

Course Specifications

Institution: Najran University	Date of Report: 22/8/1437h
College/Department College of nursing / Community and mental health nursing	

A. Course Identification and General Information

1. Course title and code: community Health Nursing ; 424-NUR-5		
2. Credit hours 5 hours (3 theory + 2 practical)		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Nursing Program		
4. Name of faculty member responsible for the course Dr. Nahid Khalil Elfaki		
5. Level/year at which this course is offered: (4th year / level-8)		
6. Pre-requisites for this course (if any): 431 NUR -7 & 433NUR - 7		
7. Co-requisites for this course (if any): None		
8. Location if not on main campus Najran university new campus (medical sciences campus for girls).		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> What percentage?	<input type="text"/>
Comments:		

B Objectives

1. What is the main purpose for this course?				
<u>By the end of the course, students should be able to:</u>				
<ul style="list-style-type: none"> ✓ Define the basic concepts of community health nursing ✓ Implement health education programs & vaccinations' procedures effectively. ✓ Communicate effectively with others with respect of cultures during performing clinical procedures. 				
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)				
<ul style="list-style-type: none"> • Providing update books & periodic journals. • Encourage students to communicate actively through e-mail with lecturer. • Encourage students to be active learner 				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
- Use more advanced teaching strategies to enhance student's cognitive skills	Conduct a role-play to represent to help the student to understanding.	1 st week	15 th week	Course coordinator
- More stress on the learning outcomes of the course .	- Updating the contents.	1 st week	15 th week	Course coordinator
	- Explain why this course is necessary and important in our real life			
	Serve as a facilitator through office hours to help the students			

	to enhance self-learning abilities.			
	Encourage group activities			
	Increase student's ability for active communication.			
. Develop and increase learning resources	<ul style="list-style-type: none"> - Supplying the library with updated books and journals. - Activating the services of electronic learning lab. 	1 st week	15 th week	Program coordinator

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

List of topics	No of Weeks	Contact hours
Theory: Community health nursing (definition of new concepts & related terms)	One week	3h
Socio-cultural influences on community health nursing	One week	3h
The community assessment	one week	2h
Primary health care	one week	4h
Home health care	2 weeks	3h
Health promotion	one week	2h
Environmental health & safety measures	one week	2h
Protecting community through control of communicable diseases	one week	2h
Maternal & child health	2 weeks	3h
School health	one week	3h
Occupational health	one week	2h
Senior health	one week	3h
Physically compromised	one week	2h
Women's health	one week	2h
Family health & assessment	one week	4h
Community crisis	one week	2h

Violence in the community	one week	2h
Quality management in community health nursing	one week	2h
Practical topics (hospital based 90 hours)		
Lab demonstration & re-demonstration	2 weeks	12h
Ante-natal & post-natal care	one week	6
Growth & development for children	2 weeks	12
Vaccination for children	4 weeks	24
Home visit	one week	6
School Health	2 weeks	12
Geriatric care	2 weeks	12
Field trips	one week	6

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	-----	12	60 (field education programs + PHC)	18 Visits to some areas	135
Credit						

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

12h

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

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into

the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define all concepts related to community health nursing including cultural & ethical concepts	<ul style="list-style-type: none"> Lectures Group discussion 	<ul style="list-style-type: none"> Written exam
1.2	Memorize & list the role of CHN in different settings including PHC.	<ul style="list-style-type: none"> Lectures Group discussion 	<ul style="list-style-type: none"> Written exam
2.0	Cognitive Skills		
2.1	Classify the various intervention procedures based on goals & community data.	<ul style="list-style-type: none"> Lectures Group discussion Problem solving 	<ul style="list-style-type: none"> Written exam
2.2	Prioritize the environmental health problems based on assembled health information from different settings.	<ul style="list-style-type: none"> Lectures Group discussion Problem solving 	<ul style="list-style-type: none"> Written exam
3.0	Interpersonal Skills & Responsibility		
3.1	Participate actively in discussion related to community health nursing concepts	<ul style="list-style-type: none"> Discussions. Observational checklist 	<ul style="list-style-type: none"> Class participation
4.0	Communication, Information Technology, Numerical		
4.1	Communicate professionally with the health team members, and community members.	<ul style="list-style-type: none"> Presentations. Group discussion. Problem solving 	<ul style="list-style-type: none"> Presentation
4.2	Search the internet for recent information related to community health nursing	<ul style="list-style-type: none"> Presentations. Group discussion. Problem solving 	<ul style="list-style-type: none"> Presentation
5.0	Psychomotor		
5.1	Provide safe, competent and efficient nursing care including nursing procedures and interventions with respect to patients' safety.	<ul style="list-style-type: none"> Demonstration. Re-demonstration. Role play, simulation 	<ul style="list-style-type: none"> Practical exam Area evaluation

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise

Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5th week	5%
2	Midterm exam	9th week	20%
3	Final written exam	18th week	30%
4	Class participation/ Lab participation	Continuous	3%
5	Attendance	Continuous	2%
6	Attitude	Continuous	4%

7	Presentation	Continuous	4%
8	Continuous evaluation	Continuous	5%
9	Mid-term practical exam	11th week	8%
10	Final practical exam	16th week	17%

D. Student Academic Counseling and Support

- | |
|--|
| <p>1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)</p> <ul style="list-style-type: none"> • Office hours arranged into the time table. • Student encourage to communicate via e-mail or at office. |
|--|

E. Learning Resources

<p>1. Required Text(s)</p> <ul style="list-style-type: none"> • D'Avanzo, C & Geissler, E. (2003): Cultural Health Assessment 3rd ed. Mosby
<p>2. Essential References</p> <ul style="list-style-type: none"> • Community health nursing concepts & practice. Allender, J & Spradly, B. Latest edition. • Community health nursing: Promoting the health for aggregates. Swanson, J & Nies, M. Latest edition.
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <ul style="list-style-type: none"> • Community & public health nursing, Stanhope, M. & Lancaster, J. Latest edition. • Community/Public health nursing practice: health for families & populations>Maurer & Smith.
<p>4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <ul style="list-style-type: none"> • http://www.careplans.com • www.studentnurse.org.uk • http://www.nursingworld.org/aan • http://www.britishjournalofnursing.com
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • Multimedia associated with the text books and the relevant websites.

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • Prepared lecture rooms with data show device with good ventilation and light • laboratory is well equipped with patient simulator, cardio-pulmonary resuscitation

mannequin, life form hand simulation, etc. in addition to the facilities and supplies. There are 4 manikins in the lab for human simulation use by faculty to teach students how to administer care to patients. All the manikins are laid on the bed with appropriate pedicel equipment attached to them. Fundamental of Nursing lab is extremely realistic and flexible to meet multi-disciplinary education needs of the nursing students Functioned and safe devices

2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • Computer lab
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> • library references and students' services • Availability of computer systems and internet for student

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> • Electronic University questionnaire for evaluation of the course • Course evaluation by student. • Students- faculty meetings
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> • Peer observing teaching • Evaluation by program coordinator. • Teacher portfolio
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> • Integrating the remarks of the peer observer in the process of teaching • Conducting workshops given by experts on the teaching and learning methodologies
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> • Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective action.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- By the end of each semester course report is summated to the department and the results of study and questionnaire are involved ,improvement plan is designed and monitored by the head of the department.
- Review of annual course report which include students, peer, program coordinator evaluation, and students achievement
- Obtaining the improvement plan.
- Implementation of the improvement plan
- Monitoring of the plan by program coordinator

Faculty or Teaching Staff: Dr. Nahid Khalil

Signature: *Nahid Khalil* **Date Report Completed:** __20/8/1437h

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____

Matrix of the program- Course intended learning outcomes of community health nursing

Domains of learning	Program ILOs	Course ILOs of community health nursing
Knowledge	1- Explain cultural and ethical issues related to nursing practice and medical field.	Define all concepts related to community health nursing including cultural & ethical concepts
	2-Explain the scientific background of different nursing interventions and procedures.	
	3-Clarify etiology, clinical picture, diagnosis, complications and nursing management of health problems affecting patients with different age groups.	Memorize & list the role of CHN in different settings including PHC.
Cognitive skills	1-Compare among different interventions and nursing procedures to conclude the suitable one.	Classify the various intervention procedures based on goals & community data.
	2-Plan for competent, efficient and holistic care of patients with different health problems.	Prioritize the environmental health problems based on assembled health information from different settings.
Interpersonal Skills and Responsibility	1-Participate in ongoing self-learning activities related to Profession.	Participate actively in discussion related to community health nursing concepts
Communication, Information technology and Numerical skills	1-Communicate professionally with the health team members, patients, clients and family members.	Communicate professionally with the health team members, and community members.
		Search the internet for recent information related to community health nursing
Psychomotor skills	1-Implement nursing procedures and interventions with respect to patients' right.	Provide safe, competent and efficient nursing care including nursing procedures and interventions with respect to patients' safety.

Matrix of aligning course ILOs with contents, assessment method and teaching strategies of community health nursing

Domains of learning	Course ILOs	Course contents	Assessment methods and tools	Teaching strategies
Knowledge	<ul style="list-style-type: none"> Define all concepts related to community health nursing including cultural & ethical concepts 	<ul style="list-style-type: none"> Community health nursing (definition of new concepts & related terms) Socio-cultural influences on community health nursing Primary health care Home health care 	<ul style="list-style-type: none"> Written exam 	<ul style="list-style-type: none"> Lecture, Group discussion
	<ul style="list-style-type: none"> Memorize & list the role of CHN in different settings including PHC. 			
Cognitive skills	<ul style="list-style-type: none"> Classify the various intervention procedures based on goals & community data. 	<ul style="list-style-type: none"> The community assessment Home health care Primary health care Health promotion Environmental health & safety measures Protecting community through control of communicable diseases 	<ul style="list-style-type: none"> Written exam 	<ul style="list-style-type: none"> Lecture, Group discussion
	<ul style="list-style-type: none"> Prioritize the environmental health problems based on assembled health information from different settings. 			
Interpersonal skills and responsibility	<ul style="list-style-type: none"> Participate actively in discussion related to community health nursing concepts 	<ul style="list-style-type: none"> Community crisis Violence in the community 	<ul style="list-style-type: none"> Observation using check list Class participation 	<ul style="list-style-type: none"> Group discussion
Communication, Information technology and	<ul style="list-style-type: none"> Communicate professionally with the health team members, and community members. 	<ul style="list-style-type: none"> Family health & assessment 	<ul style="list-style-type: none"> Presentation Observational 	<ul style="list-style-type: none"> Presentation

Numerical skills	<ul style="list-style-type: none"> Search the internet for recent information related to community health nursing 	<ul style="list-style-type: none"> Quality management in community health nursing 	checklist	
Psychomotor skills	<ul style="list-style-type: none"> Provide safe, competent and efficient nursing care including nursing procedures and interventions with respect to patients' safety. 	<ul style="list-style-type: none"> Vaccination for children Home visit School Health Geriatric care Field trips 	<ul style="list-style-type: none"> Practical exam Area evaluation 	<ul style="list-style-type: none"> Demonstration and redemonstration