



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Community Health Nursing Theory (NUR 401)

Course Specifications

Institution: University of Tabuk	Date: Date: Date of Report 27/12/1440H
College/Department : University College of Umluj , Department of Nursing	

A. Course Identification and General Information

1. Course title and code: Community Health Nursing Theory / NUR 401	
2. Credit hours: 3hrs	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course: Dr. Hanan Hassan ELzabyAmer	
5. Level/year at which this course is offered: 7 th level, first semester 4 th year	
6. Pre-requisites for this course (if any): Medical – Surgical Nursing 2	
7. Co-requisites for this course (if any):	
8. Location if not on main campus:	
9. Mode of Instruction (mark all that apply):	
a. traditional classroom	<input type="checkbox"/> What percentage? <input type="checkbox"/>
b. blended (traditional and online)	<input type="checkbox"/> What percentage? <input type="checkbox"/>
c. e-learning	<input type="checkbox"/> What percentage? <input type="checkbox"/>
d. correspondence	<input type="checkbox"/> What percentage? <input type="checkbox"/>
f. other	<input type="checkbox"/> What percentage? <input type="checkbox"/>
Comments:	

B Objectives

1. What is the main purpose for this course?

At the end of the course, the students will be able to:

1. Acquire a thorough knowledge and critical understanding of the concepts, principles, theories, and processes in Community Health Nursing.
2. Manifest proficiency in:
 - a. Oral and written communication skills to
 - a. Practice therapeutic communication
 - a. Document and report observations and responses to nursing actions/ interventions
3. Utilize information technology in health care
4. People skills to deal with various stakeholders in health care delivery in any setting.
5. Apply and utilize nursing process in the care of individual, family, special groups and community
6. Demonstrates appropriate attitudes/behaviors as a model health professional.

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)

- Increase use of web based reference material.
- Use of recent relevant research in the teaching process.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description

This course is designed to help the fourth year level students acquire a broad perspective of community health nursing (CHN) by applying different concepts in the community health nursing with the emphasis on health promotion and primary health care. It also entails some of the programs of the World Health Organization which gives emphasis in the prevention of disease condition and promotion of health utilizing the nursing process.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
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Community Health Nursing Overview <ul style="list-style-type: none">- Definition of Health- Factors Affecting Health - Principles and Standards of CHN- Definition of Terms - Philosophy, Concepts, Goal of Community Health Nursing Practice- Basic Principles of CHN- Roles of the Public Health Nurse- Duties and Responsibilities of the Community Health Nurse- Special Fields in Community Health Nursing	1	3 hrs
Levels of Health Care and Levels of Disease Prevention <ul style="list-style-type: none">- Three Levels of Health Care Services<ul style="list-style-type: none">○ Primary level○ Secondary level○ Tertiary level - Definition of health, illness, sickness-wellness.- Relationship between health and illness	1	3 hrs
Primary Health Care as a Strategy <ul style="list-style-type: none">- WHO Definition of PHC- Elements of PHC- Characteristics of PHC.- Requirement of Efficient PHC- Functions of PHC.- Primary health care services.- Difference between medical model and PHC		
Health care system in Saudi Arabia		



<ul style="list-style-type: none"> • Levels of Clientele - The Individual as a Client <ul style="list-style-type: none"> ○ Difference between patient and a client - Family as a Client <ul style="list-style-type: none"> ○ Define family, nursing family and family health. ○ Characteristics of healthy family ○ Functions of the family ○ Family structure. ○ Approaches that can be used for family assessment and intervention ○ Family assessment tools ○ Barriers to family nursing. - Community as a Client 	1	3 hrs
<p>Antenatal health care</p> <ol style="list-style-type: none"> 1. Definition 2. Aims of antenatal care 3. Signs of pregnancy. 4. Assessment, physical examination and investigation 5. Antenatal health education. <p>Infant health care</p> <ol style="list-style-type: none"> 1. Definition of infant health care 2. Objectives of infant health care 3. Services provided to infant 4. Basic vaccination schedule 5. Importance of infant growth and development 6. Health education (breast feeding, weaning & infant safety). 	1	3 hrs
<p>Health care of the elderly</p> <ul style="list-style-type: none"> Definition of terms Normal changes that accompanying aging process Needs and health problems of the older adult Rights of older adults Health promotion and nursing intervention 	1	3 hrs
<p>School health</p> <ul style="list-style-type: none"> Needs of the school age children Objectives of school health program Common healthy problems among school age children • Health promotion of school age children 	1	3 hrs



<p>Rehabilitation of health care Definitions Physical and mental disabilities (Handicaps & mental- retarded) Rehabilitation programs</p> <p>Home Visit Definition Goal Purpose Advantages Disadvantages Principle of Nurse-Client relationship with family Process of home visit</p> <p>Med Term Examination</p>	1	3 hrs
<p>Occupational health Definition of occupation health Occupational influences on community health Characteristics of healthy work environment Nursing role Causes of occupational illness or injury Nursing process and level of prevention</p>	1	3 hrs
<p>Environmental Health Environmental influences on community health : a- Biological b- Physical c- Chemical & gaseous d- Social</p> <p>Nursing process and level of prevention</p>	1	3 hrs
<p>Epidemiology in Health Care Health Indicators Goal of epidemiology Biostatistics Mortality and Morbidity Incidence and Prevalence Rate Saudi Arabia Health Profile</p>	1	3 hrs
<p>Control of Communicable Diseases Common Terminologies related to infection/C.D. Chain of Infection Causative agent Reservoir of infection Portal of Exit Mode of Transmission Portal of Entry Susceptible Host</p>	2	3 hrs



<p>World Health Organization Programs Common Communicable Diseases - Viral Infections Poliomyelitis Chicken Pox “Varicella Zoster Virus” Rubella or German Measles MUMPS - Bacterial Infections Diphtheria Pertussis or Whooping Cough Tetanus</p>	1	3 hrs
<ul style="list-style-type: none"> Hepatitis Definition Mode of Transmission Preventive Measures Health promotion Role of Public Health in preventing the disease 	1	
<ul style="list-style-type: none"> Control of Tuberculosis Zika Virus Clinical Manifestations Infectious Agent/ Reservoir Mode of Transmission Incubation period - Control of Tuberculosis Zika Virus 	1	3 hrs
FINAL EXAMINATION		

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	3					45 hrs
	Actual						45 hrs
Credit	Planned						3
	Actual	3					3

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

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

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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	1.0 Knowledge	Lectures-discussion Brain storming	Quizzes and Major exam
	1.1 Define the concepts and principles of community health care development process.		
	1.2 Define the roles of the community health nurse in the delivery of health care among individual, family and community with various disease conditions.		
	1.3 Outline the different health care services among various age group in the community setting.		
	1.4 Explain the epidemiological approach to understanding disease, and identifying the cause of diseases.	Lectures-discussion	
	2.0 Cognitive Skills	Brain storming	Quizzes and Major exam
	2.1 Integrate knowledge on primary, secondary and tertiary prevention strategies to individuals, families and communities to promote optimum well being		
	2.2 Outline health teaching plan utilizing the nursing process in the community oriented care of selected families, groups and communities.		
	2.3 Develop collaboration with clients and other members of the health team to provide and facilitate optimal health care		
	2.4 Develop skills to deal with various stakeholders in the health care delivery in any setting.		
	3.0 Interpersonal Skills & Responsibility		
N/A			
4.0 Communication, Information Technology, Numerical			
N/A			
5.0 Psychomotor			
N/A			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Requirements/Assignments	14 weeks	10
2	QUIZES (minimum 5 quizzes)	weeks 3 th , 5, 7, 12, 14	20
3	Mid term Examination	8 th	30
4	Final Examination	16 th	40
5	TOTAL		100

D. Student Academic Counseling and Support

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.)

Every Tuesday = 12- 2

Every Thursday= 1-2

E Learning Resources

1. List Required Textbooks

Lancaster, J, Community and Public Health Nursing (6th ed.) Mosby Inc.

2. List Essential References Materials (Journals, Reports, etc.)

Allender, J and Spradly, B., Community Health Nursing Concept and Practice

Navales, D. , Handbook of Common Communicable and Infectious Diseases, 2006

Gesmundo, M.H., The Basics of Community Health Nursing:, 2010

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Electronic Materials, Web Sites etc

1. http://apps.who.int/immunization_monitoring/globalsummary/diseases

2. <http://wwwnc.cdc.gov/travel/yellowbook/2014/chapter-7-international-travel-infants-children/vaccine-recommendations-for-infants-and-children>



Starfield B, Shi L & Macinko J, 2005. Contribution of Primary Care to Health Systems and Health, *The Milbank Quarterly*, vol. 83, no. 3, pp. 457–502.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

9. <http://www.ucs.mun.ca/~dwestera/community.html>
10. uqu.edu.sa/.../Community%20health%20Nursing%20fa...
11. intranet.tdmu.edu.ua/.../09%20Family%20Assessment.p
12. http://spot.colorado.edu/~friedmaw/Friedman_Lab/Friedman_Publications.html
13. <http://www.zerotothree.org/child-development/early-childhood-mental-health/>
14. <http://www.cehd.umn.edu/CEED/publications/tipsheets/infanttoddler/imhdefinitionsofinfantmentalhealth.pdf>
15. <http://www.moh.gov.sa/en/HealthAwareness/EducationalContent/HealthTips/Pages>
<http://www.motheringfromtheheart.com/Benefits.htm>
16. <http://www.babyproofersplus.com/blog/37-common-hazards>
17. <http://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/pages/prenatal-care.aspx>
18. http://www.academia.edu/353597/ANTENATAL_CARE
19. <http://www.babycenter.ca/a554818/blood-pressure-in-pregnancy#ixzz2vN39w9Gq>
1. Tabuk University faculty website <http://www.who.int/en/>
2. http://apps.who.int/immunization_monitoring/globalsummary/diseases
3. <http://wwwnc.cdc.gov/travel/yellowbook/2014/chapter-7-international-travel-infants-children/vaccine-recommendations-for-infants-and-children>
4. <http://www.worldlifeexpectancy.com/country-health-profile/saudi-arabia>
5. <http://www.rnpedia.com/home/notes/community-health-nursing-notes>
6. <http://www.google.com.ph/#q=Saudi+Arabia+Health+Care+Delivery+System&safe=on>
7. World Health Organization, 1978. Declaration of Alma Ata, International conference on PHC, *Alma-Ata*, USSR, 6-12 September, available from:
http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf (accessed June 2009).
8. <https://www.cna-aicc.ca/en/on-the-issues/better-health/primary-health-care/phc-conceptual-model>



هيئة تقويم التعليم
Education Evaluation Commission



F. Facilities Required

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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture room occupied with instructional aids
2. Technology resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Obtaining personal feed back from student during consultation hours • Evaluation Tanique by means Quizzes and Major exam
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department periodical evaluation from supervisors
3. Processes for Improvement of Teaching • Student marks must be review diligently to avoid errors • Check marks of each student by co-faculty before finalizing the grades in the system



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)

- Must follow the Course Specification/CSTF
- Objective of the course must be followed in preparing examinations
- Checking of major examinations by the Examination Review Committee
- At least 2 faculty members to double check all examination results prior to finalizing in the system

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

- Review and analyze collective summary of the students' performance of all teaching sections of the course yearly.
- Planning for Improvement
 - Annual review of curriculum, syllabus and course specifications and course contents.
 - Provision of appropriate resources needed to teach the course.

Name of Course Instructor: Dr: Hanan Hassan ELzaby

Signature: Dr: HananELzaby Date Specification Completed:

Program Coordinator: Dr. Nagwa Mohamed

Signature: _____

Date Received: 27/12/1440