Course Syllabus

Course Title: Community Health Nursing (Theory)  
Course code: 940411

Course Level: Fourth year  
Course prerequisite(s) and/or co requisite(s): 920311,920321

Lecture Time: 2-3 pm, S, T, TH  
Credit hours: 3

Course Coordinator: Fadia Hasna RN, PhD

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Office Number and Location</th>
<th>Office Hours</th>
<th>E-mail Address</th>
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<tbody>
<tr>
<td>Fadia Hasna RN, PhD</td>
<td>Assistant Professor</td>
<td>Dean's Office</td>
<td>S, T, 12-2PM, Th 3-4PM</td>
<td><a href="mailto:fhasna@philadelphia.edu.jo">fhasna@philadelphia.edu.jo</a></td>
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<td><a href="mailto:fhasna@orange.jo">fhasna@orange.jo</a></td>
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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 of community health nursing with emphasis on health promotion and primary health care; It familiarizes the students with best practices in community health nursing by building on knowledge and skills acquired in prerequisite courses; the students are taught community assessment as well as utilizing the nursing process. Health promotion and disease prevention strategies are used in primary health care, home health care, geriatric homes and rehabilitative care settings. Emphasis is placed on the family in wellness and illness in various community settings with focus on rural communities surrounding the University of Philadelphia in addition to environmental health; the three levels of prevention within the family are used for the well, sick and disabled individuals. Aspects of care are explored based on a demographic and epidemiological approach as well as building an environmental awareness, and acquiring problem-solving and critical thinking skills which act as a basis for nursing care in any community setting. This course ultimately aims at developing, modifying and promoting students’ and people’s knowledge, attitude and health behaviors.
Course Intended Learning Outcomes (ILOs)/Competencies:

After completion of this course, the student will be able to:

A. Knowledge and Understanding

1. Describe the nature, philosophy and scope of community health nursing (CHN)
2. Define CHN and related terms
3. Explain the rules and functions of CHN
4. Discuss the concept of health promotion
5. Discuss the principles of health education
6. Describe current community health problems in the main cities of Jordan (Amman, Zarqa and Irbid) as well as in rural Jordan and the refugee camps of Jerash and Souf
7. Discuss and apply the process of family assessment in the different community settings (main cities, rural areas and the refugee camp of Souf)
8. Identify some major health problems facing the family in main cities, rural areas, as well as the refugee camp of Souf
9. Identify and compare the different community health nurse's role in different practical areas (main cities, rural areas and the refugee camps)
10. Discuss school health nursing (assessment and nursing roles)
11. Identify the characteristics of the aging process, associated changes, needs and problems of the older adults
12. Discuss care of clients with physical and mental disabilities
13. Discuss the importance of occupational health with focus on problems, hazards, needs and nursing roles.
14. Discuss the importance of biostatistics and epidemiology approaches related to CHN

B. Intellectual Skills

1. Identify the different concepts applied in CHN (nursing process, levels of prevention, primary health care, activities of daily living (lifestyle, etc…)
2. Identify primary health care concepts of CHN and apply them to rural areas, as well as the refugee camps of Jerash and Souf
3. Describe the process of community assessment and assess the communities of the Jerash and Souf camps and rural settings in Jordan
4. Use different theories and models from the natural and behavioral sciences as well as humanities and relate them to individual and family health
5. Elaborate on the importance of rehabilitation for clients with physical and mental disabilities and clients with substance abuse
6. Recognize the importance of environmental health in promoting individuals and community health in the different settings

C. Professional Skills

1. Provide holistic care to older adults living in a community
2. Elaborate on the different CH Nurses’ roles and functions in different comprehensive health centers (CHCs) in main cities, rural areas and the CHCs of UNRWA in Souf camp
3. Identify the different CHN concepts, values and beliefs relevant to community health
D. Transferable Skills

1. Appreciate the importance of promoting, maintaining individual own health at the optimal level
2. Using the knowledge acquired about the camp residents in Souf camp and rural populations of Jordan, recognize the importance of environmental health in promoting healthy communities
3. Develop interest and positive attitudes towards communities with special needs such as rural populations, refugee camps in CHN

Course content:

1. Introduction to Community Health Nursing
   - What is Community Health?
     - The Concept of Community: community as client
     - The Concept of Health
   - Historical Development of Community Health Nursing
   - Components of Community Health Practice
   - Theories
   - Definitions Relevant to Community Health Nursing

2. Roles and Settings of Community Health Nursing
   - Characteristics of Community Health Nursing
   - The Community Health Nurse as Leader, Change Agent, and Case Manager
     - The Nature of Change: Planned/Managed Change
     - Case Management in Community Health Nursing
     - Leadership Roles of Community Health Nurses
   - Settings for Community Health Nursing Practice
     - Main cities
     - Rural areas
     - Refugee camps (Jerash and Souf)

3. Public Health Principles in Community Health Nursing
   - Environmental Health and Safety: example of camp lifestyle (crowdedness)
   - Evolution of Environmental Health
   - Concepts and Theories Central to Environmental Health
   - Major Global Environmental Concerns
   - Strategies for Nursing Action in Environmental Health

4. Principles of Epidemiology and Biostatistics
   - Historical Roots of Epidemiology
   - Concepts Basic to Epidemiology
   - Sources of Information and Methods for Epidemiologic Study
     - Applications from the comprehensive health centers (CHCs) of UNRWA in Souf camp and Jerash camp

5. Communicable Diseases and Infection Control Practice
   - Basic Concepts Regarding Communicable Diseases
Community Health Nursing (Theory) course syllabus

- Primary and Secondary Prevention (applications in main cities, rural and camps of Jerash and Souf)
- Major Communicable Diseases in Jordan (main cities, rural and camps of Jerash and Souf)
- Global Issues in Communicable Disease Control
- Using the Nursing Process for Communicable Disease Control
- Ethical Issues in Communicable Disease Control

6. **Community Assessment**

- Factors Opposed to the Concept of Community
- Dimensions of the Community as Client: What Is a Healthy Community
- Community Dynamics
- Community Assessment Methods
- Sources of Community Data
- Data Analysis and Diagnosis
- Types of Community Needs Assessment
- Practical Example: Community Assessment of the camp of Souf

7. **Occupational Health**

- Evolution of Occupational Health
- Women’s and Men’s Health Goals for 2010
- Work-Related Health Problems: Life expectancy
- Environmental Work Factors
- Occupational Health Problems in Jordan
- Occupational Health Programs
- Role of the Occupational and Environmental Health Nurse

8. **School Health Nursing**

- School Health Environmental Assessment
- Health Problems of School-Age Children (Main cities, rural and camps of Jerash and Souf)
- Health Problems of Adolescents
- Health Services for School-Age Children and Adolescents
- Role of the School Nurse

9. **Family Health Care**

- Family Characteristics:
  - Family culture
  - Structures
  - Functions
  - Life cycle
- Risk Factors Affecting Families and Communities
- The Healthy Family
- Family Assessment
  - Guidelines for Family Health Assessment
- Nursing Process Components Applied to Families as Clients

Fadia Hasna RN, PhD
Course Coordinator
Planning to Meet the Health Needs of Families During Home Visits
Implementing Plans for Promoting the Health of Families
Evaluating Implemented Family Health Plans

- Families in Crisis: Facing Violence from Within and Outside the Family
  - Dynamics and Characteristics of a Crisis
  - History of Family Violence
  - Family Violence Against Children
  - Partner/Spousal Violence
  - Mistreatment of Elders
  - Other Forms of Family Violence
  - Levels of Prevention: Crisis Intervention and Family Violence
  - Families Facing Violence From Outside the Family
  - Role of the Community Health Nurse in Caring for Families in Crisis

10. Working with Clients with Physical and Mental Disabilities

- Principles of Nursing Care of the Clients with Physical and Mental Disabilities
- Organizations Serving the Needs of the Disabled and Chronically Ill
- Health Promotion and Prevention Needs of the Disabled and Chronically Ill
- Families With a Disabled or Chronically Ill Member
- The Role of the Community Health Nurse

11. Health Promotion and Primary Health Care in Community Health Nursing in Rural and Palestinian Refugee Camps Communities

- Health and Nutrition in rural areas and camp communities

- Older Adults: Aging in Place
  - Health Status of Older Adults
  - Common Myths about older adults: Preventing Ageism
  - Health Needs of Older Adults
  - Approaches to Older Adult Care
  - Health Services for Older Adult Populations
  - The Community Health Nurse Role

12. Intervention for Major Community Health Problems

1. Clients With Mental Health Issues and Addictions
   - Community Mental Health in Perspective
   - Epidemiology of Mental Disorders
   - Interventions for Community Mental Health
   - Mental Health Promotion
   - Role of the Community Mental Health Nurse

2. Clients with Addiction
   - Problems Related to Addiction
   - Alcohol Addiction
3. Clients Receiving Home Health and Hospice Care
   - An Overview of Home Care
   - Agencies, Personnel, in Jordan
   - An Overview and Evolution of Hospice Care
   - Hospice Settings, Team Members,
   - Role of the Community Health Nurse in Home Health and Hospice Care

**Course Schedule:**

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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1st</td>
<td>Orientation- Course Syllabus</td>
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<tr>
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<td>Introduction to Community Health Nursing</td>
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<td>• Historical Perspectives</td>
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<td>• Nature and Philosophy, Theories and Definitions</td>
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<td>2nd</td>
<td>Roles of the Community Health Nurse</td>
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<td>Settings for Community Health Nursing -Jordanian Context</td>
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<td>3rd</td>
<td>Public Health Principles in CHN</td>
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<td>Major Global Environmental Concerns</td>
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<td>4th</td>
<td>Primary Health Care / Levels of Prevention</td>
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<td>Principles of Epidemiology and Biostatistics</td>
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<td>5th</td>
<td>Communicable Disease and Infection Control Practice – H1N1(Swine Flu)-AIDS-</td>
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<td>5th</td>
<td>First exam</td>
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<td>6th</td>
<td>Community Assessment</td>
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<td>7th</td>
<td>Occupational Health</td>
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<td>School Health Nursing</td>
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<td>Health Promotion in School Health Nursing</td>
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<td>8th</td>
<td>Family Health Care –Jordanian Strategy for Family Health</td>
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<td>Families in Crisis – Domestic violence – Jordanian context and services for victims of family violence</td>
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<td>9th</td>
<td>Basic Services in Community Health Nursing</td>
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<td>• Maternal and Child Health</td>
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<td>• Environmental Health and Sanitation – Multi-sectoral approach to environmental health and sanitation in Jordan</td>
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<td>10th</td>
<td>Working With Clients with Physical and Mental Disabilities</td>
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<td>Second Exam</td>
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<td>11th</td>
<td>Health Promotion for Older Adults</td>
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<td>Health Services for Older Adults -CHN Role</td>
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<td>12th</td>
<td>Intervention for Major Community Health Problems</td>
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<td></td>
<td>• Clients with Mental Health Issues –Services and Programs in Jordan</td>
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<td></td>
<td>• Clients with Addictions – Services and Programs in Jordan</td>
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<tr>
<th>13th</th>
<th>Clients Receiving Home Health Care and Hospice Care – Jordan context</th>
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<tr>
<td>14th</td>
<td>Health Promotion for Specific Jordanian Community Health /Public Health Problems (National programs)</td>
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<td>▪ Smoking</td>
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<td>▪ Road Traffic Accidents</td>
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<td>▪ Drugs</td>
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<td>▪ Domestic violence</td>
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<td>15th</td>
<td>Chronic Diseases Programs in Jordan</td>
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<td>▪ Diabetes</td>
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<td>▪ Hypertension</td>
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<td>16th</td>
<td>Revision</td>
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<td>Final Exam</td>
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Module References

Students will be expected to give the same attention to these references as given to the Module textbook(s)

General


Role of the Community Health Nurse


Health Promotion & Client Learning Needs


Fadia Hasna RN, PhD
Course Coordinator
Environmental and Occupational Health


Ethics in Community Health Nursing


In addition to the above, the students will be provided with handouts by the lecturer.

Teaching Methods:
- Brain storming
- Classroom discussion
- Group discussion
- Role play
- Assignments, case studies
- Library readings and Internet search
- Lecture

Course Evaluation

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<th>Assessment Instruments</th>
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<tr>
<td>First examination</td>
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<tr>
<td>Second examination</td>
<td>20%</td>
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<tr>
<td>Final Exam (written unseen exam)</td>
<td>50%</td>
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<tr>
<td>Reports, Quizzes, Home works, Assignment,-------est.</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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* Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.

Attendance Policy:
Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Documentation and Academic Honesty
Submit your home work covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).

Any completed homework must be handed in to my office (room IT…) by 15:00 on the due date. After the deadline “zero” will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

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Course Coordinator
Community Health Nursing (Theory) course syllabus-

You should hand in with your assignments:
1- A printed listing of your test programs (if any).
2- A brief report to explain your findings.
3- Your solution of questions.

- Protection by Copyright
1. Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such.
2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.
3. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.

- Avoiding Plagiarism
1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).