

Course Syllabus

1	Course title	Community Health Nursing	
2	Course number	0701410	
3	Credit hours	3 Credit hours	
	Contact hours (theory, practical)	3 contact hours (Theory)	
4	Prerequisites/corequisites	Adult health nursing (2) (0702308)	
		Maternal health nursing (0703305)	
		Child and adolescent health nursing (0713303)	
5	Program title	B.Sc. in Nursing	
6	Program code	-	
7	Awarding institution	The University of Jordan	
8	School	School of Nursing	
9	Department	Community Nursing Department	
10	Course level	Fourth Year	
11	Year of study and semester (s)	2022/2023 Second Semester	
12	Other department (s) involved in teaching the course	-	
13	Main teaching language	English	
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom	
		<input type="checkbox"/> Others.....	
16	Issuing/Revision Date	28-02-2023	

17 Course Coordinator:

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18 Other instructors:

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19 Course Description:

This course designed to prepare students to work in the community health field and benefit from the concepts that have been studied in the previous nursing courses. The course focuses on the concept of family and deal with it in cases of health and illness, and family interactions with the local community and the assessment methods for community and family, and how to care for elderly and people with special needs. Also, it will introduce students to the various roles of community health nurse available in the community, including the role of the nurse in school health.

20 Course aims and outcomes:

A- Aims:

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 behaviors 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

B- Students Learning Outcomes (SLOs):

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

PILO #1: Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.

Course Intended Learning Outcomes (CILO)	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
Learning Methods	Direct Instruction Indirect Instruction Interactive Instruction Independent Study
Evaluation Methods	Written exams and project

PILO #2: Apply principles of effective communication with peers, individuals, families, groups, and health care team.	
Course Intended Learning Outcomes (CILO)	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
Learning Methods	Direct Instruction Indirect Instruction Interactive Instruction Independent Study
Evaluation Methods	Written exams and project
PILO 3: Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups.	
Course Intended Learning Outcomes	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
Learning Methods	Direct Instruction Indirect Instruction Interactive Instruction Independent Study
Evaluation Methods	Written exams and project
PILO # 4: Apply professional standards, values, and behaviours in providing nursing care for individuals, families, and groups.	
Course Intended Learning Outcomes (CILO)	4.1. Identify the different community health nurse's roles. 4.2. Identify health related problems facing the family.

	<p>4.3. Recognize cultural issues that are related to community health.</p> <p>4.4. Acquire the concepts of family assessment in the different situations of the family.</p> <p>4.5. Relate primary health care concepts to community health nursing.</p>
Relevant Competency (JNC)	<p>1. Professional communication, collaboration and consultation</p> <p>2. Quality improvement</p> <p>3. Ethical and accountable practice</p> <p>4. Safety</p>
Learning Methods	<p>Direct Instruction</p> <p>Indirect Instruction</p> <p>Interactive Instruction</p> <p>Independent Study</p>
Evaluation Methods	Written exams and project
PILO # 5: Demonstrate safety measures to protect self, individuals, families, and groups.	
Course Intended Learning Outcomes (CILO)	<p>5.1. Explain the importance of environmental health in maintaining a healthy community.</p> <p>5.2. Formulate nursing actions related to the policies, rules & regulations of Jordan in different community health settings</p>
Relevant Competency (JNC)	1. Maintain Quality and Safety
Learning Methods	<p>Direct Instruction</p> <p>Indirect Instruction</p> <p>Interactive Instruction</p> <p>Independent Study</p>
Evaluation Methods	Written exams and project
PILO # 6: Translate organizational, leadership, inter professional collaboration, and management concepts into nursing care for individuals, families, and groups.	
Course Intended Learning Outcomes (CILO)	<p>6.1 Acquire the concepts of family assessment in the different situations of the family.</p> <p>6.2. Discuss principles of preventing communicable & non-communicable diseases</p>
Relevant Competency (JNC)	<p>1. Client-centered care</p> <p>2. Professional communication, collaboration and consultation</p> <p>3. Quality improvement</p>
Learning Methods	<p>Direct Instruction</p> <p>Indirect Instruction</p>

	Interactive Instruction Independent Study
Evaluation Methods	Written exams and project
PILO #7: Utilize evidence-based practice in providing care for individuals, families, and groups.	
Course Intended Learning Outcomes (CILO)	7.1 Discuss the recent evidence-based practice related to the advanced role of community health nurse
Relevant Competency (JNC)	1. Evidence-based practice
Learning Methods	Direct Instruction Indirect Instruction Interactive Instruction Independent Study
Evaluation Methods	Written exams and project

21. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods**
1+2	1.1	Community health nursing as advocacy	1.1, 1.2	Face-to-face learning	In-class	Synchronous Lecturing	MCQ
	1.2						
	1.3						
3	2.1	The historical context &	3.2, 5.2 1.4, 2.2, 3.3,	Face-to-face learning	In-class	Synchronous Lecturing	MCQ

	2.2	level of prevention							
	2.3								
4	3.1	Care of clients in school setting	1.3, 3.4,	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 4/unit 1	
	3.2								
	3.3								
5	4.1	Care of clients in school setting	3.4, 7.1	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 4	23/unit 4
	4.2								
	4.3								
6	5.1	Care of families	3.4, 7.1	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 4	23/unit 4
	5.2								
	5.3								
7	6.1	Care of families	1.1, 2.1, 2.2, 3.2, 3.3, 4.2,	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 4	unit 3
	6.2								
	6.3								
8	7.1	Theoretical foundations of CHN	4.3, 4.4, 5.2, 6.2, 7.1	Face-to-face learning	In-class + MS	Synchronous Lecturing	MCQ	Chapter 4	unit 3
	7.2								
	7.3								
9	8.1	Care of populations (community assessment)	4.4, 5.2,	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 3	15/unit 3
	8.2								

	8.3								
10	9.1	Meeting the health needs of older clients	3.2, 3.3	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 19/unit 3	
	9.2								
	9.3								
11	10.1	Meeting the health needs of older clients	3.3, 4.2,	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 19/unit 3	
	10.2								
	10.3								
12	11.1	Care of clients in the home setting	3.3, 4.2,	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 21/unit4	
	11.2								
	11.3								
13+14	12.1	Primary health	3.3, 4.2	Face-to-face learning	In-class	Synchronous Lecturing	MCQ	Chapter 28+29/unit5	
	12.2								
	12.3								

- Teaching methods include Synchronous lecturing/meeting
- Evaluation methods include Homework, Quiz, Exam, pre-lab quiz...etc

23 Evaluation Methods:

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

Evaluation Activity/Purpose	Covered PILO & CILO(s)	Mark	Topic(s)	Period (Week)	Platform
Quiz 1	1.1, 1.4, 3.3, 6.1 6.2	10%	<ul style="list-style-type: none"> Community health nursing as advocacy 	TBD	On campus
Midterm exam	1.1, 1.2, 3.2, 5.2 1.3, 3.4, 3.4, 7.1 1.4, 2.2, 3.3,	30%	<ul style="list-style-type: none"> The historical context & level of prevention Care of clients in school setting Care of families 	TBD	On Campus
Group project	4.3, 4.4, 5.2, 6.2, 7.1	10%	<ul style="list-style-type: none"> Community assessment 	TBD	On Campus
Final exam		50%	All topics included	8-20/6/2023	On Campus

24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc): students should be able to open the e-learning frequently.

This syllabus is subjective to change due to the epidemic situation in the country

25 Course Policies:

A- Attendance policies:

According to university regulations please refer to

<http://units.ju.edu.jo/ar/LegalAffairs/Lists/Regulations/DispForm.aspx?ID=246&ContentTypeId=0x0100C7850F392E786A439F935E088708707E>

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

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- Grading policy:

According to university regulations

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

26 References:

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

Clark, M. J. (2015). *Community health nursing*. Prentice Hall.

B- 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.

27 Additional information:

Name of Course Coordinator: Maha Albqoor Signature:

Date: 27/2/2023

Head of Curriculum Committee/Department: Dr.Mamdouh Alhneiti

Signature:

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

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