**نموذج وصف المقرر**

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| 1. اسم المقرر | | | | | | | | |
| الإدارة والقيادة في التمريض | | | | | | | | |
| 1. رمز المقرر | | | | | | | | |
| MU0814103 | | | | | | | | |
| 1. الفصل / السنة | | | | | | | | |
| الفصل الدراسي الثاني | | | | | | | | |
| 1. تاريخ إعداد هذا الوصف | | | | | | | | |
| 2024 / 9 /1 | | | | | | | | |
| 1. أشكال الحضور المتاحة | | | | | | | | |
| حضوري | | | | | | | | |
| 1. عدد الساعات الدراسية (الكلي)/ عدد الوحدات (الكلي) | | | | | | | | |
| عدد الساعات الكلي (75) عدد الوحدات الكلي (4) | | | | | | | | |
| 1. اسم مسؤول المقرر الدراسي ( اذا اكثر من اسم يذكر) | | | | | | | | |
| الاسم: أ.د. منى عبد الوهاب خليل إبراهيم الآيميل: Muna.Khalil@uomus.edu.iq | | | | | | | | |
| 1. اهداف المقرر | | | | | | | | |
| **اهداف المادة الدراسية** | | | | | | * **ان يتقن الطالب المفاهيم الأساسية في القيادة والإدارة في التمريض ويتقن المهارات المهنية المتخصصة،** * **وذلك باستخدام الأساليب التكنولوجية المناسبة.** * **• يتعلم الطالب ماهي المصطلحات، المفاهيم، السبل والأساليب الأساسية المهمة في عمليه القيادة والإدارة** * **في المؤسسات الصحية.** * **• فهم الطالب لكافة المصطلحات العلمية والتعامل معها إداريا من الناحية العملية.** * **• يتقن الطالب المهارات المطلوبة والأساسية في تطبيق دوره كمسؤول قسم تمريض في مؤسسة صحي.** | | |
| 1. استراتيجيات التعليم والتعلم | | | | | | | | |
| **الاستراتيجية** | | • استراتيجية العصف الذهني من أبرز أهدافها ما يأتي:  –تجعل المتعلم نشيط ويتفاعل بجميع المواقف التعليمية.  –من خلالها يتعود الطالب على احترام الآراء المتنوعة وكذلك يقوم باحترام الآخرين وتقديرهم.  –يتم الاستفادة من جميع الأفكار ومعلومات الغير.  • استراتيجية التعلم بالنموذجة: تعرف بالتعلم الاجتماعي، وفيه يتم الفرد اكتساب وتعلم  استجابات وأي ًضاء أنماط سلوكية حديثة بإطار أو موقف اجتماعي من خلال الملاحظة أو  الانتباه، وتجد أنها بشكل عام عبارة عن طريقة توضيحية التعليم يتم فيها القيام بتوظيف  التجارب وكذلك الوسائل ومعهم النماذج.  • استراتيجية العمل الجماعي أو التعلم التعاوني: ويتم فيها تقسيم المتعلمين لمجموعات  صغيرة وقد تتكون تلك المجموعات من حوالي ٣ أعضاء حتى ٤ أعضاء، وفيما يتم إعطاء  واجبات معينة أي أهداف مشتركة وفيها يتم الاعتماد على التعاون وهو التبادل المعرفي  والتبادل المهارى  • استراتيجية المناقشة  • استراتيجية الكرسي الساخن: وشبهت تلك الاستراتيجية ب كرسي الاعتراف حيث أنها  استراتيجية يتم فيها طرح بعض الأسئلة على أحد الطالب، ويرجع الهدف من ذلك هو أن  يتم تنمية مهارات كثيرة لديه ومنها تبادل الأسئلة أو الأفكار وما إلى ذلك.  • استراتيجية الرؤوس المرقمة: أحد أشكال العمل الجماعي التعاوني.  • استراتيجية أعواد المثلجات: وهي تختص بتشويق المتعلمين وتحفيزهم.  • استراتيجية التدريس التبادلي: استراتيجية مخصصة للنشاط التعليمي يتم من خلاله دراسة  النصوص القرائية.  • استراتيجية التدريس التبادلي.  • استراتيجية الحقيبة التعليمية.  • استراتيجية المشروعات.  • استراتيجية التعليم حوض السمك.  • ويتواجد استراتيجية تعرف باسم  • استراتيجية لحل المشكلات أو التعلم القائم على تلك المشكلات.  • استراتيجية التعليم من خلال الاكتشاف.  • استراتيجية التدريس الاستقرائي.  • استراتيجية الخرائط المفاهيمية.  • استراتيجية التعلم من خلال التعاقد.  • وهناك يتواجد استراتيجية تسمي بمثلث الاستماع.  • وأيضاً هناك استراتيجية التعليم الإلكتروني أو كما يطلق عليها انها منظومة تعليمية تم  اعتمادها لتقنية المعلومات وكذلك الاتصالات التفاعلية كشبكة الإنترنت وغيرها.  • استراتيجية القصة.  • ويتواجد استراتيجية تقييم الأقران | | | | | | |
| 1. بنية المقرر | | | | | | | | |
| **الأسبوع** | **الساعات** | | **مخرجات التعلم المطلوبة** | **اسم الوحدة او الموضوع** | | | **طريقة التعلم** | **طريقة التقييم** |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15 | 3  3  3  3  3  3  3  3  3  3  3  3  3  3  3 | | ,To have  Knowledge,  understand  and practice  ,  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  لTo have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To Have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  have  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice | Unit: 1  Introduction to  Leadership &  Management  Unit: 2  Cont..  Introduction to  Leadership &  Management  Unit: 3  Planning  Hierarchy  Mission, Philosophy,  Objectives,  Policies and  Procedures  Unit: 4  Management  Skills  Unit: 5  Leadership Skills  Unit: 6  Role of the Head  Nurse (Nurse  Manager)  Unit: 7  Staffing Process  Unit: 8  Time  Management and  Electronic  Management  Unit: 9  Scheduling  (Duty Roster)  Unit: 10  Communication  Skills  Unit: 11  Job Description  and Job Analysis  Unit: 12  Transformational  Leadershi  Unit: 13  Transactional  Leadership  Unit: 14  Strategic  Management  Unit: 15  Ethics in  Managing Health  Care | | | - Group  discussion  - Clinical practice  - Semina  - Group  discussion  - Clinical practice  - Semina  Group  discussion  - Clinical practice  - Semina  - Group  discussion  - Clinical practice  - Seminar  - Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar  - Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Semina  Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar  Group  discussion  - Clinical practice  - Seminar | Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  Document  Presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation  Written  examination  ✓ Report and  document  presentation |
| 1. تقييم المقرر | | | | | | | | |
| درجة السعي=%٢٠ نظري + %٢٠ عملي المجموع =%40  الامتحان النهائي %٤٠ نظري%٢٠ عملي المجموع= %60 | | | | | | | | |
| 1. مصادر التعلم والتدريس | | | | | | | | |
| الكتب المقررة المطلوبة (المنهجية أن وجدت) | | | | | :  6  1. Deardoff, Ph.D., William and John Reeves, PhD.  Preparing for Surgery: A Mind-Body Approach to  Enhance Healing and Recovery. New Harbinger  Publications, Oakland, CA: June 1997. (800) 748-6273.  http://www.newharbinger.com/.  2. Furlong, Monica Winery. Going Under: Preparing  Yourself for Anesthesia: Your Guide to Pain Control and  Healing Techniques Before, During and After Surgery.  Autonomy Publishing Company, November 1993.  3. Goldman, Maxine A. Pocket Guide to the Operating  Room 2nd Edition. F.A. Davis Col, January 1996.  4. Mahanthappa B T. Nursing administration. Sited.  New Delhi: Jaypee brothers’ medical publishers (p) ltd;  2000.  5. Wise P S. Leading and managing in nursing. Sited.  Philadelphia: Mosby publications; 1995.  6. Koontz H &Weinrich H. Essentials of management  an international perspective. (Sited). New Delhi: Tata  McGraw Hill publishers; 2007.  7. Koontz H &Weinrich H. Management a global  perspective. 1st end. New Delhi: Tata Mc. Graw Hill  publishers;2001.  8. Anthony M K, Theresa S, JoAnn Glick, Martha Duffy  and Fran Paschall. Leadership and nurse retention, the  pivotal role of nurse managers. JONA. Vol 35, Mar  2005.  9. Beyers Marjorie. Nurse executives ‘perspectives on  succession planning. JONA. Vol 36. June 2006.  \ | | | |
| المراجع الرئيسة ( المصادر) | | | | | - | | | |
| الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير.... ) | | | | | - | | | |
| المراجع الإلكترونية ، مواقع الانترنيت | | | | | الانترنيت | | | |

**Course Description Form**

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| 1. Course Name: Management & Leadership in Nursing | | | | | | | | |
|  | | | | | | | | |
| 1. Course Code: MU0814103 | | | | | | | | |
|  | | | | | | | | |
| 1. Semester / Year: First Semester 2024-2025 | | | | | | | | |
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| 1. Description Preparation Date: 1/9/2024 | | | | | | | | |
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| 1. Available Attendance Forms:: In class | | | | | | | | |
|  | | | | | | | | |
| 1. Number of Credit Hours (75/ Number of Units (4) | | | | | | | | |
|  | | | | | | | | |
| 1. Course administrator's name (mention all, if more than one name) | | | | | | | | |
| Name: Prof. Dr. Muna Abdulwahab Khaleel  Email: [Muna.Khalil@uomus.edu.iq](mailto:Muna.Khalil@uomus.edu.iq) | | | | | | | | |
| 1. Course Objectives | | | | | | | | |
| **Course Objectives** | | | | | | * **Course Objectives At the end of the course, the students will be able to :** * **a. Discuss the elements and components of leadership and management process** * **b Demonstrate effective leadership and management skills at the level of first line** * **management through utilization of critical and creative thinking, and problem-solving approaches.** * **c. Utilize creative approaches in planning and decision-making based on relevant** * **current information.** * **d. Understand the two concepts of management and leadership in nursing.** * **e. Apply and deal with all of these topics-related concept....** * **.....** * **.....** | | |
| 1. Teaching and Learning Strategies | | | | | | | | |
| **Strategy** | | • Brainstorming strategy of winners whose objectives include the following:  -It makes the learner active and interact with environmental diversity.  -Students are accustomed to respecting diverse opinions, as well as respecting and  appreciating others.  –All legal documents and third party information were obtained.  • Model Learning Strategy: Learn about social learning, whereby an individual acquires and learns attractive responses to new interactions in a  social context or situation through experience or focus, and finds that it is generally, about the method and learning in which they make effective employment as well as their results in associations.  • Group work or cooperative learning strategy: where learners are divided into small groups, and these groups may consist of about three to four members, with specific duties given, that is, with the aim of participating in them, as reliance is placed on cooperation, cultural exchange, and skill exchange.  • Discussion strategy  • Hot chair: The strategy is likened to the confession chair, as it is a strategy through which some questions are planned for one of the students, and the  goal of this is to develop their skills a lot and exchange questions or advice, and so on .  • Numbered heads strategy: one of the applications of cooperative teamwork.  • Ice cream sticks strategy: It specializes in exciting and motivating learners.  • Reciprocal teaching strategy: a specialized strategy for educational activity that is carried out through the study of reading texts.  • Reciprocal trade.  • Educational purchasing strategy.  • Project strategy.  • Aquarium education strategy.  • There is a strategy known as  • A strategy for solving problems or discovering those problems.  • Education strategy through success.  • Inductive teaching strategy.  • Read the conceptual message.  • Subscription learning strategy.  There is a coordination strategy in the listening triangle.  There is an e-learning strategy or its complements that can be relied upon for  information technology in addition to interactive communications such as the  Internet and others.  • Strategic story.  • There is a peer evaluation strategy | | | | | | |
| 1. Course Structure | | | | | | | | |
| **Week** | **Hours** | | **Required Learning Outcomes** | **Unit or subject name** | | | **Learning method** | **Evaluation method** |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15 | 3  3  3  3  3  3  3  3  3  3  3  3  3  3  3 | | To have  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  have To  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  To have  Knowledge,  understand  and practice  have  Knowledge,  understand  and practice | Unit: 1  Introduction to  Leadership &  Management  Unit 2  Cont  Introduction to  Leadership &  Management  Unit: 3  Planning  Hierarchy  Mission,  Philosophy,  Objectives,  Policies and  Procedures  Unit: 4  Management  Skills  Unit: 5  Leadership Skills  Unit: 6  Role of the Head  Nurse (Nurse  Manage)  Unit: 7  Staffing Process  Unit: 8  Time  Management and Electronic  Management  Unit: 9  Scheduling  (Duty Roster)  Unit: 10  Communication  Skills  Unit: 11  Job Description  and Job Analysis  Unit: 12  Transformational  Leadership  Unit 13  Transactional  Leadership  Unit: 14  Strategic  Management  Unit: 15  Ethics in  Managing Health  Care | | | -Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar  Group  discussion  -Clinical  practice  - Seminar | Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  Written  examination  • Report and  document  presentation  examination  • Report and  document  presentation |
| 1. Course Evaluation | | | | | | | | |
| Summative Evaluations = 20% Theoretical + 20% Practical, Total = 40%  Final Exam= 40% Theoretical + 20% Practical, Total = 60% | | | | | | | | |
| 1. Learning and Teaching Resources | | | | | | | | |
| Required textbooks (curricular books, if any) | | | | | 1.. Deardoff, Ph.D., William and John Reeves, Ph.D. Preparing for Surgery: A  Mind-Body Approach to Enhance Healing and Recovery. New Harbinger  Publications, Oakland, CA: June 1997. (800) 748-6273.  http://www.newharbinger.com./  2.. Furlong, Monica Winery. Going Under: Preparing Yourself for Anesthesia:  Your Guide to Pain Control and Healing Techniques Before, During and After  Surgery. Autonomy Publishing Company, November 1993.  3.. Goldman, Maxine A. Pocket Guide to the Operating Room 2nd Edition. F.A.  Davis Col, January 1996.  4.Basavanthappa B T. Nursing administration. Sited. New Delhi: Jaypee brothers  medical publishers (p) ltd; 2000.  5. Wise P S. Leading and managing in nursing. Sited. Philadelphia: Mosby  publications; 1995.  6.. Koontz H &Weinrich H. Essentials of management an international perspective.  (Sited). New Delhi: Tata McGraw Hill publishers; 2007.  7.. Koontz H &Weinrich H. Management a global perspective. 1st end. New Delhi:  Tata Mc. Graw Hill publishers;2001.  8.. Anthony M K, Theresa S, JoAnn Glick, Martha Duffy and Fran Paschall.  Leadership and nurse retention, the pivotal role of nurse managers. JONA. Vol 35,  Mar 2005.  9.. Beyers Marjorie. Nurse executives ‘perspectives on succession planning.  JONA. Vol 36. June 2006 | | | |
| Main references (sources) | | | | | - | | | |
| Recommended books and references (scientific journals, reports...) | | | | | - | | | |
| Electronic References, Websites | | | | | Internet | | | |