

توصيف مساق صحة المجتمع العملي

1. معلومات مدرس المساق (Instructor)

اسم (مدرس / منسق) المساق :	يحيى حمدان عبدالله الرشود , ايمان حرب.
الساعات المكتتية :	2 - 1
رقم المكتب والرقم الفرعي :	لا يوجد
البريد الالكتروني :	yahya_yml@yahoo.com
مساعد البحث والتدريس/المشرف/الفاقي (إن وجد):	يحيى حمدان عبدالله الرشود

2. وصف المساق (Course Description)

The course provides clinical learning experiences in community-based sites in both urban and rural settings. Focuses on nursing care designed to prevent and/or reduce risk of disease and injury, promote health and wellness, and to diverse populations across the age spectrum.

3. بيانات المساق (Course Title)

رقم المساق: 1001444	اسم المساق: Community Health Nursing/ Clinical	المستوى: رابعة
طبيعة المساق: عملي	المتطلب السابق / المتزامن: Nur 1001444	وقت المحاضرة: 8 - 1
العام الجامعي: 2020 /2019	الفصل الدراسي: الثاني	عدد الساعات الدراسية: 3

4. أهداف المساق (Course Objectives)

Incorporate concepts of disease prevention, risk reduction, health promotion, and health restoration in plans of care for individuals, families, and communities in primary and tertiary health care settings.	A
Reduce the likelihood that children, adolescents, adults, families, and various community populations will develop complications related to existing conditions, treatments, or procedures.	B
Provide therapeutic nursing interventions for diverse populations across the lifespan in a multicultural environment.	C
Develop a population-focused perspective in assessing and responding to the actual and potential health needs of diverse community populations.	D

5. مخرجات التعلم (Intended Student Learning Outcomes)

(المعرفة والمهارات والكفايات)

يفترض بالطالب بعد دراسته لهذا المساق أن يكون قادرا على:

1. Use effective communication in providing nursing care to community population.
2. Apply research findings to the nursing care of community populations.
3. Apply knowledge of legal/ethical issues relevant to community populations.
4. Identify health policies related to care of community populations.

5. محتوى المساق (Course Content)

الموضوع	الأسبوع
Orientation	الأول
Health Center	الثاني
School Health	الثالث
School Health	الرابع
Health Center (Home Visit)	الخامس
Health Center (Home Visit)	السادس
Health Center (Home Visit)	السابع
Health Center (Home Visit)	الثامن
Group Project	التاسع
Health Center (Home Visit)	العاشر
Mental Retardation	الحادي عشر
Occupational Health	الثاني عشر
Final Exam	الثالث عشر

6. استراتيجيات التعليم والتعلم وطرق التقويم

(Teaching and learning Strategies and Evaluation Methods)

ت	مخرجات التعلم	استراتيجيات التدريس	أنشطة التعلم	نوع التقويم/القياس (امتحان/عروض صفية/مناقشة/واجبات)
1	Manages safety and comfort principles	Direct interaction with patients	Attending multi-disciplinary and treatment team.	Exams
2	Leads team of nurses	Individual and group discussions	Assignments	Oral discussions
3	Applies therapeutic communication skills	Observing group meeting	Activities with patients.	Seminars
4	collaborate, and cooperate to establishes effective professional relationship with patients	Audio visual aids.		Assignments
5	Collaborate with health team members, college, and instructor.			

7. تقييم الطلبة (Assessment)

توزيع الدرجات لكل أسلوب	توقيت التقييم	الأساليب المستخدمة
55	خلال الفصل	1- أعمال الفصل: (تقرير، وظائف، حضور)
20	الأسبوع التاسع	2- Group Project
25	أسبوع الامتحانات النهائية	3- امتحان تحريري نهائي

8. الكتاب المقرر (Text Book)

Community Health Nursing	المرجع الرئيس
Spradley, W. Barbara and Allender A. Judith	المؤلف
Philadelphia: Lippincot-Ravin	الناشر
2010	السنة
7th ed	الطبعة
ISBN-10: 0781744490 ISBN-13: 978-0781744492	الموقع الالكتروني للمرجع

9. المراجع الإضافية (References) (وتشمل الكتب والبحوث المنشورة في الدوريات او المواقع الالكترونية)

Clark , M . (2010).Community health nursing, advocacy to population health. (5 th ed). Lippincott Williams &Wilkins .	-1
	-2
	-3

Al al- Bayet university
Community health nursing clinical
Clinical evaluation criteria (10%)

ID #: (**Evaluation Student name:** _____) grades: (1-5)

2 = satisfactory performance
4 = very good performance

1 = poor performance
3 = good performance
5 = excellent performance

No.	Criteria Items	Grade				
1.	- Punctuality_					
2.	- Professionalism <input type="checkbox"/> Professional appearance <input type="checkbox"/> Accepts constrictive criticism in a professional manner <input type="checkbox"/> Maintains confidentiality concerning patients, health team members, clinical institutions, peers, and others. <input type="checkbox"/> Maintain clients / Family privacy during nursing care. <input type="checkbox"/> Respects and protects client / Family dignity and right during nursing care. <input type="checkbox"/> Demonstrate the professional standards that may have the potential to improve the nursing image. <input type="checkbox"/> Behaviors indicate appropriate preparation for clinical experience. <input type="checkbox"/> Communication with: - Instructors - Peers - Client and / or family - Health team members					
3.	Nursing skills					
4.	Completes assignment on time					
5.	Reflects adequate knowledge					
6.	Leadership skills <ul style="list-style-type: none"> • Demonstrates self confidence and control in clinical institutions • Keeps instructor and health team members informed about any procedure and situation • Seeks appropriate assistance with decision making • Assumes responsibility for actions 					
7.	Change agent.					

* Date: _____

* Grade: _____

- Instructor signature _____
- _____
- _____
- Student signature _____

**Faculty of Nursing Clinical
Evaluation for Home
Visits Community Health
Nursing/Clinical (10%)**

Student name

Date:
Instructor Name:

	Home Visiting Skills	1	2	3	4	5
1.	Complete the contract before the visit					
2.	Collect data about the family					
3.	Set family needs according to priorities					
4.	Put a clear, specific and attainable					
5.	Introduces himself, colleagues and teacher in					
6.	Illustrate the purpose from the visit					
7.	Talks in clear voice using simple sentences					
8.	Ask questions to elicit understanding					
9.	Care for all family members					
10.	Listen actively and show understanding					
11.	Organize the setting in appropriate way					
12.	Use the nursing process: Assessment Planning Implementat ion					
13.	Illustrate the subject in direct way using appropriate method					
14.	Correctly use bag technique considering infection prevention strategies					
15.	Summarize what had been done in each					
16.	Plan with the family for the next visit					
17.	Respect peers and instructors					
Total						

Student grade (out of 10)= Total/85 × 10%

Instructor Notes:

**Community Health Nursing/ Clinical
Evaluation Form for Education class**

(5%)

Student Name:

Student ID:

Title:

Items	Grade	Student's Grade
Topic		
Introduction, outline, & objective	0.5	
Content (Clear, Organized & understandable)	2.0	
Giving actual examples on the application of community Concepts	1.5	
Presentations		
Clear voice & correct language	0.5	
Initiate discussion & maintain eye contact	0.5	
Control the group	0.5	
Stress on an important points	1.0	
Use of audiovisual aids appropriately	0.5	
Able to transfer information & clarify ideas	0.1	
Punctuality	0.5	
Conclusion	0.5	
References & integration of research finding related to the Topic	0.5	
Planning and preparation for the presentation	0.5	
Total	10/2 =5	

Comments:

.....
.....
.....
.....

Instructor's signature:.....

Date:.....

Community Health Nursing Clinical

Evaluation Tool for Schools (5%)

Student's Name.....
student's Number.....

Evaluation Item	Unsatisfied 0	Fair 1	Good 2	V.Good 3	Exce. 4	Comments
Punctuality ; 1- arrival on time 2- Doing assignments on time.						
3- Professional appearance.						
4- Case Study (physical, social, mental, psychological).						
5- Assess components of school health.						
6- Apply physical assessment to the students.						
7- Use appropriate physical assessment tool.						
Activities; 8- Planning (daily objectives) 9- Organized 10- Satisfaction of participants 11- Appropriate materials						
12- Effective verbal and non-verbal with communication Peers, client and/or family and Staff.						
13-Creative thinking.						
Grade out of 5	Total/52×5%					

Daily Community log (5 %)

Student Name.....St .No.....

Health Center.....Date

Instructor Name.....

Patient/ Family Name.....

Address.....

.....

Phone.....

Medical Diagnosis:

Rational for choosing the target family:

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.....

	Reference Grade	Instructor Comments
Objective of the visit: 1. 2. 3. 4.	2 points	
Assessment	3 points	

Identified of community based nursing diagnosis	3 points	
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Activity implemented in each visit	3 points	
Evaluation of the activity and the achieved objectives	2 points	
Discussion of identified barrier and facilitators	1 points	

<p>Amount of time spent in this visit: Start time..... End time... Total time spent Date and time for next visit Day: Time:</p>	<p>1 points</p>	
<p>Total Grade</p>		

FAMILY ASSESSMENT (10%)

Student name:.....

Instructor Name.....

ID.....

FAMILY ASSESSMENT FORM

FAMILY NAME		NAME OF HEAD OF FAMILY	
ADDRESS			
DATE		RELIGION	

Family composition: 1Point

	Name	Gender	Relationship	Date of birth	Occupation	Education
1						
2						
3						
4						
5						
6						

1. **a. Family Genogram.** (Use different colors for mapping out the function)
 Functional charting: -- close / overly close / - - distant / ^^^ conflictual
 Presence of any readily available conflict between family members (specify)
(0.5 point)
-

b. Ecomap:(0.5 point)

2. Family structure and function.(0.5 point)

a). Type of family: b). Life cycle:

What problems does this phase in the life cycle raise for them?

Does the family feel these problems were dealt with satisfactorily?

b). Role & functions

Breadwinner/s:

Decision maker/s:

Caregiver/s:

3. Family Lifeline. Major significant life events (positive and negative; successes and losses) that had impact on the family. Indicate year of occurrence.(0.5 point)

4. SCREEM. Briefly specify/explain other items not included or described in the checklist.(0.5 points)

PARAMETER	STRENGTH	WEAKNESS
SOCIAL	<input type="checkbox"/> Open intrafamilial lines of communication <input type="checkbox"/> Absence of animosity/rivalry <input type="checkbox"/> Healthy/supportive intrafamilial relationships <input type="checkbox"/> Healthy/supportive extrafamilial relationships Others: _____	<input type="checkbox"/> Lack of intrafamilial lines of communication <input type="checkbox"/> Presence of animosity/rivalry <input type="checkbox"/> Unhealthy intrafamilial relationships <input type="checkbox"/> Unhealthy extrafamilial relationships Others: _____
CULTURAL	<input type="checkbox"/> Absence of or very few beliefs/practices that are unacceptable to our culture or negatively affect way of living (e.g. institutionalization of elderly, dependency of married children to parents, value for education, does not advocate family closeness, seeking help	<input type="checkbox"/> Presence of some belief/s practices that are unacceptable to our culture or negatively affect way of living (Specify these practices): _____ _____ Others: _____

	from traditional healers, etc.) Others: _____	
RELIGIOUS	<input type="checkbox"/> Spirituality is positively influencing way of life <input type="checkbox"/> Practicing one's faith, enduring because of his faith Others: goes to mass once a month _____	<input type="checkbox"/> Spirituality is negatively or not at all influencing way of life <input type="checkbox"/> Not practicing one's faith Others: _____
EDUCATIONAL	<input type="checkbox"/> Level of education is not a hindrance to achievement, livelihood, success <input type="checkbox"/> Level of education facilitates comprehension of most challenging circumstances Others: _____	<input type="checkbox"/> Level of education is a hindrance to achievement, livelihood, success <input type="checkbox"/> Level of education hinders comprehension of most challenging circumstances Others: _finishing grade 6 is a hindrance to her livelihood. _____
ECONOMIC	<input type="checkbox"/> Ability to allocate funds appropriately <input type="checkbox"/> Ability to make ends meet most of the time Others: _____	<input type="checkbox"/> Inability to allocate funds appropriately <input type="checkbox"/> Inability to make ends meet most of the time Others: _____
MEDICAL	<input type="checkbox"/> Good compliance with medical management <input type="checkbox"/> Timely and appropriate medical consultation <input type="checkbox"/> Aware and practices wellness and environmental sanitation Others: _____	<input type="checkbox"/> Poor compliance with medical management <input type="checkbox"/> Inappropriate medical consultation <input type="checkbox"/> Not aware/does not practice wellness and environmental sanitation Others: _____

What national / community resources has the family used?

What are the primary concerns of the family with their immediate environment?

What are the positive and negative points of the community where the family resides?**0.5 point**

Positive points	Negative points

5. Family Health Care Plan(1 points)

Types of Care	Family member	Problem	Recommendations
WELLNESS			
MEDICAL			
PSYCHOSOCIAL			

*Based on the data collected in this form, write the nursing care plan for the family **5 points**

**Evaluation Criteria for the writing part of
CHN project (10%)
CHN (Nur. 1001471)**

Student's Name: _____ **I.Ds** _____

Title of Project: _____

I t e m s	1	2	3	4	5	Total pts.
• Table of content						
• Introduction/ purpose						
• Eligible handwriting /Typing						
• Organization of presented material						
• Tables / illustrations						
• Citation of reference						
• Accurate/complete/ clear/information/ discussion						
• Recommendations						
• Summary /conclusion						
• Bibliography						

Total pts. = _____

Grade = 10 X total of pts.

50

Scale:

1 = Poor

2 = Satisfactory

3 = Good

4 = V. good

5 = Excellent

**Evaluation Criteria for Oral presentation of
CHN project (10%)
CHN (Nur. 1001471)**

Student's name: _____ **I.D** _____

Title of project: _____

Place of presentation: _____ **Date:** _____

Target Population

I t e m s	1	2	3	4	5	Total pts.
• Introduction						
• Significance of the Project						
• Organization						
• Self Confidence						
• Clarity of speech (level of audience)						
• Using illustrations / Audiovisuals						
• Control of Discussion						
• Results / findings						
• Recommendations for Implementations						
• Giving appropriate Feedback						

Total pts. = _____

Grade = 15 X total of pts.

50

Scale:

1 = Poor

2 = Satisfactory

3 = Good

4 = V. good

5 = Excellent

تعليمات الدوام العملي

اللباس الرسمي:

من المتوقع من الطالب ان يلبس المريول المخبري فوق لباسه العادي على ان لا يتنافى لبس الطالب مع الذوق العام. ويمنع ارتداء ملابس الجينز وينصح بالملابس الكتانية، ويرجى ملاحظة انه على الطالب ابراز لوحة اسمه دائماً، وان يرتدي المريول المخبري طيلة فترة الدوام الرسمي.

الالتزام بالدوام العملي:

الدوام في مراكز التدريب العملي يبدأ في تمام الساعة الثامنة صباحا وينتهي في تمام الساعة الثانية بعد الظهر. سوف يتم تطبيق قانون الجامعة فيما يتعلق بالحضور والغياب ولن يسمح للطالب في البقاء مسجلاً في المساق اذا تجاوز الحد المسموح به حسب قانون الجامعة.

الاحترام:

من المتوقع من جميع الطلبة الالتزام بقواعد الادب والاحترام ومراعاة الذوق العام، حيث ان مراكز التدريب العملي تعتبر امتداداً للحرم الجامعي. وسوف تطبق قوانين الجامعة بحق المخالفين.

الكتابة العلمية:

نظراً لانه يطلب من الطالب الكتابة العلمية، فسوق يكون هنالك مراقبة وتدقيق حثيث على نوعية وكيفية الكتابة. وأية كتابة علمية مأخوذة بطريق القصد او غير القصد عن عمل علمي سابق دون توثيق سوف تعتبر سرقة علمية. ولن يسمح لطالب باستخدام الابحاث العلمية من طلبة في فصول سابقة، لذا فانه من المتوقع من الطالب ان يكون خلاقاً وملتزماً بقواعد الكتابة العلمية خصوصاً المتعلقة بالنقل العلمي، وسوف يعاقب أي طالب يخالف ما ورد حسب قانون الجامعة المتعلق بالسرقة والكتابة العلمية.

الالتزام بزيارات المرضى:

من المتوقع من الطالب ان يراعي قواعد الادب والاحترام في زيارته المنزلية، وكما يتوقع من الطالب الالتزام الكامل بالقيام بهذه الزيارات. علماً بانه سوف يكون هنالك مراقبة حثيثة لعملية الزيارات من خلال المتابعة سواء بالزيارات المفاجئة من قبل اعضاء الهيئة التدريسية او من خلال الاتصال الهاتفي بالمرضى وسوف يتم تطبيق وتفعيل قوانين الجامعة على الطلبة المتهربين من اماكن التدريب العملي، حيث انه يعتبر تغيب عن مكان التدريب العملي.

الزيارات المنزلية التقييمية:

سوف يتم الاعلان عن الزيارة المنزلية التقييمية في وقتها ولن يكون لدى أي طالب معرفة مسبقة بموعد الزيارة.