



مركز الاعتماد
وَضْمَانُ الجُودَة
ACCREDITATION & QUALITY ASSURANCE CENTER



The University of Jordan

Accreditation & Quality Assurance Center

Course Syllabus

Course Name Community Health Nursing Theory

Course Number:

0701410

SCHOOL OF NURSING**COURSE SYLLABUS****DEPARTMENT: COMMUNITY HEALTH NURSING****[SEMESTER ACADEMIC YEAR]****SECOND SEMESTER 2017/2018****THE MISSION OF THE UNIVERSITY OF JORDAN**

Providing students with fulfilling learning experiences, conducting knowledge-producing research, and building firm societal ties, within an environment conducive to creativity, innovation, and entrepreneurship; making efficient use of resources and forging fruitful partnerships.

THE VISION OF THE SCHOOL OF NURSING

To be a leading, global school in the areas of nursing education, research, and community service.

THE MISSION OF THE SCHOOL OF NURSING

The School of Nursing dedicates itself to improve health and wellbeing of society through preparing professional nurses to provide quality nursing care, conduct research and provide community service. The school provides a model learning environment that encourages life-long learning, innovation, and professional and personal development.

SCHOOL OF NURSING'S CORE VALUES

Our values are derived from the Islamic Arabic heritage and the nursing profession which include: *integrity, equality, and justice; transparency and accountability; innovation and excellence; leadership and teamwork; discipline; response; and most importantly caring.*

1	Course title	Community Health Nursing (Theory)
2	Course number	0701410
3	Credit hours (theory, practical)	3 Credit hours
	Contact hours (theory, practical)	3 contact hours (Theory)
4.	Class room	Class number 4 (School of Nursing)
5.	Prerequisites/co-requisites	Adult health nursing (2) (0702308) Maternal health nursing (0703305) Child and adolescent health nursing (0713303)
6.	Program title	B.Sc. in Nursing
7.	Program code	-
8.	Awarding institution	The University of Jordan
9.	School	School of Nursing
10.	Department	Community Nursing Department
11.	Level of course	Fourth Year
12.	Year of study and semester(s)	2017/2018-2 nd , Semester
13.	Final Qualification	BSN
14.	Other department(s) involved in teaching the course	-
15.	Language of Instruction	English
16.	Date of production/revision	1/2/2018

16. Course Coordinator:

<p><i>Name: Mahmoud Alhussami</i></p> <p><i>Office number 23138</i></p> <p><i>Office hours: Sunday, Tuesday, and Thursday from 1:00-2:00pm</i></p> <p><i>Phone numbers (06) 5355 000, ext. 23138</i></p> <p><i>Email addresses m.alhussami@ju.edu.jo</i></p>
--

17. Other instructors:

<p><i>Name:</i></p> <p><i>Office numbers</i></p> <p><i>Office hours</i></p> <p><i>Phone numbers</i></p> <p><i>Email addresses</i></p>

18. Course Description:

<p><i>As stated in the approved study plan.</i></p>

As stated in the approved study plan.

This course is designed to help the students to gain good broad perspective of community health nursing. The complete health appraisal learned previously is used to guide the concepts of the individuals within the family and the family within the community either in illness or wellness. All concepts of the nursing process within the family and self-care framework are applied. Analysis of roles and interactions of the community health nurse with individual, family and community is to be worked upon. Related topics to the primary health care aspects and community health will be applied during the course.

19. Course aims and outcomes:

The Community Health Nursing course is designed to facilitate the conceptualizing of family, population groups, and community as units of care. The course focuses on risk reduction, health maintenance, and promotion of high level wellness to individuals, families, and groups of all ages throughout the health continuum. The student is provided the opportunity to assess the health needs of selected families in the community with selected health promotion and health maintenance needs. Variables such as culture and environment, which influence health behaviours of families and the community, are considered in providing nursing intervention. Students include the clients in setting goals for interventions. By incorporating the concepts for nursing practice and psychosocial assessment the student is able to demonstrate more complex use of the nursing process when caring for clients experiencing crisis. Coping skills of the client and the nurse are assessed and discussed. The student is expected to explore and identify factors which help or hinder health practices. The student uses the nurse-client relationship as the primary modality of nursing intervention. Guided clinical experiences will be provided through selected community-based agencies and other organizations. This provides the opportunity to view the leadership role in official and unofficial health agencies. Validation of interventions is also accomplished through collaboration with other members of the health team. Student will demonstrate progressive independence in nursing practice.

1.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to...

Intended Learning Outcomes (ILO)	
<u>ILO 1:</u> Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.	
Specific Course Objectives	1.1. Identify the different community health nurse's roles. 1.2. Explain care provided to older adults living in a community. 1.3. Apply the process of community assessment to plan the nurse's interventions. 1.4. Identify the role of the school health nurse.
Relevant Competency (JNC)	1. Quality improvement 2. Client-centered care
Evaluation Methods	Written exams, case discussion
<u>ILO 2:</u> Apply principles of effective communication with peers, individuals, families, groups, and health care team.	
Specific Course Objectives	2.1. Explain care provided to older adults living in a community. 2.2. Explain primary, secondary, and tertiary prevention measures for child and adolescent population.
Relevant Competency (JNC)	1. Professional communication, collaboration and consultation
Evaluation Methods	Written exams, case discussion
<u>ILO 3:</u> Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups.	
Specific Course Objectives	3.1 Analyze major social issues considered as community health problems. 3.2 Apply the process of community assessment to plan the nurses' interventions 3.3 Explore topics related to elderly, school, family, and community health. 3.4 Illustrate the importance of epidemiological topics in community health nursing.
Relevant Competency (JNC)	1. Evidence-based practice
Evaluation Methods	Written exams, discussion of evidence based studies
<u>ILO 4:</u> Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	
Specific Course Objectives	4.1. Identify the different community health nurse's roles. 4.2. Identify health related problems facing the family. 4.3. Recognize cultural issues that are related to community health. 4.4. Acquire the concepts of family assessment in the different situations of the family. 4.5. Relate primary health care concepts to community health nursing.

Relevant Competency (JNC)	<ol style="list-style-type: none"> 1. Professional communication, collaboration and consultation 2. Quality improvement 3. Ethical and accountable practice 4. Safety
Evaluation Methods	<p>Written exams</p> <p>Projects and pop up exams</p>
ILO 5: Demonstrate safety measures to protect self, individuals, families, and groups.	
Specific Course Objectives	<ol style="list-style-type: none"> 5.1. Explain the importance of environmental health in maintaining a healthy community. 5.2. Formulate nursing actions related to the policies, rules & regulations of Jordan in different community health settings
Relevant Competency (JNC)	<ol style="list-style-type: none"> 1. Maintain Quality and Safety
Evaluation Methods	Written exams
ILO 6: Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.	
Specific Course Objectives	<ol style="list-style-type: none"> 6.1 Acquire the concepts of family assessment in the different situations of the family. 6.2. Discuss principles of preventing communicable & non-communicable diseases
Relevant Competency (JNC)	<ol style="list-style-type: none"> 1. Client-centered care 2. Professional communication, collaboration and consultation 3. Quality improvement
Evaluation Methods	Written exams, projects, and pop up exams
ILO 7: Utilize evidence based practice in providing care for individuals, families, and groups	
Specific Course Objectives	7.1 Discuss the recent evidence based practice related to the advanced role of community health nurse
Relevant Competency (JNC)	<ol style="list-style-type: none"> 1. Evidence-based practice
Evaluation Methods	Written exams, discussion of evidence based studies

20. Topic Outline and Schedule:

2.					
Topic	Week	Instructor	Achieved ILOs	Evaluation Methods for ILOs	Reference Reading and Activities
Community health nursing as advocacy	2	3. Dr. Mahmoud Al-Hussami; Dr. Mamdouh	1.1, 1.2, 3.2, 5.2	4. Written exams	Chapter1/unit1

		Dr. Abeer Shaheen			
The historical context & level of prevention	3	5. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	1.1, 1.3, 3.4	6. Written exams	Chapter three/unit 1
Theoretical foundations of CHN	4	7. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	3.4, 7.1	8. Written exams; discussion of evidence based studies	Chapter4/unit1
Care of clients in school setting	5&6	9. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	1.1, 1.4, 2.2, 3.3, 5.2, 7.1	10. Written exams; discussion of evidence based studies; case discussion	Chapter 23/unite 4
Midterm Exam	7	11.		12.	
Care of families	8&9	13. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	1.1, 2.1, 2.2, 3.2, 3.3, 4.2, 4.3, 4.4, 5.2, 6.2, 7.1	14. Written exams; discussion of evidence based studies; case discussion	Chppter14/unit3
Care of populations(community assessment)	10&11	15. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	3.1, 3.2, 3.3, 4.1, 4.3, 4.5, 5.1, 6.2, 7.1	16. Written exams; discussion of evidence based studies; case discussion	Chapter 15/unit 3
Second Exam	12	17. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen		18.	
Meeting the health needs of older clients	13	19. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	1.1, 3.3, 6.2, 7.1	20. Written exams; discussion of evidence based studies; case discussion	Chapter 19/unit 3

Care of clients in the home setting	14	21. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	1.1, 3.3, 4.4, 5.1, 7.1	22. Written exams; discussion of evidence based studies; case discussion	Chapter 21/unit4
Primary health care	15+16	23. Dr. Mahmoud Al-Hussami; Dr. Mamdouh Dr. Abeer Shaheen	1.1, 3.2, 4.5, 5.1, 6.2, 7.1	24. Written exams; discussion of evidence based studies; case discussion	Chapter 28+29/unit5
Final Exam	To be announced			25.	

21. Learning Methods and Assignments:

<p>Learning Methodologies: Development of ILOs is promoted through the following <u>teaching and learning methods</u>: (Choose from table below) Direct Instruction Indirect Instruction Self-directed literature review and synthesis to address problems in a specific case study Reflective Journaling The following approaches that are guided by <i>Adult Learning Theory</i> will be used to achieve course and clinical objectives related to the ILOs:</p>	
Instructional Methods	Learning Activities (Examples)
• Direct Instruction	<ul style="list-style-type: none"> • Structured orientation lectures • Skills and procedures demonstrations
• Indirect Instruction	<ul style="list-style-type: none"> • Evidence-based articles • Literature searches and reviews
• Interactive Instruction	<ul style="list-style-type: none"> • Clinical conferences and case presentations • E-learning using Moodle
• Experiential Learning	<ul style="list-style-type: none"> • Experiential learning in clinical setting • Simulation
• Independent Study	<ul style="list-style-type: none"> • Self-directed literature review and synthesis to address problems in a specific case study • Reflective Journaling

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Methods		Assigned Points
Exams		
Midterm Exam:	(Semester week according to the university regulations)	30%
Assignments		
<ul style="list-style-type: none"> • Quiz (Due Date) • Assignment: (Due Date) Rubric: (refer back to appendix #---) Objective: -----		30%
Final Exam:	(Semester week according to the university regulations)	40%
Total		100%

23. Course Policies:

A- Attendance policies:

- Students must attend all classes of this course.
- Any student with absence of 15% of the classes of any course, will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
- Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.

B- Absences from exams and handing in assignments on time:

- Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
- Assignments and projects should be submitted to the instructor on the due date.

C- Health and safety procedures:

Students should comply with the Faculty of Nursing policies regarding pre-hospital training immunizations. Students should comply with the training areas policies regarding infection control, general precautions, and patient isolation.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
 - Using materials not authorized by the institute.
 - Collaborating with another student during a test, without permission.
 - Knowingly using, buying, selling, or stealing the contents of a test.
 - Plagiarism which means presenting another person's work or ideas as one's own, without attribution.
- Using any media (including mobiles) during the exam

- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>**

E- Examination Instructions for Students

- Bring with you full exam requirements (blue pen, pencils, sharpener, eraser, calculator etc.), borrowing from others is not allowed.
- Do not bring any material related to the exam
- Do not bring your mobile phone to the Exam room
- Be in the exam room at least 10 minutes before exam starting time
- It's not allowed to enter the exam room late. In case of coming late you have to contact the course coordinator immediately
- It's not allowed to leave the Exam room before the end of the END OF AT LEAST ONE-THIRD OF THE EXAM TIME.
- Write your name and university number on the exam paper and computerized sheet using **Blue** pen only.
- Use pencil **ONLY** to shade your answers on the computerized answer sheet.
- Do not leave examination room except under exceptional circumstances at the discretion of the Senior Invigilator and you should be accompanied by an invigilator, if needed.
- For Re-exam issue refer back to the university rules.

F- Grading policy:

A grade of (D) is the minimum passing grade for the course.

Mark Range	Grade
0-34	F
35-46	D ⁻
47-49	D
50-52	D ⁺
53-56	C ⁻
57-60	C
61-64	C ⁺
65-69	B ⁻
70-74	B
75-79	B ⁺
80-83	A ⁻
84-100	A

G- Available university services that support achievement in the course:

24. Required equipment:**25. References:**

A- Required book (s), assigned reading and audio-visuals:

- Clark, M. (2014). *Community Health Nursing: population and Community Health Nursing* (6th Edition) Upper Saddle River, New Jersey: Pearson Education, Inc.

Recommended books, materials, and media:

- Allender, J., Rector, C., & Warner, K. D. (2010). *Community Health Nursing: Promoting & Protecting the Public's Health*. (7th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Maurer, F. & Smith, C. (2005). *Community/public health nursing practice: health for families and populations* (3rd ed). St. Louis, MO: Elsevier.
- Clark, M. (1999). *Nursing in the community: Dimensions of community health nursing* (3rd ed). Stamford, CT: Appleton & Lange

Electronic resources

- [The Center for Nursing Advocacy](#)
- [Population Reference Bureau](#)
This database contains data on 136 population, health, and environment variables for more than 220 countries, 28 world regions and sub-regions, and the world as a whole.
- [U.S. Agency for International Development's Global Health Website](#)
USAID programs in global health represent the commitment and determination of the US government to prevent suffering, save lives, and create a brighter future for families in the developing world.
- [Nursing Theorist page](#) Briefly describes and categorizes all the nursing theories with web links to individual theorists.
- The [Madeleine Leininger](#) web site includes original works and writings by Dr. Madeleine Leininger, the founder of the worldwide Transcultural Nursing movement.
- [The National Association of School Nurses](#) improves the health and educational success of children and youth by developing and providing leadership to advance school nursing practice.

- [School Health Index \(SHI\)](#) to is used to score the health of the school’s population: help to include health promotion activities in the overall School Improvement Plan.
- [Step Parenting](#)
This site provides resources for parents facing the many issues of step parenting.
- [Focus on the Family](#)
A non-profit organization emphasizing spiritual and religious issues facing the family in today's society.
- [Religion, Culture and the Family National Institute on Aging \(NIA\)](#). NIA’s mission is to improve the health and well-being of older Americans through research, and specifically, to: Support and conduct high-quality research on aging processes, age-related diseases and special problems and needs of the aged; train and develop highly skilled research scientists from all population groups, develop and maintain state-of-the-art resources to accelerate research progress and disseminate information and communicate with the public and interested groups on health and research advances and on new directions for research.

Relevant Website and Journals Database

- [Pubmed, EBSCO & MEDLINE](#)

Website

- [National Council on Family Relations](#)
This nonpartisan, non-denominational organization offers researchers, educators, policy makers, and practicing professionals knowledge and information on families and seeks to promote family well-being. Publishes the Journal of Marriage and Family and Family Relations: Interdisciplinary Journal of Applied Family Studies.
- [National Institute for Occupational safety & Health \(NIOSH\)](#) is the federal agency responsible for conducting research and making recommendations for the prevention of work-related injury and illness. NIOSH is part of the [Centers for Disease Control and Prevention \(CDC\)](#) in the [Department of Health and Human Services](#).

26. Additional information:

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department:.....

Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:
Head of Department
Assistant Dean for Quality Assurance
Course File |