|  |  |
| --- | --- |
| https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRKctcL-y8On2gJ3ZLvj8ZGldOwMImP97vvteFqlhVWvhHngiNU9TGaWgUO  **NUR 416** | **C:\Users\Win 7\Desktop\download.png** |

**Course Content**

**Course Number: NUR 416**

**Course Title: Community Health Nursing (3 +0)**

**Pre-Requisite: NURS 324**

**Co-Requisite: NUR 417**

**Course instructor:**  **Ibrahim Shamali** [ishamali@ksu.edu.sa](mailto:ishamali@ksu.edu.sa)

**Office Hours:** Sunday and Tuesday (11-1pm)

**Program’s Vision**

The **Vision** is to become a leader in nursing education, providing advanced training within a stimulating environment of research and innovation. Graduates are highly competent in clinical practice, management, and research. The college shall be Center of Excellence in KSA and the region.

**The Program's Mission:**

The **Mission** is to produce competent and caring nursing professionals who are trained to meet the complexity and diversity of health care. Graduates are effective and committed professionals who are spiritually and emotionally critical of the changing society.

**Course Overview:**

**This course is designed to acquire the students with a broad perspective of community health nursing by applying different concepts of community health nursing with emphasis on health promotion and primary health care. It facilitates 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.**

**Student Learning Outcomes**:

*By the end of this course, students will be able to:*

-Use the concepts of nursing theory, research and practice, based on the foundation of the arts and sciences courses, in the provision of care to diverse clients of all ages

-Evaluate the use of levels of prevention in prioritizing the health needs of communities and populations

-Integrate the science of epidemiology with the concepts of health promotion, maintenance, and restoration for populations

-Integrate knowledge and principles of public health nursing in designing holistic interventions in partnership with communities and populations

- Examine legal, cultural, ethical, and legislative issues which influence the practice of public health nursing.

-Use effective critical thinking skills (e.g., observation, analysis, synthesis) through the nursing process to provide and direct quality care to diverse clients of all ages

-Evaluate and use appropriate research findings in discussion of community health nursing

-Use of computer technology and informatics in nursing care for communities and populations

- Apply the role of the community health nurse in the promotion of the individuals &families in illness and health

**Course Methodology:**

-Course objectives may be met through individual study using suggested resources.

-Active involvement in classroom activities, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills.

-Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed.

- The professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

**Course Outlines:**

|  |  |  |  |
| --- | --- | --- | --- |
| **List of Topics** | **Week** | **Contact Hours** | **Activities** |
| Introduction to the course NUR416 | 2 | 3 |  |
| **1. Introduction to Community Health Nursing:**   * Definition of terms: health, community, community health, public health, and community/public health nursing. * Community health nursing history.(4 ears) * Community health nursing roles * Objectives of community health nursing.   Characteristics of community health nursing.   * Principles of Community health nursing. * CHNg practice * CHNg settings * CHNg standards. | 3 | 3 | Discuss the Characteristics of community health nursing?  Search about the community health nursing core competencies according to WHO. |
| **2.Theories, Concepts and Models applied to Community Health Nursing**:   * Definition of terms: theory, nursing theory, conceptual model * Importance of nursing theories * Generating Nursing Theories * Theories and Models for Community Health Nursing * (Nightingale’s, Orem’s Self care ,Neuman’s ,Pender’s, Milio’s ) | 4 | 3 | Identify systems model (Betty Neuman) for the 3 levels of prevention. |
| **3.Primary health care:**   * HEALTH FOR ALL * LEVELS OF CARE   + PRIMARY   + SECONDARY   + TERTIARY * DECLARATION OF ALMA ATA CONFERENCE * ELEMENTS OF PRIMARY HEALTH CARE * PRINCIPLES OF PRIMARY HEALTH CARE * STRATEGIES OF PRIMARY HEALTH CARE   Quiz | 5 | 3 | List the components of elements pf PHC.  Give summary about the community health nursing intervention in primary health care systems. |
| **4.Community as a client:**   * Definition of terms * Concept of community * Community as a unit of care * Function of a community * Dimension of the community as client * The community dynamics * Community assessment, diagnosis, analysis * Characteristics of a healthy community | 6 | 3 | List the health indicators that are required in order to measure the health status of people and communities. |
| 5.**Family as a client& Family health:**   * Definitions * Forms of families * Function of families * Family life cycle& its risks * Family Health, &its characteristics’ * Family Environmental Assessment * Family Health Assessment |  |  | Role play:  Divide the class into small groups and playing the role as family and health care provider. |
| Mid-Term I | 7 | 3 |  |
| **6.School Health:**   * History of SHN * Definition of SHN * Framework of SCN * Target population for SHN * School health services * Role of SHN * Requirement & scope of SHN role | 8 | 3 | Role play:  Divide the class into small groups and make them identify and play the role of a school nurse. |
| **7.Occupational Health :**   * Definition of terms * Types of occupational health hazards * Factors that Contribute to Health Problems of Workers * Preventive & controlling Measures to occupational health Hazards * Workers’ Compensation Diseases * Role of OHN | 9 | 3 | Group activity:  Identify common health issues and hazards in the work place. |
| **8.Care to handicapped:**   * Definition of terms * Types of disability * Causes of disability * Managing consequences * Prevention of disability * Intervention for disability * Delivery of Rehabilitation care | 10 | 3 | Group activity:  Presentation of various disabilities and discussion on how they cope with activities of daily living. |
| Mid-Term II | 11 | 3 |  |
| **9.Gerontology Nursing:**  -Definition of terms  -Myths related to older adults.  -Demographic data related to aging population, in Saudi Arabia. -Physiological changes in aging.  - Psychological and social changes is aging.  -Common health problems in aging.  -Nursing roles with elderly in the community. | 12 | 3 | Group work   * Identify common health problems among aging population among Saudi * Identify primary, secondary and tertiary interventions |
| **10.Environmental Health & Safety:**   * Definitions of terms * Importance of environmental health * Components of environmental sanitation:   1-Housing condition  2-Indoor air pollution  3-Water sanitation  4-Refuse disposal  5-Sweage disposal  6-Foodsanitation  7-Insect control | 13 | 3 | Group work   * Choose 1 area of environment health condition * Identify problems in Saudi setting in relation to the chosen area * Identify interventions to improve and prevent illness |
| **11.Home visit:**  -Definition of home visit  -Purpose of home visit  -Types of patient who need home visit  -Home assessment during Home visiting  -Objectives of the home visit  -Factors influencing the growing of home health services  -kinds of Home Care  -limitation and advantages of home visit  -Principles of home visiting  -Most common intervention in home health care  -Phases and activities of home visiting  -Steps in conducting home visits  -Community Health Nursing Bag (purpose- content-care-principles-nurses responsibilities and bag techniques) | 14 | 3 | Group work   * Brainstorm on home visit program of Ministry of Health, KSA * Identify issues or problems and formulate recommendations for improvement of each identified issue or problem |
| Revision | 15 | 3 |  |

**EVALUATION/GRADING:**

|  |  |
| --- | --- |
| **ASSIGNMENT** | **POINTS** |
| **Home Work Assignments** | **10** |
| **Quiz** | **10** |
| **1st written Midterm Exam** | **20** |
| **2nd written Midterm Exam** | **20** |
| **Final written Exam** | **40** |
| **Total Possible** | **100** |

**REQUIRED TEXT:**

-Smith CM, Maurer FA. Community Health Nursing: Theory and Practice.11th. Ed. Philadelphia: W.B Saunders Co. 2012.

- Stanhope M, Lancaster J. Community Health Nursing. 10th. ed. St. Louis:

Mosby 2013.

**SELECTED READINGS and RECOMMENDED WEBSITES:**

American Nurses’ Association. Public health nursing: A partner for healthy

Populations. Washington, D.C.: ANA.

American Nurses’ Association. Scope and standards of home health nursing

Practice . Washington, D.C.: ANA.

American Nurses’ Association. Scope and standards of public health nursing

Practice. Washington, D.C.: ANA.

American Nurses’ Association. Standards of clinical nursing practice, 2nd ed.

Washington, D.C.: ANA.

American Nurses’ Association. Standards of school nursing practice. Kansas

City, MO: ANA.

Clark, M.J. Nursing in the community: Dimensions of community health nursing,

3rd ed., Stamford, CT: Appleton & Lange

Dochterman, JM & Bulechek, GM. Nursing interventions classification, 4th ed..

St. Louis: Mosby.

Merson, M.H., Black, R.E., & Mills, A.J.,(Eds). International public health:

Diseases, programs, systems, and policies. Gaithersburg, MD: Aspen Publishers,

Inc.

Wright L., & Leahey, M. Nurses and families, 2nd Ed.. Philadelphia: F.A. Davis,

Co.

Revised 5/9/2018 by

Male and female department.