 hours		4 hours	
	Resuscitation (CPR).	. 110 0115		1 110 0112	
	Feeding procedures (bottle	4 hours		4 hours	
	feeding, gavage feeding.				
	 Nutritional disorders. 				
	-Vitamin & mineral	4 hours	4 hours		
	deficiencies.				
	- Malnutrition diseases.				
11	Feeding procedures	4 hours		4 hours	
	(gastrostomy feeding).				
	Drug administration (IM, ID,	4 hours		4 hours	
	SC & IV injection).				
	Blood gases sampling	4 hours		4 hours	
	(Capillary & Arterial)				
	 Malignant neoplasm and 				
	role of pediatric nurse.	4.1	4.1		
	-Leukemia.	4 hours	4 hours		
	-Wilm's tumor.				
40	-Hodgkin's disease.				
12	Phototherapy	4 hours		4 hours	
	Oxygen therapy and nebulizer	4 hours		4 hours	
	Incubator care (daily and terminal care)	4 hours		4 hours	
	•Congenital anomalies				
	-Central nervous system				
	anomalies.	4 hours	4 hours		
	-Gastrointestinal anomalies.				
	-Genitourinary anomalies				
13	Vital signs	4 hours		4 hours	
	Daily care for newborn (eye	4 hours		4 hours	
	care- cord care- diaper care)				
	Growth measurements	4 hours		4 hours	
	(Weight-length-height-head				
	&chest circumference).				
	• Child rights.	2 hours	2 hours		
	•Hospitalization and parent	2 hours	2 hours		
14	reaction. (presentation)				
	Suction (Oro pharyngeal /	4 hours		4 hours	
	Naso pharyngeal and				

	endotracheal suction).					
	Pediatric Cardiopulmonary Resuscitation (CPR).	4 hours		4 hours		
	Feeding procedures (bottle feeding, gavage feeding.	4 hours		4 hours		-
15	•Health promotion of children(presentation)Accident preventionPlayBreast feeding and weaningImmunization	4 hours	4 hours		-	
	Phototherapy	4 hours		4 hours		
	Oxygen therapy and nebulizer	4 hours		4 hours		
	Incubator care (daily and terminal care)	4 hours		4 hours		

5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Semester works	Periodic	60	30%
2	Final Practical exam	15 th week	10	5%
3	Final Oral exam	16th week	10	5%
4	Final Written Exam (electronic)	16 th week	120	60%

6. Learning Resources and Supportive Facilities *

Learning		Staff of Pediatric nursing department, (2025): Electronic handouts (C.D) for Pediatric nursing, Faculty of Nursing, Benha University.
resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Sharma, R. (2022): textbook of pediatric nursing, 1st ed., Jaypee brothers medical publisher, delhi. Bowden, V.R. & Greenberg, M. (2023): Children and their families.3 rd ed., Lippincott Williams and Wilkins. Com. London.

		 Ball, J. W. & Bindler, R.C. (2022): Pediatric nursing.8thed., Pearson education, Inc. New Jersey. Price, D.L. and Gwin, J.F. (2023): Pediatric nursing an introductory text, 11th ed., Elsevier USA. Kyle, T. and Carman, S. (2024): Essential of pediatric nursing, 5th ed., Lippincott Williams and Wilkins. London.
	Other References	
	Electronic Sources (Links must be added)	www.Int-pediatrics.com www.WHO.Org https://www.ekb.eg
	Learning Platforms (Links must be added)	https://ebook1.bu.edu.eg
	Other (to be mentioned)	
200	CONTRACTOR STREET	
Supportive	Devices/Instruments	Data show- manikans and dolls in pediatric nursing skill lab
facilities & equipment	Supplies	White board – pediatric nursing skill lab supplies
for teaching	Electronic Programs	Microsoft team
and	Skill Labs/ Simulators	OSCE
learning *	Virtual Labs	Virtual lab
Name and S	Other (to be mentioned)	hospital - nursery schools

Name and Signature Course Coordinator

Dr. Khadya Hisard 7-7-2025 Name and Signature Program Coordinator

DI. Miliboulois blog 717/2025





Domain	Key element	Subjects Objectives	Met	Methods of teaching and learning					Method of training				
/Competency			Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Case study	OSCE Simulation	Virtual reality	Practical/Field Training
DomainNo.1: Professional and ethical practice 1. 1Competence Demonstrate	1.1.2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	1.1.2.1 Apply ethical principles in nursing practice to ensure and protect children's rights.	*	-	*	-	-	*	-	-	-	-	-
knowledge, understanding, responsibility and accountability of the	1.1.3 Practice nursing in accordance with institutional/national legislations, policies and	1.1.3.1 Practice infection control guidelines and safe nursing management for common neonatal infections according to health care settings polices.	*	-	*	ı	-	*	1	1	-	1	-
legal obligations for ethical nursingpractice.	procedural guidelines considering patient/client rights.	1.1.3.2 Identify types of congenital anomalies and nursing management considering child rights.	*	-	*	-	-	*	-	-	-	-	-
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1.1.4.1 Apply nursing care for children with gastrointestinal diseases focusing on hydration by applying feeding procedures within professional and practical level of competence.	*	-	*	1	-	*	-	*	*	*	*





Domain /Competency	Key element	Subjects Objectives	Methods of teaching and learning						;	N	ning		
Competency			Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Case study	OSCE Simulation	Virtual reality	Practical/Field Training
Domain No. 2: Holistic patients -centered care 2.1 Competence Provide holistic and	2.1.3 Provide holistic patient-centered care respecting people diversity.	2.1.3.1 List typical developmental changes in infants through accurate growth assessments and their nursing implications.	*	-	*	-	-	*	-	*	*	*	*
evidence-based nursing care in different practice settings.		2.1.3.2 Discuss motor, cognitive, and language development in toddlers using developmental assessment tools.	*	-	*	-	-	*	-	*	*	*	*
		2.1.3.3 Explain nursing interventions for children suffering from urinary system disorders focusing on weight measurement and drug administration.	*	-	*	1	1	*	1	*	*	*	*
	2.1.4 Advocate the patient/client needs/problems within	2.1.4.1 Enumerate adolescent developmental problems and nursing management strategies to address them.	*	-	*	1	ı	*	ı	ı	-	-	-
	the Egyptian health care system and the personal context.	2.1.4.2 Implement appropriate nursing care for children with neurological and genetic conditions	*	-	*	-	ı	*	-	ı	-	-	-
		2.1.4.3 Discuss the emotional responses of children and their parents during hospitalization.	*	-	*	-	-	*	-	-	-	-	-





Domain	Key element	Subjects Objectives	Me	Methods of teaching and learning					Method of training				
/Competency			Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Case study	OSCE Simulation	Virtual reality	Practical/Field Training
Domain No. 2: Holistic patients-centered care 2.2Competence Provide health	2.2.3 Participate in formal and informal methods of teaching that correspond to the health	2.2.3.1 Describe age-appropriate developmental patterns in preschool and school-age children to provide age-appropriate nursing care.	*	-	*	1	-	*	ı	-	1	-	-
education based on the needs/problems of the patient/client within a nursing framework.	of patient/client needs and abilities in different health care settings.	2.2.3.2 Apply formal and informal methods of teaching in child and family education for children suffering from blood disorders.	*	-	*	ı	-	*	1	ı	1	-	-
		2.2.3.3 Discuss health promotion concepts for families and children at different age groups.	-	-	-	ı	-	ı	1	*	*	*	*
	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	2.2.5.1 Explain health information / health education activities for parents when caring for their children with malnutrition diseases.	*	-	*	1	-	*	-	1	-	-	-





Domain /Competency	Key element	Subjects Objectives Methods of teaching and learning				ľ	Method	l of train	ing				
Competency			Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Case study	OSCE Simulation	Virtual reality	Practical/Field Training
Domain No.3 Managing people, work environment and quality 3.3 Competency	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	3.3.2.1 Illustrate quality nursing care for pediatric endocrine/metabolic disorders focusing on importance of capillary/arterial blood gas sampling.	*	-	*	-	-	*	1	*	*	*	*
Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and	3.3.4.1 Implement standardized nursing protocols regarding incubator care, phototherapy setup and oxygen therapy for high-risk neonates considering quality improvement.	*	-	*	-	-	*	1	*	*	*	*
improving the quality of nursing care.	patient's safety.	3.3.4.2 Design nursing care plans for children with respiratory disorders according to standardized guidelines focusing on oxygen therapy, nebulizer and suction	*	-	*	1	-	*	1	*	*	*	*





Domain (Common et al. 1997)	Key element	Subjects Objectives		Methods of teaching and learning						N	Aethod	l of train	ing
/Competency			Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Case study	OSCE Simulation	Virtual reality	Practical/Field Training
Domain No.:4 Informatics and technology\	4.1.1 Use different sources of data related to contemporary standards of practice and patient	4.1.1.1 Enumerate principles of growth and development and their relevance to pediatric nursing care considering accurate growth measurements.	*	-	*	-	-	*	-	*	*	*	*
4.1 Competency Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	care.	4.1.1.2 State the physical and neurological developmental milestones of a healthy newborn considering daily newborn care and growth measurements related to contemporary standards of practice.	*	-	*	-	1	*	-	*	*	*	*







Matrix between subjects' objectives and teaching and learning methods Course name: Pediatric Nursing Code: NUR 321 Academic year 2025/2026 Third year, 5th /6th Semester

Domain /Competency	Key element	Subjects Objectives	Methods of teaching and learning							Method of training			
			Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Case study	OSCE Simulation	Virtual reality	Practical/Field Training
Domain No.:5 Inter- professional communications. 5-1 Competency Collaborate with colleagues and members of the health care team to facilitate and Coordinate care	5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.	5.1.3.1 Utilize standardized communication approach to transfer care responsibilities to health care providers when caring for children with cardiac disorders focusing on pediatric CPR and vital signs monitoring.	*	-	*	-	-	*	-	*	*	*	*
provided for ndividuals, families and communities.	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among health care team members. d Signature	5.1.4.1 Apply different communication styles among health team members when caring for children with malignant neoplasm to diminish the potential risks	*		*	-		÷	*)(*)		*

Course Coordinator

Name and Signature Program Coordinator

414/2025





Matrix between subjects objectives and methods of evaluation

Domain / Competency	Key element	Subjects Objectives	Methods of eval		evaluatio	on	
			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final Written exam (Electronic)
DomainNo.1: Professional and ethical practice 1.1Competence Demonstrate knowledge, understanding,	1.1.2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	1.1.2.1 Apply ethical principles in nursing practice to ensure and protect children's rights.	*	*	*	-	*
responsibility and accountability of the legal obligations for ethical nursingpractice.	1.1.3 Practice nursing in accordance with institutional/national legislations, policies and	1.1.3.1 Practice infection control guidelines and safe nursing management for common neonatal infections according to health care settings polices.	*	*	*	-	*
	procedural guidelines considering patient/client rights.	1.1.3.2 Identify types of congenital anomalies and nursing management considering child rights.	*	*	*	-	*
	1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	1.1.4.1 Apply nursing care for children with gastrointestinal diseases focusing on hydration by applying feeding procedures within professional and practical level of competence.	*	*	*	*	*





Matrix between subjects objectives and methods of evaluation

Domain / Competency	Key element	Subjects Objectives		Meth	ods of	evaluation		
			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final Written exam (Electronic)	
Domain No. 2: Holistic patients- centered care 2.1 Competence Provide holistic and	2.1.3 Provide holistic patient-centered care respecting people diversity.	2.1.3.1 List typical developmental changes in infants through accurate growth assessments and their nursing implications.	*	*	*	*	*	
evidence-based nursing care in different practice settings.		2.1.3.2 Discuss motor, cognitive, and language development in toddlers using developmental assessment tools.	*	*	*	*	*	
		2.1.3.3 Explain nursing interventions for children suffering from urinary system disorders focusing on weight measurement and drug administration.	*	*	*	*	*	
	2.1.4 Advocate the patient/client needs/problems within the Egyptian health	2.1.4.1 Enumerate adolescent developmental problems and nursing management strategies to address them.	*	*	*	-	*	
	care system and the personal context.	2.1.4.2 Implement appropriate nursing care for children with neurological and genetic conditions	*	*	*	-	*	
		2.1.4.3 Discuss the emotional responses of children and their parents during hospitalization.	*	*	*	-	*	





Matrix between subjects objectives and methods of evaluation

Domain / Competency	Key element	Subjects Objectives		Meth	ods of	evaluatio	n
			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final Written exam (Electronic)
Domain No. 2: Holisticpatients - centered care2.2CompetenceProvide health education	2.2.3 Participate in formal and informal methods of teaching that correspond to the health of patient/client	2.2.3.1 Describe age-appropriate developmental patterns in preschool and school-age children to provide age-appropriate nursing care.	*	*	*	-	*
based on the needs/problems of the patient/client within a nursing framework.	needs and abilities in different health care settings.	2.2.3.2 Apply formal and informal methods of teaching in child and family education for children suffering from blood disorders.	*	*	*	-	*
		2.2.3.3 Discuss health promotion concepts for families and children at different age groups.	*	-	-	*	-
	2.2.5 Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.	2.2.5.1 Explain health information / health education activities for parents when caring for their children with malnutrition diseases.	*	*	*	-	*





Matrix between subjects objectives and methods of evaluation

Domain / Competency	Key element	Subjects Objectives		Meth	ods of	evaluatio	n
			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final Written exam (Electronic)
Domain No.3 Managing people, work environment and quality 3.3 Competency	3.3.2 Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.	3.3.2.1 Illustrate quality nursing care for pediatric endocrine/metabolic disorders focusing on importance of capillary/arterial blood gas sampling.	*	*	*	*	*
Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving	3.3.4 Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.	3.3.4.1 Implement standardized nursing protocols regarding incubator care, phototherapy setup and oxygen therapy for high-risk neonates considering quality improvement.	*	*	*	*	*
the quality of nursing care.	- -	3.3.4.2 Design nursing care plans for children with respiratory disorders according to standardized guidelines focusing on oxygen therapy, nebulizer and suction	*	*	*	*	*





Matrix between subjects objectives and methods of evaluation

Domain /Competency	Key element	Subjects Objectives		Meth	ods of	evaluatio	on
			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final Written exam (Electronic)
Domain No.:4 Informatics and technology 4.1 Competency Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care.	 4.1.1.1 Enumerate principles of growth and development and their relevance to pediatric nursing care considering accurate growth measurements. 4.1.1.2 State the physical and neurological developmental milestones of a healthy newborn considering daily newborn care and growth measurements related to contemporary standards of practice. 	*	*	*	*	*





المغمدة

Matrix between subjects objectives and methods of evaluation

Course name: Pediatric Nursing Academic year 2025/2026

Code: NUR 321 Third year, 5th /6th Semester

Domain /Competency	Key element	Subjects Objectives		Met	hods of	evaluat	ion.
			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final Written exam (Electronic)
Domain No.:5 Inter- professional communications. 5-1 Competency Collaborate with colleagues and members of the health care team to facilitate and Coordinate	5.1.3 Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different health care settings.	5.1.3.1 Utilize standardized communication approach to transfer care responsibilities to health care providers when caring for children with cardiac disorders focusing on pediatric CPR and vital signs monitoring.	*	*	*	*	Á
care provided for individuals, families and communities. Name and Signat	5.1.4 Utilize communication styles that diminish the risks associated with authority gradients among health care team members.	5.1.4.1 Apply different communication styles among health team members when caring for children with malignant neoplasm to diminish the potential risks	*	×	*		*

Course Coordinator

Name and Signature Program Coordinator

m Hebour soble 7/4/2028



BENHA UNIVERSITY

المعتمدة

Course Specification 2025/2026

طب أطفال

Pediatric medicine

Course code: MED321





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	Pediatric Med	licine	ال	طب اطف					
Course Code (according to the bylaw)	MED321								
Department/s participating in delivery of the course	Pediatric Medicine department \ faculty or medicine								
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total					
(according to the bylaw)	(2) hours	-	-	(2) hours					
Course Type	(
Academic level at which the course is taught	لمستوي الثالث								
Academic Program	Bachelor of	Nursing Sci	ence						
Faculty/Institute	Nursing								
University/Academy	Benha								
Name of Course Coordinator Dr. Nesreen Mohamed Abdallah									
Course Specification Approval Date				7/7/2025					
Course Specification Approval (Attach the decision/minutes of the department /committee/council)		يوليو ٢٠٢٥	م القسم مريض الاطفال	Pdf مجلس مجلس مجلس مجلس قسم تد					

1. Course Overview (Brief summary of scientific content)

The course aims to equip undergraduate students with basic knowledg necessary for assessing children and providing medical care for these children suffering from health problems at different devlopmental stages.

2. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	gram Outcomes (NARS/ARS) ng to the matrix in the program specs)	Upo	Course Learning Outcomes on completion of the course, the student will be able to:			
Code	Text	Code	Text			
3.1.2	Plan and implement change conducive to the improvement of health care	3.1.2.1	Discuss neonate's successful adjustment to extrauterine life thereby contributing to the improvement of health care provision.			
	provision.	3.1.2.2	Explain the risk factors and preventive measures for neonatal hypothermia to guide interventions that improve of health care provision.			
					3.1.2.3	Discuss the common types of neonatal hyperbilirubinemia to support improving neonatal health care provision.
		3.1.2.4	Distinguish between different types of pneumonia among children to implement change conducive to the			
		3.1.2.5	improvement of health care provision. Explain treatment of acute lower respiratory disease to support the improvement of health care provision.			
		3.1.2.6	Apply change conductive to the improvement of health care provision regarding communicable disease in children.			
		3.1.2.7	List hazards and complication of immunization to help the improvement of health care provision for children.			
		3.1.2.8	Apply change conducive to the improvement of health care provision for children with common vitamins and mineral malnutrition.			
		3.1.2.9	Explain types of hemolytic anemia among children to support improvement of health care provision.			
		3.1.2.10	Identify complication of gastro esophageal reflux to implement change conducive to the improvement of health care provision for children.			
		3.1.2.11	Distinguish between degrees of dehydration related to			

	gram Outcomes (NARS/ARS) ng to the matrix in the program specs)	Upo	Course Learning Outcomes on completion of the course, the student will be able to:
Code	Text	Code	Text
			gastro-enteritis thereby support improvement of health care provision
		3.1.2.12	List causes of nephrotic syndrome among children to implement change conducive to the improvement of health care.
		3.1.2.1	Explain the basic principles of nanotechnology and stem cell therapy related to pediatric health care.
		3.1.2.1 5	Identify common pediatric conditions that may benefit from nanotechnology and stem cell therapy.
4.1.1	Use different sources of data related to contemporary standards of practice and	4.1.1.1	Explain management of a cyanotic heart among children according to contemporary standards of practice.
	patient care.	4.1.1.2	Discuss contemporary standards of practice, treatment and pediatric care of rheumatic heart disease
		4.1.1.3	Explain general pediatric nutrition assessment through use different sources of data.
		4.1.1.4	Discuss treatment of hip dysplasia through use different sources of data related to contemporary standards of practice.
		4.1.1.5	Differentiate between different types of a cyanotic heart disease through use different sources of data.

3. Teaching and Learning Methods

- 1-Blended learning
- 2-Interactive lectures

Course Schedule

			Expected	number of th	e Learning Ho	urs
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussion groups/)	Training (Practical/Clin ical/)	Self- learning (Tasks/ Assignments/ Projects/)	Other (to be determined)
1	Neonatology	2 hours	2 hours			
2	Communicable diseases	2 hours	2 hours			
3	Communicable diseases	2 hours	2 hours			
4	Immunization	2 hours	2 hours			
5	Respiratory System	2 hours	2 hours			
6	Nanotechnology and Stem cells	2 hours	2 hours			
7	Gastero Enterology	2 hours	2 hours			
8	Gastero Enterology	2 hours	2 hours			
9	Urinary Tract Disorders	2 hours	2 hours			
10	Cardiac diseases	2 hours	2 hours			
11	Cardiac diseases	2 hours	2 hours			
12	Nutrition	2 hours	2 hours			
13	Nutrition	2 hours	2 hours			
14	Musculoskeletal Conditions	2 hours	2 hours			
15	Blood Disorders	2 hours	2 hours			

4. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing	Marks/ Scores	Percentage of
		(Week Number)		total course Marks
1	Final Oral Examination	15 th week	۲0	20%
2	Final Written Exam (Electronic)	16 th week	80	80%

5. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Abdallah.N.M; (2025): Electronic handouts for paediatric medicine(C.D), Faculty of Medicine, Benha University. Barbara, H.G., Debra, W., and Connie, H. (2022): Cancer nursing, 7th ed., Jones and bartlett publishers. Brenda, C.M. and Santhanam, S. (2021): Handbook of pediatric chronic pain: Current science and integrative practice, 1st ed., Libraryof congress. London. Gregory, H. and Franklin, O. (2022): Childhood leukemia, a practical handbook, 2nd ed., Lippincott. Williams and Wilkins. Votroubek, L. and Tabacco, A. (2021): Pediatric homecare for nurses, a family-centred approach, 3 ed., London
	Electronic Sources (Links must be added) Learning Platforms	www.medscape.com www.pediatrics-uci.edu.com http://cms.nelc.edu.eg https://ebook1.bu.edu.eg
	(Links must be added) Learning Platforms (Links must be added)	http://cms.nelc.edu.eg
Supportive	(Links must be added) Learning Platforms (Links must be added) Devices/Instruments	www.pediatrics-uci.edu.com http://cms.nelc.edu.eg https://ebook1.bu.edu.eg Data show
facilities &	(Links must be added) Learning Platforms (Links must be added) Devices/Instruments Supplies	http://cms.nelc.edu.eg https://ebook1.bu.edu.eg Data show White board
facilities & equipment	(Links must be added) Learning Platforms (Links must be added) Devices/Instruments Supplies Electronic Programs	www.pediatrics-uci.edu.com http://cms.nelc.edu.eg https://ebook1.bu.edu.eg Data show
facilities &	(Links must be added) Learning Platforms (Links must be added) Devices/Instruments Supplies	http://cms.nelc.edu.eg https://ebook1.bu.edu.eg Data show White board
facilities & equipment	(Links must be added) Learning Platforms (Links must be added) Devices/Instruments Supplies Electronic Programs	www.pediatrics-uci.edu.com http://cms.nelc.edu.eg https://ebook1.bu.edu.eg Data show White board Microsoft team

Name and Signature Dr. Nesreen Mohamed 71712025

Name and Signature **Program Coordinator**

4/4/2018







Domain			Method	ds of t	teach	ning a	and	learning		N	Method	ls of tr	aining	
/Competency	Key element	Subjects Objectives	Interactive lectures	Brain storming Problem-based	learning	Self-learning	E-learning	Blended Learning Project based learning	Pertormance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
3-DOMAIN MANAGING PEOPLE, WORK ENVIRONMENT AND QUALITY 3-1-	3.1.2 Plan and implement change conducive to the improvement of health care provision.	3.1.2.1 Discuss neonate's successful adjustment to extrauterine life thereby contributing to the improvement of health care provision	*	_	_	_ -		*					_	_
COMPETENCY Demonstrate effective managerial and leadership skills in the provision		3.1.2.2 Explain the risk factors and preventive measures for neonatal hypothermia to guide interventions that improve of health care provision.	*		_			*			_	_		_
of quality nursing care.		3.1.2.3 Discuss the common types of neonatal hyperbilirubinemia to support improving neonatal health care provision.	*		_			*						_
		3.1.2.4 Distinguish between different types of pneumonia among	*		_	_		*						





Domain			Metho	ods of tea	ching	g and lo			I	Method	ds of tra	aining	
/Competency	Key element	Subjects Objectives	Interactive lectures	Brain storming Problem-based learning	Self-learning	E-learning	Blended Learning Project based	learning Pertormance Based Traininσ	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
		children to implement										•	
		change conducive to the improvement of health care provision.											
		3.1.2.5 Explain treatment	*		_	_	* _						
		of acute lower respiratory											
		disease to support the improvement of health care provision.											
		3.1.2.6 Apply change conductive to the improvement of health	*		_		*						
		care provision regarding communicable disease in											
		children.											
		3.1.2.7 List hazards and	*		_	_	* _	-					
		complication of immunization to help the											
		improvement of health											
		care provision for children											
		3.1.2.8 Apply change	*		_		*						







Domain			Metho	ods of tea	ching	and le			Method	ds of training		
/Competency	Key element	Subjects Objectives	Interactive lectures	Brain storming Problem-based learning	Self-learning	E-learning	Blended Learning Project based learning	Performance Based Training	Case study Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
		conducive to the improvement of health care provision for children with common vitamins and mineral malnutrition.										
		3.1.2.9 Explain types of hemolytic anemia among children to support improvement of health care provision.	*		_		*			_		
		3.1.2.10 Identify complication of gastro esophageal reflux to implement change conducive to the improvement of health care provision for children	*		_		*		_	_		_
		3.1.2.11 Distinguish between degrees of dehydration related to gastro-enteritis thereby	*		_	_	*			_		







Domain			Metho	ods of tea	ching	g and lo			Metho	ds of tra	ining	
/Competency	Key element	Subjects Objectives	Interactive lectures	Brain storming Problem-based learning	Self-learning	E-learning	Blended Learning Project based	Performance Based Training	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
		support improvement of health care provision										
		3.1.2.12 List causes of nephrotic syndrome among children to implement change conducive to the improvement of health care. 3.1.2.13 Explain the basic principles of nanotechnology and stem cell therapy related to	*		_	_	*		_	_	_	_
		pediatric health care. 3.1.2.14 Identify common pediatric conditions that may benefit from nanotechnology and stem cell therapy.	*		_	_	*		_		_	_







Domain			Metho	ds o	of tea	ching	and	learning		N	Method	ds of tr	aining	
/Competency	Key element	Subjects Objectives	Interactive lectures	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning Project based learning	Pertormance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
- 4-DOMAIN INFORMATICS AND TECHNOLOGY 4-1-	4.1.1 Use different sources of data related to contemporary standards of practice and patient care	4.1.1.1 Explain management of a cyanotic heart among children according to contemporary standards of practice.	*	_		_		*						
COMPETENCY Utilize information and technology to underpin health care delivery, communicate, manage knowledge	patient care	4.1.1.2 Discuss contemporary standards of practice, treatment and pediatric care of rheumatic heart disease	*	_		_		*						
and support decision making for patient care		4.1.1.3 Explain general pediatric nutrition assessment through use different sources of data.	*	_		_		*						
		4.1.1.4 Discuss treatment of hip dysplasia through use different sources of data related to contemporary standards of practice.	*	_		_		*					_	







Matrix between subjects objectives and teaching and learning methods Course name: Pediatric medicine Code: MED 321 Academic year 2024/2025 Third year first/second semester

Domain			Methods of teaching and learning						Methods of training					
/Competency	Key element Subjects Objectives	Interactive	Brain storming Problem-based learning	Self-learning	E-learning	Blended Learning Project based	learning Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field		
		4.1.1.5 Differentiate between different types of a cyanotic heart disease through use different sources of data.	•		-				-					

Name and Signature Course Coordinator

Dr. Nesreen Hohamed 7 17 12025 Name and Signature

Program Coordinator

Or. Mehbonba Sobby 7/4/2025





Domain/			Methods	of Evalua	tion		
competency	Key elements				Ø		
	Key elements	Carbinata Obinations	lic s es)	lic s m	Oral exams	a	Written exam (Electronic)
		Subjects Objectives	eriodio exams Juizzes	eriodi exams id-terr	ex	Clinical exams	Vrittel exam ectron
			Periodic exams Quizzes)	Periodic exams mid-term	تعا	Clinical	Written exam Jectroni
				m)	Ō		(E
3-DOMAIN	3.1.2Plan and implement	3.1.2.1 Discuss neonate's			*		*
MANAGING	change conducive to	successful adjustment to					
PEOPLE,	the improvement of	extrauterine life thereby					
WORK	health care provision.	contributing to the					
ENVIRONMENT		improvement of health care					
AND QUALITY		provision					
. (-		3.1.2.2 Explain the risk factors			*		*
3-1-COMPETENCY		and preventive measures for					
Demonstrate		neonatal hypothermia to guide					
effective		interventions that improve of health care provision.					
managerial and leadership skills in		3.1.2.3 Discuss the common			*		*
the provision of		types of neonatal					
quality		hyperbilirubinemia to support					
nursing care.		improving neonatal health care					
		provision.			*		*
		3.1.2.4 Distinguish between different types of pneumonia			~		^
		among children to implement					





Domain/			Methods	of Evalua	tion		
competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)
		change conducive to the improvement of health care provision.					
		3.1.2.5 Explain treatment of acute lower respiratory disease to support the improvement of health care provision.	_	_	*	_	*
		3.1.2.6 Apply change conductive to the improvement of health care provision regarding communicable disease in children.	_	_	*	_	*
		3.1.2.7 List hazards and complication of immunization to help the improvement of health care provision for children	_		*	_	*





Domain/			Methods	of Evalua	tion		
competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)
		3.1.2.8 Apply change conducive to the improvement of health care provision for children with common vitamins and mineral malnutrition.	_	_	*	_	*
		3.1.2.9 Explain types of hemolytic anemia among children to support improvement of health care provision.	_	_	*	_	*
		3.1.2.10 Identify complication of gastro esophageal reflux to implement change conducive to the improvement of health care provision for children	_	_	*		*





Domain/	Key elements		Methods of Evaluation				
competency		Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)
		3.1.2.11 Distinguish between degrees of dehydration related to gastro-enteritis thereby support improvement of health care provision.			*	_	*
		3.1.2.12 List causes of nephrotic syndrome among children to implement change conducive to the improvement of health care .			*	_	*
		3.1.2.13 Explain the basic principles of nanotechnology and stem cell therapy related to pediatric health care.			*	_	*





Domain/ competency			Methods of Evaluation				
competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)
, _		3.1.2.1 [£] Identify common pediatric conditions that may benefit from nanotechnology and stem cell therapy.			*	_	*
- 4-DOMAIN INFORMATICS AND TECHNOLOGY 4-1-COMPETENCY Utilize information	4.1.1 Use different sources of data related to contemporary standards of practice and patient care	4.1.1.1 Explain management of a cyanotic heart among children according to contemporary standards of practice.	_	_	*	_	*
and technology to underpin health care delivery, communicate,	patient care	4.1.1.2 Discuss contemporary standards of practice, treatment and pediatric care of rheumatic heart disease	_	_	*	_	*
manage knowledge and support decision making for patient care		4.1.1.3 Explain general pediatric nutrition assessment through use different sources of data.			*		*





Matrix between subjects objectives and methods of evaluation

Course name: Pediatric medicine Code: MED 321

Academic year 2024/2025

Third year firs/second semester

Domain/			Methods	of Evaluat	tion		
competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical	Written exam (Electronic)
		4.1.1.4 Discuss treatment of hip dysplasia through use different sources of data related to contemporary standards of practice.		_	*	_	*
		4.1.1.5 Differentiate between different types of a cyanotic heart disease through use different sources of data.	(_	*		*

Name and Signature **Course Coordinator**

Dr. Nesteen Mohamed 71712025

Name and Signature

Program Coordinator

91. Mehbouba Sobhy 7/7/2025



BENHA UNIVERSITY

المعتمدة

Course Specification 2025/2026 جراحة الأطفال جراحة الأطفال

Pediatric surgery

Course code: MED322





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	P	ediatric Su	urgery			
Course Code (according to the bylaw)		MED 3	22			
Department/s participating in delivery of the course	Surgery	-		ty of		
	Theoretical	Practical	Other (specify)	Total		
Number of teaching hours/points of the course (according to the bylaw)	اجباري عربان الثالث (specify) عربان المستوى: الثالث Bachelor Degree in Nursing Scienc Nursing					
Course Type		باري	ا خ ا			
Academic level at which the course is taught		ئث	ستوى: الثا	الفرقة / الد		
Academic Program	Bachelor I	Degree in 1	Nursing S	cience		
Faculty/Institute		Nursii	ng			
University/Academy		Benha				
Name of Course Coordinator	Professor	.Dr / Mohan	nmed Farid			
Course Specification Approval Date		7/7/20	25			
Course Specification Approval (Attach the decision/minutes of the department /committee/council)			<u>قسم</u>	Pdfمجلس ال		

2. Course Overview (Brief summary of scientific content)

The course aims to equip the undergraduate students with basic knowledge about children that require surgical intervention from birth till adolescence including congenital anomalies.

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

Plan and implement change conducive to the improvement of health care provision 3.1.2.1 care for Pediatric operative provision for the improvement of health care provision 3.1.2.2 Identify the common risks of surging diseases 4.1.1.1 list the common congenital anome head and neck among children.						
Code	Text	Code	Text			
3.1.2	1	3.1.2.1	Discuss Preoperative & postoperative care for Pediatric operative procedures for the improvement of health care provision			
	3.1.2.2 4.1.1.1 4.1.1.2	Identify the common risks of surgery on neonates.				
		Identify common pediatric surgical diseases				
		list the common congenital anomalies in head and neck among children.				
4.1.1		4.1.1.3	Mention The common congenital anomalies in GIT among children.			
	Use different sources of data related to contemporary	4.1.1.4	Illustrate common congenital anomalies in urinary tract among children.			
	standards of practice and A 1 1 5 Difference		Differentiate between different types of hernia in children and scrotal swellings			
	•	4.1.1.6	Discriminate between different types of swellings occurring in children.			
		4.1.1.7	Discuss the common pediatric emergencies and appropriate surgical action and effective patient care			

4. Teaching and Learning Methods

- Blended learning
- interactive lecture
- E-learning

Course Schedule

			Expected	l number of t	he Learning	Hours
Week No.	course content (Topics)	Total Weekly Hours	Theoretica I teaching (lectures/di scussion groups/)	Training (Practical/ Clinical/)	Self- learning (Tasks/ Assignme nts/ Projects/)	Other (to be determi ned)
1	Introduction to pediatric surgery	(2) hours	(2) hours			
2	Congenital anomalies of GIT.	(2) hours	(2) hours			
3	Congenital anomalies of GIT.	(2) hours	(2) hours			
4	Congenital anomalies of head & neck.	(2) hours	(2) hours			
5	Congenital anomalies of head & neck.	(2) hours	(2) hours			
6	Congenital anomalies of urinary tract.	(2) hours	(2) hours			
7	Congenital anomalies of urinary tract.	(2) hours	(2) hours			
8	Abdominal wall hernia and scrotal swelling	(2) hours	(2) hours			
9	Abdominal wall hernia and scrotal swelling	(2) hours	(2) hours			
10	Pediatric Emergencies.	(2) hours	(2) hours			
11	Pediatric Emergencies.	(2) hours	(2) hours			

12	Pediatric Swellings.	(2) hours	(2) hours	 	
13	Pediatric Swellings.	(2) hours	(2) hours	 	
14	Pediatric Operative Procedures	(2) hours	(2) hours	 	
15	Pediatric Operative Procedures	(2) hours	(2) hours	 	

5. Methods of students' assessment

No.	Assessment Methods *	Assessment	Marks/	Percentage
		Timing	Scores	of
		(Week Number)		total course Marks
1	Final oral exam	16 th week	20	20%
2	Final electronic written exam	16 th week	80	80%

6. Learning Resources and Supportive Facilities *

	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Electronic handouts (C.D) of general surgery (2025). Prepared by surgical department staff members, Faculty Of Medicine, Benha University.
Learning resources (books, scientific references, etc.) *	Other References	Barbara, H.G, Debra, W. and Connie, H.(2024): cancer nursing, 87th ed., jones and barlett publisher. Chandrasen, K. and Mark, D., (2024):Handbook of pediatric surgery, 3rded., springer, access by Egyptian knowledge bank.
	Electronic Sources (Links must be added)	https://www.elsevir.com

	Learning Platforms (Links must be added)	https://ebook1.bu.edu.eg
	Other (to be mentioned)	
Supportive	Devices/Instruments	Data show
facilities &	Supplies	
equipment	Electronic Programs	Microsoft teams
for teaching	Skill Labs/ Simulators	
and	Virtual Labs	
learning *	Other (to be mentioned)	

Name and Signature
Course Coordinator

Dy Invahanned Farial

7/7/2025

Name and Signature
Program Coordinator

Number Sobhu





Matrix between subjects objectives and teaching and learning methods ame: Pediatric Surgery Code: MED 322

Course name: Pediatric Surgery
Academic year 2025/2026

Third year first/second semester

				•										
			N	1ethod	s of teaching	and lear	Methods of training							
Domain/ competency	Key elements	Subjects Objectives	Interactive	Brain storming	Problembased learning Self-	E-learning Blended	Project based learning	Performanc e Based Training	Case study Role playing	OSCE Simulation Virtual reality Practical/Fi				
Domain3 Managing people, work environment and quality 3.1 Competency Demonstrate effective managerial and		3.1.2.1 Discuss Preoperative & postoperative care for Pediatric operative procedures for the improvement of health care provision.	*			* *								
leadership skills in the provision of quality nursing care.		3.1.2.2 Identify the common risks of surgery on neonates.	*			* *								





Matrix between subjects objectives and teaching and learning methods ame: Pediatric Surgery Code: MED 322

Course name: Pediatric Surgery
Academic year 2025/2026

Third year first/second semester

			N	Iethod	s of teaching	and l	earning		Methods	of training
Domain/ competency	Key elements	Subjects Objectives	Interactive	Brain storming	Problembased learning Self-	E-learning	Blended Learning Project based	Performanc e Based	Training Case study Role playing	OSCE Simulation Virtual reality Practical/Fi
Competence 4.1 Utilize information and technology to underpin health care delivery, communicate, manage knowledge and	standards of practice	4.1.1.1 Identify common pediatric surgical diseases	*			*	k			
support decision making for patient care.		4.1.1.2 list the common congenital anomalies in head and neck among children.	*			*	k			





Matrix between subjects objectives and teaching and learning methods

Course name: Pediatric Surgery Code: MED 322

Academic year 2025/2026 Third year first/second semester

			N	Iethod	s of teac	hing and	l learn	ing		Method	ds of	trair	ning	
Domain/ competency	Key elements	Subjects Objectives	Interactive	Brain storming	Problem- based learning	Self- learning E-learning	Blended Learning	Project based learning	Performanc e Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Fi eld Training
		4.1.1.3 Mention The common congenital anomalies in GIT among children.	*			*	*							
		4.1.1.4 Illustrate common congenital anomalies in urinary tract among children.	*			*	*							
		4.1.1.5 Differentiate between different types of hernia in children and scrotal swellings	*			*	*							





Matrix between subjects objectives and teaching and learning methods

Course name: Pediatric Surgery

Code: MED 322

Academic year

2025/2026

Third Academic level, 5th /6th semester

	Academic year 20	N	1ethod	s of tea				ning		Methods of training					
Domain/ competency	Key elements	Subjects Objectives	Interactive	Brain	Problem- based	Self-	E-learning	Blended	Project based learning	Performanc e Based	Case study	Role playing	OSCE	Virtual	Practical/Fi eld Training
		4.1.1.6 Discriminate between different types of swellings occurring in children.	*		-	-	*	*							
		4.1.1.7 Discuss the common pediatric emergencies and appropriate surgical action and effective patient care	*	-			*	*		-	_				

Name and Signature

Course Coordinator

Dr. mohamed Forid 7/1/2025

Name and Signature

Or. Hehbouba Sobhy





Matrix between subjects' objectives and methods of evaluation

Course name: Pediatric Surgery Code: MED 322

Academic year 2025/2026

Third year first/second semester

				Meth	od of Evaluati	on
Domain/ competency	Key elements 3.1.2 Plan and implement change conducive to the improvement of health care provision. Individual in the conducive improvement of health care provision. Subjects Objectives 3.1.2.1 Discuss Preoperative & postoperative care for Pediatric operative improvement of health care provision. 3.1.2.2 Identify the common risks of surgery on neonates.		Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams Clinical exams	Written exam (Electronic)
Domain3 Managing people, work environment and quality 3.1 Competency Demonstrate effective managerial and	implement change conducive to the improvement of health care provision.	& postoperative care for Pediatric operative procedures for the improvement of health care			*	*
leadership skills in the provision of quality nursing care					*	*





Matrix between subjects' objectives and methods of evaluation

Course name: Pediatric Surgery Code: MED 322

Academic year 2025/2026

Third year first/second semester

				Meth	od of Evaluati	on
Domain/ competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams Clinical exams	Written exam (Electronic)
Domain 4- Informatics and technology 4.1Competency Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.	4.1.1 Use different sources of data related to contemporary standards of practice and patient care	4.1.1.1 Identify common pediatric surgical diseases 4.1.1.2 list the common congenital anomalies in head and neck among childewn			*	*





Matrix between subjects' objectives and methods of evaluation

Course name: Pediatric Surgery

Code: MED 322

Academic year 2025/2026

Third year first/second semester

				Meth	nod of Evaluati	ion
Domain/ competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams Clinical exams	Written exam (Electronic)
		4.1.1.3Mention The common congenital anomalies in GIT among children.			*	*
		4.1.1.4 Illustrate common congenital anomalies in urinary tract among children.			*	*
		4.1.1.5 Differentiate between different types of hernia in children and scrotal swellings			*	*

استاذ المادة: _____ رئيس مجلس القسم العلمى: _____





Course name: Pediatric Surgery

Code: MED 322

Academic year 2025/2026

Third year first/second semester

		And the last water	Mark	Metl	nod of	Evaluat	tion
Domain/ competency	Key elements	Subjects Objectives	Periodic exams (Quizzes)	Periodic exams (mid-term)	Oral exams	Clinical exams	Written exam (Electronic)
		4.1.1.6 Discriminate between different types of swellings occurring in children.		-	*		*
		4.1.1.7 Discuss the common pediatric emergencies and appropriate surgical action and effective patient care			*		*

Name and Signature

Name and Signature

Course Coordinator

Program Coordinator

2025 1717

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المعتمدة

Course Specification 2025/2026

طرق البحث

Methods of Research

Course code: SUP321





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	طرق البحث Methods of Research									
Course Code (according to the bylaw)	SUP 321									
	Scientific departments alternatively									
Course Code (according to the bylaw) Department/s participating in delivery of the course Number of teaching hours/points of the course (according to the bylaw) Course Type Academic level at which the course is taught Academic Program Faculty/Institute University/Academy Name of Course Coordinator Course Specification Approval Date Course Specification Approval (Attach the	Scientific departments alternatively Theoretical Practical Other (specify) 1 hour 1 hour									
Course Code (according to the bylaw) Department/s participating in delivery of the course Number of teaching hours/points of the course (according to the bylaw) Course Type Academic level at which the course is taught Academic Program Faculty/Institute University/Academy Name of Course Coordinator Course Specification Approval Date Course Specification Approval (Attach the	1 hour			1 hour						
Course Type		باري	اخ							
Academic level at which the course is taught	رقة/المستوي الثالث									
Academic Program	Bachelor Degree in Nursing Science									
Course Code (according to the bylaw) Department/s participating in delivery of the course Number of teaching hours/points of the course (according to the bylaw) Course Type Academic level at which the course is taught Academic Program Faculty/Institute University/Academy Name of Course Coordinator Course Specification Approval Date Course Specification Approval (Attach the	Nursing									
University/Academy	Benha									
Course Code (according to the bylaw) Department/s participating in delivery of the course Number of teaching hours/points of the course (according to the bylaw) Course Type Academic level at which the course is taught Academic Program Faculty/Institute University/Academy Name of Course Coordinator Course Specification Approval Date Course Specification Approval (Attach the	Professor/ A	mel Ahmed	Hassan Om	ran						
Course Code (according to the bylaw) Department/s participating in delivery of the course Number of teaching hours/points of the course (according to the bylaw) Course Type Academic level at which the course is taught Academic Program Faculty/Institute University/Academy Name of Course Coordinator Course Specification Approval Date Course Specification Approval (Attach the		7/7/20)25							
Course Code (according to the bylaw) Department/s participating in delivery of the course Number of teaching hours/points of the course (according to the bylaw) Course Type Academic level at which the course is taught Academic Program Faculty/Institute University/Academy Name of Course Coordinator Course Specification Approval Date Course Specification Approval (Attach the		<u>لس القسم</u> يوليو ٢٠٢٥	<u>Pdf</u> مريض الاطفال	مجلس قسم تد						





2. Course Overview (Brief summary of scientific content)

The course aims to provide the undergraduate students with knowledge and skills that necessary to conduct scientific research and projects in nursing field including types and theories of different research methods.

3. Course Learning Outcomes (ILOS)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

Program Ou	itcomes (NARS/ARS)	Course I	Learning Outcomes
(according to	o the matrix in the program	Upon cor	mpletion of the course, the student
specs)		should be	able to:
Code	Text	Code	Text
3.2.3	Promote a research environment that supports and facilitates research mindedness and utilization that help in	3.2.3.1	Explain ethics of nursing research science to facilitate research mindedness.
	utilization that help in maintaining safe environment.	3.2.3.2	Classify types of hypotheses that promote a research environment.
			Mention steps of formulating research questions.
		3.2.3.4	Distinguish between validity and reliability tools.
		3.2.3.5	Differentiate between different sampling methods.
3.2.4	Apply research methods related to area of practice that enable and use the best evidences to	3.2.4.1	Compare between quantitative and qualitative studies to enable use the best evidences in research.
	maintain safe work environment.	3.2.4.2	Enumerate different research designs to maintain safe work environment.
		3.2.4.3	Mention steps of formulating research paper.
		3.2.4.4	Criticize research proposal.
		3.2.4.5	Discuss basic principles of Formulating research references
		3.2.4.6	Illustrate different resources of writing literature review.
		3.2.4.7	Differentiate between types of data collection methods used in research related to area of practice.





4. Teaching and Learning Methods

- Interactive lectures
- Blended learning
- E- learning

Course Weekly Schedule

Week	Course Content (Topics)	Total	The ex	xpected nun	nber of learning l	nours
No.	· - ·	Weekly	Theoretical	Practical	Self-Learning	Other
		Hours	(Lectures/	/Clinical	(Assignments/	(Specify)
			Groups		Projects)	
			/Discussions)			
1	Introduction to nursing research.	1 hour	1 hour			
2	Research problems, questions and	1 hour	1 hour			
	hypothesis.					
3	Research designs	1 hour	1 hour			
4	Research designs	1 hour	1 hour			
5	Sampling.	1 hour	1 hour			
6	Sampling.	1 hour	1 hour			
7	Validity & reliability.	1 hour	1 hour			
8	Data collecting methods for research.	1 hour	1 hour			
9	Literature review.	1 hour	1 hour			
10	Ethics of nursing research.	1 hour	1 hour			
11	Writing research proposal / protocol	1 hour	1 hour			
12	Components of thesis.	1 hour	1 hour			
13	Components of research paper.	1 hour	1 hour			
14	Writing of research references.	1 hour	1 hour			
15	Research critiques.	1 hour	1 hour			

5. Student Assessment Methods:

No.	Assessment Methods	Expected Timing (Week No.)	Marks/ Scores	Percentage of Total Grade
1	Semester works	Periodic	10	20%
2	Final written exam. (electronic)	16th week	40	80%





6. Learning Resources and Support Facilities

Learning resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Electronic handouts (C.D),(2025): for methods of research, faculty of nursing, benha university Abutabenjeh, S., & Jaradat, R. (2024): Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. Teaching Public Administration, 36(3), 237-258. Baran, M. L. (2025): Mixed methods research design. In Research Anthology on Innovative Research Methodologies and Utilization Across Multiple Disciplines (pp. 312-333). IGI Global. Omran et al., (2023): Electronic handouts (C.D) about methods of research, Faculty of Nursing, Benha University.
	Other References	
	Electronic Sources (Links must be added)	https://www.ekb.eg
	Learning Platforms (Links must be added)	https://ebook1.bu.edu.eg http://elearning.bu.edu.eg
	Other (to be mentioned)	
Supportive	Devices/Instruments	Data show
facilities &	Supplies	White board
equipment	Electronic Programs	Microsoft team
for teaching	Skill Labs/ Simulators	
and	Virtual Labs	-
learning *	Other (to be mentioned) and Signature	-

Or. A mely

Name and Signature Program Coordinator

87. Mehbouba Sobhy 4/4/2028





Matrix between subjects objectives and teaching and learning methods Course name: Methods of Research Academic year 2025/2026 Code: SUP 321 Third year/ second semester

Domain/ Competence	Key elements	Subjects Objectives		Meth	ods of tead	ching	and lea	arning			M	lethod	of train	ing	
			Interactive lecture	Brain storming	Problem- based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Fie Id Training
DOMAIN 3- MANAGING PEOPLE, WORK ENVIRONMENT AND QUALITY 3-2- COMPETENCY	3.2.3 Promote a research environment that supports and	3.2.3.1 Explain ethics of nursing research science to facilitate research mindedness.	*	-	•	-	*	*	ı	-		-	-	-	-
Provide a safe working environment that prevents harm for patients and workers.	facilitates research mindedness and utilization that	3.2.3.2 Classify types of hypotheses that promote a research environment.	*	-	-	-	*	*	-	-	-	-	-	-	-
	help in maintaining safe environment.	3.2.3.3 Mention steps of formulating research questions.	*	-	-	-	*	*	1	-	-	-	-	-	-
		3.2.3.4 Distinguish between validity and reliability tools.	*	-	-	-	*	*	-	-	-	-	-	-	-
		3.2.3.5 Differentiate between different sampling methods.	*	-	-	-	*	*	-	-	-	-	-	-	-





Matrix between subjects objectives and teaching and learning methods **Course name: Methods of Research** Code: SUP 321 Third year/ second semester

Academic vear 2025/2026

	Academic year	2023/2020	5/2020 Third year? Second Se.						scincstei	Cincstci					
Domain/ Competence	Key elements	Subjects Objectives		Methods of teaching and learning						Method of training					
			Interactive lecture	Brain storming	Problembased	Self-learning	E-learning	Blended Learning Project based learning	Performance Based Training Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Fie Id Training		
	3.2.4 Apply research methods related to area of practice that enable and use	3.2.4.1 Compare between quantitative and qualitative studies to enable use the best evidences in research.	*	-	-	-	*	* _		-	-	-	-		
	the best evidences to maintain safe work environment.	3.2.4.2 Enumerate different research designs to maintain safe work environment.	*	-	-	-	*	* _		-	-	-	-		
		3.2.4.3 Mention steps of formulating research paper.	*	-	-	-	*	* _		-	-	-	-		
		3.2.4.4 Criticize research proposal.	*	-	-	-	*	* -		-	-	-	-		
		3.2.4.5 Discuss basic principles of	*	-	-	-	*	* _		-	-	-	-		





Matrix between subjects objectives and teaching and learning methods Course name: Methods of Research Code: SUP 321

Academic year 2025/2026

Third year/ second semester

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Domain/ Competence	Key elements	Subjects Objectives										Method of training					
		Interactive	Brain storming	Problem- based learning	Self-learning	E-learning	Blended	Project based learning	Performance Based Training	Case study	Role playing	OSCE	Virtual	Practical/Fie			
	The Manual Property	formulating research references								241					<u>a.</u>		
		3.2.4.6 Illustrate different resources of writing literature review.	*		-	-	*	*	-	5	1	2	-	(T)	7		
		3.2.4.7 Differentiate between types of data collection methods used in research related to area of practice.	*	-	•	831	*	*		¥		\ <u>\</u>	1 - 1 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 -	ı	5		

Name and Signature Course Coordinator

On Ames

Name and Signature
Program Coordinator
Reh bauton Soloh

414/2025





Matrix between subjects objectives and methods of evaluation Course name: Methods of Research Code: SUP 321

Academic year 2025/2026

Third year/ second semester

omain/ Key element Subjects Objectives npetence		Method of evaluation				
		Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final written exam (Electronic)
3.2.3 Promote a research environment that supports and	3.2.3.1 Explain ethics of nursing research science to facilitate research mindedness.	*	-	-	-	*
facilitates research mindedness and utilization that help in	3.2.3.2 Classify types of hypotheses that promote a research environment.	*	-	-	-	*
maintaining safe environment.	3.2.3.3 Mention steps of formulating research questions.	*	-	-	-	*
	3.2.3.4 Distinguish between	*	-	-	-	*
	3.2.3.5 Differentiate between different sampling methods.	*				*
	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment. 3.2.3.1 Explain ethics of nursing research science to facilitate research mindedness. 3.2.3.2 Classify types of hypotheses that promote a research environment. 3.2.3.3 Mention steps of formulating research questions. 3.2.3.4 Distinguish between validity and reliability tools. 3.2.3.5 Differentiate between	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment. 3.2.3.1 Explain ethics of nursing research science to facilitate research mindedness. 3.2.3.2 Classify types of hypotheses that promote a research environment. 3.2.3.3 Mention steps of formulating research questions. 3.2.3.4 Distinguish between validity and reliability tools. 3.2.3.5 Differentiate between	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment. 3.2.3.1 Explain ethics of nursing research science to facilitate research mindedness. 3.2.3.2 Classify types of hypotheses that promote a research environment. 3.2.3.3 Mention steps of * - formulating research questions. 3.2.3.4 Distinguish between validity and reliability tools. 3.2.3.5 Differentiate between *	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment. 3.2.3.1 Explain ethics of nursing research science to facilitate research mindedness. 3.2.3.2 Classify types of hypotheses that promote a research environment. 3.2.3.3 Mention steps of formulating research questions. 3.2.3.4 Distinguish between validity and reliability tools. 3.2.3.5 Differentiate between *	3.2.3 Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment. 3.2.3.2 Classify types of hypotheses that promote a research environment. 3.2.3.3 Mention steps of formulating research questions. 3.2.3.4 Distinguish between validity and reliability tools. 3.2.3.5 Differentiate between





Matrix between subjects objectives and methods of evaluation Course name: Methods of Research Code: SUP 321

Academic year 2025/2026

Third year/ second semester

Domain/	Key element	Subjects Objectives	Method of evaluation			tion	
Competence			Periodic exams (semester works)	mid-term exam	Oral exams	Clinical exams	Final written exam (Electronic)
	3.2.4 Apply research methods related to area of practice that	3.2.4.1 Compare between quantitative and qualitative studies to enable use the best evidences in research.	*	-	-	-	*
	enable and use the best evidences to maintain safe work	3.2.4.2 Enumerate different research designs to maintain safe work environment.	*	-	-	-	*
	environment.	3.2.4.3 Mention steps of formulating research paper.	*	-	-	-	*
		3.2.4.4 Criticize research proposal.	*	-	-	-	*
		3.2.4.5 Discuss basic principles of formulating research references.	*	-	-	-	*





Matrix between subjects objectives and methods of evaluation

Course name: Methods of Research Academic year 2025/2026

Code: SUP 321 Third year/ second semester

EXTRACTOR STATE OF THE STATE OF	I was a second of		LIII	d year/ s	econu se	mester	
Domain/ Competence	Key element	Subjects Objectives	Method of evaluation				
			Periodic exams (semester works)	mid-term exam.	Oral exams	Clinical exams	Final written exam (Electronic)
		3.2.4.6 Illustrate different resources of writing literature review.	*	-	-	-	*
		3.2.4.7 Differentiate between types of data collection methods used in research related to area of practice.	**	-		-	*

Name and Signature Course Coordinator Name and Signature

Program Coordinator

(D) Hehbacka Sobh





المعتمدة

Course Specification 2025/2026

قضايا مجتمعية

Community Issues

Course code: SUP 322





Course Specification (2025)

1. Basic Information

	Community Issues				
Course Title (according to the bylaw)	ضايا مجتمعية	<u>ā</u>			
Course Code (according to the bylaw)	SUP 322				
Department/s participating in delivery of the course	Scientific d	lepartment	ts alternati	vely	
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total	
(according to the bylaw)	1 hour			1 hour	
Course Type	اجباري				
Academic level at which the course is taught	الفرقة/المستوي الثالث			الفرقة/المستو	
Academic Program	Bachelor Degree in Nursing Science			ience	
Faculty/Institute	Nursing				
University/Academy	Benha				
	Dr/ Seham Marzouq				
Name of Course Coordinator	Dr/ Rehab Ra	ashwan			
Course Specification Approval Date	7/7/2025				
Course Specification Approval (Attach the	Pdf مجلس القسم				
decision/minutes of the department /committee/council)	2025	، الأطفال يوليو	بلس قسم تمريض	مج	





2. Course Overview (Brief summary of scientific content)

The course aims to raise undergraduate students' awareness of numerous social, environmental, economic, and other contemporary issues in Egypt, such as population growth and its impact on individuals and society, anti-corruption and its impact on economic rights and sustainable development, human rights, violence against women, public health, environmental pollution, desertification, climate change, water, energy, and other important issues in our society.

Course Learning Outcomes (ILOS)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

Program Ou	Program Outcomes (NARS/ARS)		Course Learning Outcomes		
(according to	the matrix in the program	Upon completion of the course, the student			
specs)		should be	e able to:		
Code	Text	Code	Text		
2.1.3	Provide holistic patient-centered	2.1.3.1	Discuss the Egyptian state's vision for		
	care respecting people diversity.		managing the population file.		
		2.1.3.2	Identify sustainable solutions to		
			address population challenges.		
		2.1.3.3	Illustrate the state's efforts regarding		
			reproductive health and its impact on		
			the health of family members.		
		2.1.3.4	Enumerate methods of combating		
			corruption.		
		2.1.3.5	Explain the importance of religious		
			tolerance		
		2.1.3.6	Discuss the concept of religious		
			tolerance in the sense of belonging that		
			prevents violence, terrorism, and		
			excommunication.		
2.1.4	Advocate the patient/client	2.1.4.1	Illustrate the challenges resulting from		
	needs/problems within the		high population density.		
	Egyptian health care system and	2.1.4.2	Define the reproductive health		
	the personal context.	2.1.4.3	Identify the reproductive rights		
			required to achieve reproductive		





			health.
		2.1.4.4	Discuss the benefits of cultures and
			cultural exchange
		2.1.4.5	Define the concept of digital media
		2.1.4.6	Analyze the state's means of combating
			rumors
3.2.2	Act to protect patients and their	3.2.2.1	Distinguish between the economic,
	families from unsafe, illegal, or		social, and health impacts of increasing
	unethical care practices in		population growth.
	different work settings.	3.2.2.2	Illustrate practices that affect
			reproductive health positively or
			negatively.
		3.2.2.3	Explain the relationship between
			family planning and maintaining
			maternal and child health.
		3.2.2.4	Explain the international sources of
			human rights legislation.
		3.2.2.5	Discuss the methods used in evaluating
			media content and its sources.
		3.2.2.6	Deduce the benefits and risks of social
			network analysis.

3. Teaching and Learning Methods

- Interactive lectures
- E-learning
- Blended learning

Course Weekly Schedule

Week	Course Content (Topics)	Total	The ex	xpected nur	nber of learning h	nours	
No.		Weekly	Theoretical	Practical	Self-Learning	Other	
		Hours	(Lectures/	/Clinical	(Assignments/	(Specify)	
			Groups		Projects)		
			/Discussions)				
Chapte	Chapter 1: Population and Reproductive Health Issues						
1	Problems resulting from population	1 hour	1 hour				
	growth						
2	Reproductive health and family planning	1 hour	1 hour				





Chapte	er 2: human rights					
3	Meaning of human rights, their types and	1 hour	1 hour			
	characteristics					
4	Sources and types of human rights					
	legislation and difference between them.					
Chapte	r 3: Transparency and anti-corruption		•			
5	The concept of financial corruption.	1 hour	1 hour			
6	Types of financial corruption.					
7	Methods of combating corruption.	1 hour	1 hour			
Chapte	Chapter4: Religious tolerance and the etiquette of dialogue with others					
8	Religious tolerance	1 hour	1 hour			
9	Religious tolerance in social studies	1 hour	1 hour			
10	Etiquette of dialogue with others	1 hour	1 hour			
11	Etiquette of dialogue with others	1 hour	1 hour			
Chapte	Chapter5: Digital media education					
12	The concept of media education	1 hour	1 hour			
13	Digital media	1 hour	1 hour			
14	Methods used in evaluating media content	1 hour	1 hour			
15	Challenges arising from digital media	1 hour	1 hour			

4. Student Assessment Methods:

No.	Assessment Methods	Expected Timing (Week No.)	Marks/ Scores	Percentage of Total Grade
1	Final written exam. (electronic)	16 th week	50	100%

5. Learning Resources and Support Facilities

Learning	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Societal issues notes (2024): Electronic handouts (C.D), Faculty of Law - Benha university.
resources (books,	Other References	
scientific	Electronic Sources	https://www.elsevir.com
references,	(Links must be added)	
etc.) *	Learning Platforms	https://ebook1.bu.edu.eg
etc.,	(Links must be added)	
	Other	
	(to be mentioned)	
Supportive	Devices/Instruments	Data show





facilities &	Supplies	White board
equipment	Electronic Programs	Microsoft team
for teaching	Skill Labs/ Simulators	••
and	Virtual Labs	
learning *	Other (to be mentioned)	

Name and Signature Course Coordinator

Dr. Scham Mar Zoug

Name and Signature Program Coordinator

or. Mah bouls a sobhy 7-7-2025





المعتمدة

Matrix between subjects objectives and teaching and learning methods Course name: Community Issues Code: SUP 322

Academic year 2025/2026

Third year / second semester	Third y	year /	second	semester
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			Methods of teaching and learning								Methods of training						
Domain/ competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem- based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training		
Domain2: Holistic patient- centered care	2.1.3. Provide holistic patient-centered care	2.1.3.1. Discuss the Egyptian state's vision for managing the population file.	*				*	*									
2.1 Competence Provide holistic and evidence-	respecting people diversity.	2.1.3.2. Identify sustainable solutions to address population challenges.	*				*	*									
based nursing care in different practice settings.		2.1.3.3. Illustrate the state's efforts regarding reproductive health and its impact on the health of family members.	*				*	*									
		2.1.3.4. Enumerate methods of combating corruption.	*				*	*									
		2.1.3.5. Explain the importance of religious tolerance	*				*	*									
		2.1.3.6. Discuss the concept of religious tolerance in the sense of belonging that prevents violence, terrorism, and excommunication.	*				*	*									





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Matrix between subjects objectives and teaching and learning methods Course name: Community Issues Code: SUP 322

Academic year 2025/2026

Third year / second semester

	v	cui 2023/2020	Tima year / second semester													
			Methods of teaching and learning							Methods of training						
Domain/ competency	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training	
Domain2: Holistic patient- centered care	2.1.4. Advocate the patient/client needs/problems	2.1.4.1. Illustrate the challenges resulting from high population density.	*				*	*								
2.1 Competence within the Egyptian heal care system ar	within the Egyptian health care system and	1	*				*	*								
	1	2.1.4.3. Identify the reproductive rights required to achieve reproductive health.	*				*	*								
		2.1.4.4. Discuss the benefits of cultures and cultural exchange	*				*	*								
		2.1.4.5. Define the concept of digital media	*				*	*								
		2.1.4.6. Analyze the state's means of combating rumors	*				*	*								

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Matrix between subjects objectives and teaching and learning methods Code: SUP 322

Course name: Community Issues

Academic year 2025/2026

Third year / second semester

	Time year / second semester															
Domain/ competency			Methods of teaching and learning									Methods of training				
	Key elements	Subjects Objectives	Interactive lecture	Brain storming	Problem-based learning	Self-learning Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training	
Managing people, work environment and quality 3.2 Competence Provide a safe working	different work settings.	3.2.2.1. Distinguish between the economic, social, and health impacts of increasing population growth.	*				•	*								
		3.2.2.2. Illustrate practices that affect reproductive health positively or negatively.	*				*	*								
		3.2.2.3. Explain the relationship between family planning and maintaining maternal and child health.	*				*	*								
		3.2.2.4. Explain the international sources of human rights legislation.	*				*	*								
		3.2.2.5. Discuss the methods used in evaluating media content and its sources.	*				k	*								
		3.2.2.6. Deduce the benefits and risks of social network analysis.	*				*	*								

Name and Signature Course Coordinator

Dr. Seham Marzaug 7.7.2025

Name and Signature

on Mehbouba Sobly
7-7-2025







Matrix between subjects objectives and methods of evaluation

Course name: Community Issues Code: SUP 322

Academic year 2025/2026 Third year / second semester

	inic year 2025/	in a year / second semester										
Domain/ competency				Method of Evaluation								
	Key elemei	ıts	Subjects Objectives	Periodic exams (semester works)	Mid-term exam	Oral exams	Clinical exams	Final written exam (electronic)				
Domain2: Holistic patient-centered care	2.1.3. Provide patient-centered respecting	holistic care people	2.1.3.1. Discuss the Egyptian state's vision for managing the population file.					*				
2.1 Competence Provide holistic and evidence-based nursing care in different practice settings.	solution challes solution challes regard its improvement its i		2.1.3.2. Identify sustainable solutions to address population challenges.					*				
			2.1.3.3. Illustrate the state's efforts regarding reproductive health and its impact on the health of family members.					*				
		2.1.3.4. Enumerate methods of combating corruption.					*					
			2.1.3.5. Explain the importance of religious tolerance					*				
			2.1.3.6. Discuss the concept of religious tolerance in the sense of belonging that prevents violence, terrorism, and excommunication.					*				



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Matrix between subjects objectives and methods of evaluation Course name: Community Issues Code: SUP 322

Academic year 2025/2026

Third year / second semester

Domain/ competency		Subjects Objectives		Method of Evaluation								
	Key elements		Periodic exams (semester works)	Mid-term exam	Oral exams	Clinical	Final written exam (electronic)					
Domain2: Holistic patient-centered care	2.1.4. Advocate the patient/client needs/problems within the	2.1.4.1. Illustrate the challenges resulting from high population density.					*					
2.1 Competence	Egyptian health care system and the personal context.	2.1.4.2. Define the reproductive health					*					
	context.	2.1.4.3. Identify the reproductive rights required to achieve reproductive health.					*					
		2.1.4.4. Discuss the benefits of cultures and cultural exchange					*					
		2.1.4.5. Define the concept of digital media					*					
		2.1.4.6. Analyze the state's means of combating rumors					*					
Domain 3: Managing people, work environment and quality	3.2.2. Act to protect patients and their families from unsafe, illegal, or	3.2.2.1. Distinguish between the economic, social, and health impacts of increasing population growth.					*					
3.2 Competence Provide a safe working environment that prevents harm for patients and workers	unethical care practices in different work settings.	3.2.2.2. Illustrate practices that affect reproductive health positively or negatively.					*					







Matrix between subjects objectives and methods of evaluation

Course name: Community Issues

Academic year 2025/2026

Third year / second semester

Code: SUP 322

Domain/ competency	Telephone v	Subjects Objectives	Method of Evaluation								
K	Key elements		Periodic exams (semester works)	Mid-term exam	Oral exams	Clinical exams	Final written exam (electronic)				
Domain 3: Managing people, work environment and quality 3.2 Competence		3.2.2.3. Explain the relationship between family planning and maintaining maternal and child health.					*				
Provide a safe working environment that prevents	3.2 Competence Provide a safe working	3.2.2.4. Explain the international sources of human rights legislation.					*				
harm for patients and workers		3.2.2.5. Discuss the methods used in evaluating media content and its sources.					*				
		3.2.2.6. Deduce the benefits and risks of social network analysis.					*				

Name and Signature Course Coordinator

Dr. Seham Marlaug 7.7 2025

Name and Signature

Dr Mahboutor Sobby

7-7-2025





المعتمدة

Course Specification 2025/2026

الإحصاء الحيوي

Biostatistics

Course code: SUP323





Course Specification (2025)

1. Basic Information

Course Title (according to the bylaw)	حصاء حيوي Biostatistics									
Course Code (according to the bylaw)	SUP 323									
Department/s participating in delivery of the course	Scientific D	epartment	ts alternat	ively						
Number of teaching hours/points of the course	Theoretical	Practical	Other (specify)	Total						
(according to the bylaw)	(1) hour	-	-	(1) hour						
Course Type	أجباري									
Academic level at which the course is taught	فرقة/المستوي الثالث									
Academic Program	Bachelor D	egree in N	ursing Sc	ience						
Faculty/Institute	Nursing									
University/Academy	Benha									
Name of Course Coordinator	Ebtisam Mo	ohamed Al	bd EL-Aa	1						
Course Specification Approval Date	7-7-2025									
Course Specification Approval (Attach the decision/minutes of the department /committee/council)	Po	ريض الأطفال [مجلس قسم تمر							

2. Course Overview (Brief summary of scientific content)

This course aims to equip undergraduate students with the basic knowledge and skills essential for application of statistics and statistical methods required in practical and research field.

3. Course Learning Outcomes (ILOS)

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

	Program Outcomes (NARS/ARS)		rning Outcomes
(accordin	ng to the matrix in the program	Upon comple	etion of the course, the student should be able
specs)		to:	
Code	Text	Code	Text
4.1.1	Use different sources of data	4.1.1.1	Identify basic biostatistics terminology to
	related to contemporary standards		contemporary standards of practice.
	of practice and patient care.	4.1.1.2	Describe concepts of measurements of
			statistics that facilitate patient care.
		4.1.1.3	Identify the nature of data by using different sources.
		4.1.1.4	Describe demographic analysis.
4.1.3	Evaluate the impact of computerized information	4.1.3.1	Design statistical research table containing data in the form of frequencies and
	management on the role of the		cumulative percent in appropriate manner
	nurse in providing holistic patient-		using computerized information.
	centered care.	4.1.3.2	Distinguish between different types of sampling.
		4.1.3.3	Explain basics of statistics that required in
			nursing research.
4.1.4	Use and evaluate information	4.1.4.1	Discuss vital statistics among population to
	management technologies for		provide holistic patient care.
	providing holistic patient care in	4.1.4.2	List the benefits and limitations of
	different health care settings.	4.1.4.2	biostatistics in different health care settings.
		4.1.4.3 £,1,£,£	Explain methods of data collection.
		2,1,2,2	Explain the basic concepts in probability, statistics and inference.
		4.2.1.1	Interpret information, including numerical
			data in a clear and concise manner for
	Retrieve and manage data to make		providing holistic patient care.
4.2.1	decisions using information	4.2.1.2	Design different methods of data
7.2.1	management system for providing		presentation to manage data.
	holistic patient care.	4.2.1.3	Apply epidemiological methods for
			analyzing health-related data for identifying
			and controlling public health problems."

4. Teaching and Learning Methods

- 1. Interactive lecture.
- 2. Blended Learning.
- 3. E-learning.

Course Schedule

			Expected	pected number of the Learning Hours								
Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Theoretical teaching (lectures/discussio n groups/)	Training (Practical/Clin ical/)	Self- learning (Tasks/ Assignments/ Projects/)	Other (to be determined)						
1	Definition & measurements in statistics.	1 hour	1 hour									
2	Types, sources, analysis and Methods of data collection	1 hour	1 hour									
3	Types, sources, analysis and Methods of data collection	1 hour	1 hour									
4	Epidemiological method	1 hour	1 hour									
5	Epidemiological method	1 hour	1 hour									
6	Epidemiological method	1 hour	1 hour									
7	Population and sampling.	1 hour	1 hour									
8	Population and sampling.	1 hour	1 hour									
9	Vital statistics.	1 hour	1 hour									
10	Vital statistics.	1 hour	1 hour									
11	Mathematical presentation.	1 hour	1 hour									
12	Mathematical presentation.	1 hour	۱ hour									
13	Demography.	1 hour	1 hour									
14	Demography.	1 hour	1 hour									
15	Statistics in Artificial Intelligence	1 hour	1 hour									

Methods of students' assessment 5.

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
3	Final Written Exam (electronic)	16th week	50	100%

6. Learning Resources and Supportive Facilities *

Learning resources	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Electronic handouts for statistics (CD); (2025): Faculty of nursing, Benha university. Browman, B. (2025): Nursing management and education, conceptual approach to change statistical method, London.
(books,	Other References	
scientific references,	Electronic Sources (Links must be added)	https://www.ekb.eg
etc.) *	Learning Platforms (Links must be added)	http://elearning.bu.edu.eg
	Other (to be mentioned)	
Supportive	Devices/Instruments	Data show
facilities &	Supplies	White board
equipment	Electronic Programs	Microsoft team
for teaching	Skill Labs/ Simulators	
and	Virtual Labs	
learning *	Other (to be mentioned)	

Name and Signature **Course Coordinator**

Drastic Abdelnal

7.7. 2025

Name and Signature Program Coordinator

Pr. Mahborbo Sobhy 7-7/2025





Matrix between subjects objectives and teaching and learning methods me: Biostatistics Code: SUP 323

Course name: Biostatistics

Academic year 2025/2026

Third	year	- 6 th	semester
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Domain/	Key elements			Metho	ods of tea	ching	and	learnir	ıg		Me	thods	s of train	ing	
competency	elements	Subjects Objectives	Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
DOMAIN 4- INFORMATICS AND TECHNOLOGY 4-1-	4.1.1 Use different sources of data related to contemporary	4.1.1.1 Identify basic biostatistics terminology to contemporary standards of practice.	*	-	-	-	*	*	-	-	-	-	-	-	-
COMPETENCY Utilize information and technology to underpin health care delivery, communicate,	standards of practice and patient care.	4.1.1.2 Describe concepts of measurements of statistics that facilitate patient care.	*	-	-	-	*	*	-	-	-	-	-	-	-
manage knowledge and support decision making for patient		4.1.1.3 Identify the nature of data by using different sources.	*	-	-	-	*	*	-	-	-	-	-	-	-
care.		4.1.1.4 Describe demographic analysis.	*	-	-	-	*	*	-	-	-	-	-	-	-





Matrix between subjects objectives and teaching and learning methods me: Biostatistics Code: SUP 323

Course name: Biostatistics

Academic year 2025/2026

Third year - 6th semester

Domain/	Key elements			Metho	ods of tea	ching	and	learnin	ıg		Me	thods	of train	ing	
competency	elements	Subjects Objectives	Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
	4.1.3 Evaluate the impact of computerized information management on the role of the nurse in providing holistic	4.1.3.1 Design statistical research table containing data in the form of frequencies and cumulative percent in appropriate manner using computerized information.	*	-	-	-	*	*	-	-	-	-	-	-	-
	patient- centered care.	4.1.3.2 Distinguish between different types of sampling.	*	-	-	-	*	*	-	-	-	-	-	-	-
		4.1.3.3 Explain basics of statistics that required in nursing research.	*	-	-	-	*	*	-	-	-	-	-	-	-





Matrix between subjects objectives and teaching and learning methods me: Biostatistics Code: SUP 323

Course name: Biostatistics

Academic year 2025/2026

Third year - 6th semester

Domain/	Key elements			Metho	ods of tea	ching	and	learnin	g		Me	thods	of train	ing	
competency	elements	Subjects Objectives	Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended Learning	Project based learning	Performance Based Training	Case study	Role playing	OSCE Simulation	Virtual reality	Practical/Field Training
	4.1.4 Use and evaluate information management technologies	4.1.4.1 Discuss vital statistics among population to provide holistic patient care.	*	-	-	-	*	*	-	-	-	-	-	-	-
	for providing the holistic patient care in different health care	4.1.4.2 List the benefits and limitations of biostatistics in different health care settings.	*	-	-	-	*	*	-	-	-		-	-	-
	settings.	4.1.4.3 Explain methods of data collection.	*	-	-	-	*	*	-	-	-	-	-	-	-
		4.1.4.4 Explain the basic concepts in probability, statistics and inference.	*	-	-	-	*	*	-	-	-	-	-	-	-
DOMAIN 4- INFORMATICS AND TECHNOLOGY	4.2.1 Retrieve, and manage data to make	4.2.1.1 Interpret information, including numerical data in a clear and concise manner for	*	-	-	-	*	*	-	-	-	-	-	-	-





Matrix between subjects objectives and teaching and learning methods

Course name: Biostatistics

Academic year 2025/2026

Third year - 6th semester

Code: SUP 323

Domain/	Key			Meth	ods of te	aching	and	learnin	g	Methods of training						
competency	elements	elements	Subjects Objective	Interactive lecture	Brainstorming	Problem-based learning	Self-learning	E-learning	Blended	Project based learning	Performance Based Training	Case study	Role playing	OSCE	Virtual reality	Practical/Field Training
4-2-	decisions using	providing holistic patient care.														
COMPETENCY Utilize information and communication technologies in the delivery of patient/client care	information management system for providing	d communication chnologies in the livery of 4.2.1 methods a data.	4.2.1.2 Design different methods of data presentation to manage data.	•	ê	-	ъ	•		•	=	-	2		-	-
	holistic patient care.	4.2.1.3 Apply epidemiological methods for analyzing health-related data for identifying and controlling public health problems."	•	250	-	3			-	*	-	-	-		-	

Name and Signature

Course Coordinator

Name and Signature **Program Coordinator**

Or Mahbouba Sobhy 7-7-2025





Third year - 6th semester

المعتمدة

Matrix between subjects objectives and methods of evaluation Course name: Biostatistics Code: SUP 323

Academic year 2025/2026

Domain/ competency	Key elements		Method of Evaluation			n	
		Subjects Objectives	Periodic exams (semester works)	(Mid-term Exam)	Oral exams	Clinical exams	Final Written exam (Electronic)
DOMAIN 4- INFORMATICS AND TECHNOLOGY 4-1- COMPETENCY	4.1.1 Use different sources of data related to contemporary	biostatistics terminology to contemporary standards of practice.	-	-	-	-	*
Utilize information and technology to underpin health care delivery,	standards of practice and patient care.	4.1.1.2 Describe concepts of measurements of statistics that facilitate patient care.	-	-	-	-	*
communicate, manage knowledge and support		4.1.1.3 Identify the nature of data by using different sources.	-	-	-	-	*
decision making for patient care.		4.1.1.4 Describe demographic analysis.	-	1	-	-	*
	4.1.3 Evaluate the impact of computerized information management on the role of the nurse in	4.1.3.1 Design statistical research table containing data in the form of frequencies and cumulative percent in appropriate manner using computerized information.	-	-	-	-	





المعتمدة

Matrix between subjects objectives and methods of evaluation Course name: Biostatistics Code: SUP 323

Academic year 2025/2026 Third year - 6th semester

Domain/ competency	Key elements		Method of Evaluation			n	
		Subjects Objectives	Periodic exams (semester works)	(Mid-term Exam)	Oral exams	Clinical	Final Written exam (Electronic)
	providing holistic patient-centered care.	4.1.3.2 Distinguish between different types of sampling.	-	-	-	-	*
		4.1.3.3 Explain basics of statistics that required in nursing research.	-	-	1	-	*
	4.1.4 Use and evaluate information management	4.1.4.1 Discuss vital statistics among population to provide holistic patient care.	-	-	-	-	*
	technologies for providing the holistic patient care	4.1.4.2 List the benefits and limitations of biostatistics in different health care settings.	-	-	-	-	*
	in different health care settings.	4.1.4.3 Explain methods of data collection.	-	-	-	-	*
		4.1.4.4 Explain the basic concepts in probability, statistics and inference.	-	-	-	_	*







Matrix between subjects objectives and methods of evaluation

Course name: Biostatistics Academic year 2025/2026

Code: SUP 323 Third year - 6th semester

Domain/ competency	Key elements		Method of Evaluation				n
		Subjects Objectives	Periodic exams (semester works)	(Mid-term Exam.)	Oral exams	Clinical	Final Written exam (Electronic)
INFORMATICS AND manage data to not decisions undecisions	4.2.1 Retrieve, and manage data to make decisions using information		-	7.	-	-	*
Utilize information and communication technologies in the	The second of th	4.2.1.2 Design different methods of data presentation to manage data.	-		-	-	*
delivery of patient/client care.		4.2.1.3 Apply epidemiological methods for analyzing health-related data for identifying and controlling public health problems."		. ₩	-	-	*

Name and Signature **Course Coordinator**

Dr. Eldis Abdelaal M.M. 2025

Name and Signature **Program Coordinator**

On Hahborba Sobby 7-7-2025





مجالس الأقسام العلمية لاعتماد توصيف المقررات الدراسية للعام الجامعي ٥٢٠٢٠٢

محضر اجتماع مجلس قسم تمريض أمراض النماء والتوليد رقم (144) شهر يوليو 2025

اليوم: الاربعاء الموافق 2 / 7 / 2025 تمام المباعة 11 ظهرا برئاسة أد/ هند عبدالله السيد عفيفي وبحضور كل من:

أسماء الاعضاء	م
أ.د/أمل حسن عمران	.1
أ.د / سعاد عبدالسلام رمضان	.2
أ.د / إيمان محمد عبدالحكم	.3
أ.د / سمية عودة عبدالمنعم	.4
أ.م.د / همت مصطفى البنا	.5
أ.م.د / عفاف محمد إمام	.6
أ.م.د/ رحاب سليمان عبدالعليم	.7
أ.م.د /الهام ابوزيد رمضان	.8
أ.م.د / حنان امين جعفر	.9
أ.م.د / علا عبدالوهاب عقيقي	.10
أ.م.د / مي محمود حسن	.11
د/اسماء عبدالرازق مصطفي	.12
د/جهاد جمال السيد	.13
د/عزيزة فتحي السعداوي	.14
د/سلمي حمين محمد ابوالفتوح	.15
د/نسمة عبدالعزيز ابراهيم	.16
	أدراً مل حسن عمران أد / سعاد عبدالسلام رمضان أد / إيمان محمد عبدالحكم أد / سمية عودة عبدالمنعم أم د / همت مصطفى البنا أم د / عفاف محمد إمام أم د / عفاف محمد إمام أم د / الهام ابوزيد رمضان أم د / الهام ابوزيد رمضان أم د / علا عبدالوهاب عقيفي أم د / علا عبدالوهاب عقيفي د/اسماء عبدالرازق مصطفى د/جهاد جمال السيد د/عزيزة فتحي السعداوي

وقد اعتذرت أد/سامية عبدالحكيم عبود عن الحضور وتغيبت د/أماني احمد مسعود لظروف مرضية

بناء على الدعوة الموجهة من سيادة رئيس القسم ، وبحضور أعضاء مجلس القسم قامت الاستاذه الدكتورة /هند عبدالله السيد بتقديم بمناسبة بداية العام الهجري الجديد كما تم تقديم التهنئة ل درهمت مصطفى البنا بمناسبة ترقي سيادتها الي درجة استاذ بالقسم متمنيين لسيادتها مزيد من التوفيق والتقدم .ثم تم استعراض جدول الاعمال للموضوعات ومناقشتها على النحو التالي:

مناقشة جدول الاعمال

الموضوع رقم (1)

1- بشأن المصادقة على محضر مجنس القسم السابق.

القرار

- تمث المصادقة من قبل جميع أعضاء المجلس.

الموضوع رقم (2)

2-بشأن توصيف مقررات الفرقة الثالثة (لانحة قديمة) بمرحلة البكالوريوس الفصل الدراسي الأول للعام الجامعي 2025-2026 (تمريض أمراض النساء والتوليد - طب النساء والتوليد مهارات واستراتيجيات التعليم في التمريض- تغذية تطبيقية - علم النفس).

القرار

- اعتماد توصيف مقررات الفرقة الثالثة (لائحة قديمة) بمرحلة البكالوريوس الفصل الدراسي الأول للعام الجامعي 2025-2026.

الموضوع رقم (3)

3-بشأن توصيف مقررات القرقة الثالثة (لائحة جديدة نظام الساعات المعتمدة) بمرحلة البكالوريوس الفصل الدراسي الأول للعام الجامعي 2025-2026 (تمريض أمراض النساء والتوليد عملي ونظري - طب النساء والتوليد - البحث العلمي في التمريض - المعلوماتية وتكنولوجيا التعليم في التمريض - لغة الجليزية - قضايا مجتمعيه - مهارات واستراتيجيات التدريس في التمريض).

القرار

- اعتماد ترصيف مقررات الفرقة الثالثة (لانحة جديدة نظام الساعات المعتمدة) بمرحلة البكالوريوس الفصل الدراسي الأول للعام الجامعي 2025-2026.

القرار

الموافقة واتخاذ الاجراءات اللازمة طبقا للوائح والقوانين

الموضوع رقم (12)

12- بشأن تقديم إجازة خاصة (إعارة) للدكتورة فاطمة كمال على الي المملكة العربية الأ ردنية الهاشمية وذلك للعام الثانى اعتبارا من تاريخ 5/ 2025/9 م و حتي 4/ 9/ 2026م.

القرار

- تمت الموافقة واتخاذ الاجراءات اللازمة طبقا للوائح والقوانين

الموضوع رقم (14)

14- بشأن تقديم إجازة خاصة (إعارة) للدكتورة أميرة محمد سلامه مع تغيير جهة الإ عارة من العمل بجامعة رياض العلم بالمملكة عارة من العمل بجامعة رياض العلم بالمملكة العربية السعودية وذلك اعتبارا من تاريخ 17/ 8/2025 (تاريخ بداية التعاقد مع الجانب السعودي) و حتى 16 / 8 /2026م.

القرار

- تمت الموافقة واتخاذ الاجراءات اللازمة طبقا للوائح والقوانين

الموضوع رقم (15)

15-بشأن ترقية د/همت مصطفي البنا الاستاذ المساعد بقسم تمريض أمراض النساء و التوليد الى درجة استاذ بذات القسم.

القرار

الموافقة واتخاذ الاجراءات طبقا للوائح والقوانيين

الموضوع رقم (16)

16-بشأن ترقية د/هند محمد عبد العظيم المعيدة بقسم تمريض أمراض النساء والتوليد الى درجة مدرس مساعد بذات القسم.

القرار

الموافقة واتخاذ الاجراءات طبقا للوائح والقوانيين

ربيس القسم

د/هند عبدالله السيد م دا هند عبدالله ۱۷۱۰ م. ۲۷۱۰ رامين المجلس ل المسيد د/جهاد جمال السيد







محضر اجتماع مجلس قسم تمريض الاطفال بتاريخ ١٠٢٥/٧ ٢ م

تشكيل مجلس قسم تمريض الاطفال

الدرجة العلمية	الإسم
استاذ ورئيس قسم تمريض ا	أد/ أمال غريب سباق
أستاذ تمريض الأطفال	أ.د/ فاتن شفيق محمود
أستاذ تمريض الأطفال	أ.د / مديحه حسن بيومي
أستاذ تمريض الأطفال	أ.د /باسمة ربيع عبد الصادق
أستاذ تمريض الأطفال	أ. د/خديجة مجد سعيد
أستاذ مساعد تمريض الأم	أ.م.د/ حنان نبوى
أستاذ مساعد تمريض الأم	أ.م.د/ سماح عبدالله عامر
أستاذ مساعد تمريض الأم	أ.م.د/ سهام محد عبد العزيز
أستاذ مساعد تمريض الأم	أ.م.د/ راوية عبد الغنى
أستاذ مساعد تمريض الأ	أ.م.د/ حذان السيد متولي
أستاذ مساعد تمريض الأ	أ.م.د/ رشا راضى السيد
أستاذ مساعد تمريض الأ	أ.م.د/ رضا محد عبد الله
أستاذ مساعد تمريض الأ	أ.م.د/ اسراء جمال محد

كلية التمريض جامعة بنها كلية التمريض جامعة بنها كلية التمريض جامعة بنها	استاذ تعريض الأطفال استاذ تعريض الأطفال استاذ مساعد تعريض الأطفال	أدرباسمة ربيع عبدالصادق أدرامل عبد العزيز أمردمنان نبوى		
كلية التمريض جامعة بنها كلية التمريض جامعة بنها كلية التمريض جامعة بنها	استاذ تمريض الأطفال أستاذ تمريض الأطفال استاذ مساعد تمريض الأطفال	ا د/ أمال غريب سباق أ د/خديجة محمد سعيد أ م.د/ راوية عبدالغني	٣ ساعات أسبوعيا	الرعابة التعريضية العبنية على الأدله

الموضوع السادس والعشرون:

بخصوص ترشيح السادة أعضاء هيئة التدريس لتدريس مواد الماجيستير جزء ثالث الفصل الصيفى للعام الجامعي ٢٠٢٤-٢٠٧م (ساعات معتمده)

القرار

تم ترشيح كلا من :-

				-56
الجهة المنتدب منها	الدرجة العلمية	عضو هيئة التدريس المرشح	عدد ساعات التدريس	المواد الدراسية
كلية التمريض جامعة بنها كلية التمريض جامعة بنها	أستاذ تعريض الأطفال أستاذ مساعد تعريض الأطفال	اد/مديحة حسن بيومي امد/سهام محمد	٢ ساعة اسبوعيا	مكافحة العدوى
كلية الطب جامعة بنها	أستاذ مساعد جراحة الأطفال	أم.د/ محمد فريد	٣ ساعات أسبوعيا	جراحة الأطقال

الموضوع السابع والعشرون:

بخصوص تحديث استراتيجية التدريس والتعلم والتقويم

القرار

الاحاطة

الموضوع الثامن والعشرون:

بشأن توصيفات مرحلة البكالوريوس الخاصة بالفرقة الثائثة قسم تمريض الاطفال للعام الجامعى المساعات المعتمدة لمرحلة البكالوريوس (تمريض اطفال نظرى- تمريض اطفال عملى- طب اطفال – جراحة اطفال- التمريض المبنى على الادلة – احصاء)

اعتماد توصيفات مرحلة البكالوريوس بناءا على لانحة الساعات المعتمدة الفرقة الثالثة للعام الجامعي

الموضوع التاسع والعشرون:

بشأن توصيفات مرحلة البكالوريوس الخاصة بالفرقة الثالثة قسم تمريض الأطفال للعام الجامعى مرحلة البكالوريوس (تمريض اطفال للعام اطفال للعام اطفال حجراحة اطفال طرق بحث قضايا مجتمعية للحصاء)

القرار

اعتماد توصيفات مرحلة البكالوريوس الفرقة الثالثة بناءا على اللانحة الداخلية المحدثة للعام الجامعي

الموضوع الثلاثون:

مناقشة واعتماد تقارير المقررات الدراسية والإجراءات التصحيحية لمرحلة البكالوريوس للترم الثانى للعام الجامعي ٢٠٢٥/٢٠٢

القرار

اعتماد تقارير المقررات الدراسية والاجراءات التصحيحية لمرحلة البكالوريوس للترم الثاتي للعام الجامعي ٢٠٢٥/٢٠٢

رنیس القسم اد/ امال غریب سباق سا ما ر می أمين المجلس أ.م.د/راوية عبدالغنى محمد راوير خيرا لعس تر