Session Plan for Community Health Nursing Course

Week	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W 1	**Students registration & distribution of students' groups**		
W2: 3hours	**Theoretical lecture** Self-study Online ✓ Overview of community health nursing ✓ Community Assessment and Diagnosis	**By the end of this session, the students will be able to:** 1. Identify the concept and the scope of community health nursing. 2. Identify the concept, dimensions and function of the community. 3. Describe the structures of community study. 4. State the principles of judgement and limitations of community health nursing practice. **Methods and activities** ▪ The lecturer will explain the concept and the scope of community health nursing, describe the structures of community study through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercises. ▪ The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using an e-learning platform (MOODLE)}. • An online interactive session.

Week	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W2: 2hours	**Skill lab session** Procedure training Online ✓ Health assessment (Interviewing technique and History taking) ✓ Health education	**By the end of this session, student will be able to:** 1. Demonstrate interviewing techniques and health history taking from different clients. 2. Apply the principles of health assessment 3. Select the appropriate strategies for implementing health education sessions. 4. Design health education programs according to community health needs 5. Implement health education sessions for individuals, groups, and families. **Methods and activities** **Health assessment procedure** ▪ The instructor will explain the objectives, steps, how to perform a health assessment, interviewing techniques and take history from the client using pre-recorded video on the E-learning platform (MOODLE). ▪ At the next tutorial meeting, the instructor will ask students about their feedback about the health assessment procedure and the unclear steps needed to reapply. ▪ The instructor will prepare structured scenarios and students will be grouped into 2 or 3 small groups and ask them to demonstrate history taking and physical examination skills through role-playing in the skill lab. **Health education procedure** ▪ The instructor will demonstrate a health education session using pre-recorded video on the E-learning platform (MOODLE). ▪ At the next tutorial meeting, the instructor will ask students about their feedback about health education procedure and any unclear steps needed to reapply. ▪ Many simulated health education situations will be re-demonstrated through role playing in the skill lab.	• An online recorded video. • Direct re-demonstration through role playing in the skill lab. • Human resources (student as role player). • A health talk checklist • Flip charts.

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Week	Type of activity	Objectives & Activities	Teaching and Learning & Materials
		Clinical training (school health rotation)	
W2:2hours	**Tutorial meeting** Orientation about clinical training for school health rotation.	**By the end of this session, students will be able to:** 1. Identify the objectives of the clinical rotation. 2. Identify the activities of the clinical rotation. 3. Identify their assignments during the rotation 4. Recognize the components of different records used in school health rotation. **Methods and activities** ▪ The students' expectations about the rotation will be discussed. The instructor will explain the objectives and activities of the rotation. The delegated assignments will be reviewed. Finally, the used assessment records will be explained.	• Interactive discussion • Assessment sheet
W2:1hours	**Online Interactive Session** Problem Based Learning orientation.	**By the end of this session, students will be able to:** 1. Design of research plan. 2. Implement research plan 3. Apply the principles of EBP to community health care. 4. Write a scientific report. 5. Analysis obtained data. 6. Design a power point presentation. 7. Communicate research findings and evaluation. **Methods and activities** • The instructor will explain what PBL is and its purpose. • The instructor will explain the content of the PBL and how to develop it. • The students will be distributed into subgroups, and then the research problems and project titles will be distributed to each student's subgroup by the clinical instructor. • Each subgroup will be assigned to develop a PBL to solve problems identified by university employees using the PBL format. The students will develop their projects under supervision of clinical instructors.	• Online through Microsoft Teams. • Discussion • PBL Template

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W2:1hour	**Online Interactive Session** A case study on droplet and air borne and direct contact communicable disease.	**By the end of this session, students will be able to:** 1. Identify the disease's causative agent, mode of transmission, incubation period, and communicability period. 2. Determine the high-risk group for the specified diseases. 3. Discuss the preventive and control measures for droplet, air-borne, and direct-contact communicable diseases. **Methods and activities** ✓ The students will discuss the issues of droplet and air-borne communicable diseases that are stated in a structured case study scenario by using small group work, brainstorming, and discussion. The instructor will illustrate a case study scenario and students will be divided into small groups and conduct group work to develop a nursing care plan according to the health needs and problems included in the scenario, using interactive discussion and brainstorming.	• Online Microsoft Teams • Flip chart • Written case study • Scenarios
Week	**Type of activity**	**Objectives & Activities**	**Teaching and Learning & Materials**
W:3hours	**Theoretical lecture** Self-study Online ✓ School health	**By the end of this session, the students will be able to:** 1. Identify goals of SH 2. Identify components of SH. 3. Discuss the SH Program. 4. Explain the common health problems among school children 5. Discuss the role of community health nurse in SH. 6. Distinguish between the components of a school health program. **Methods and activities** 7. The lecturer will explain the school heath lecture through a pre-recorded video. 8. The pre-recorded video will contain text, pictures, and exercises. 9. The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using an e-learning platform (MOODLE)}. • An online interactive session.
W3: 2 hours	**Skill lab session** Procedure training online ✓ Anthropometric measurement & Growth chart	**By the end of this session, students will be able to:** 1. Use growth charts to monitor the growth of different children's ages. 2. Measure the weight of the child. 3. Measure the height of the child and the length of the baby. 4. Measure the head circumference.	• An online recorded video.

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		5. Measure the chest circumference. 6. Measure the arm circumference. **Methods and activities** ▪ The instructor will explain the objectives and steps of anthropometric measurements using growth charts. Then, demonstrate all the measures and illustrate these measures on the growth chart using a pre-recorded video from the e-learning platform (MOODLE). ▪ In the next tutorial meeting all students will re-demonstrate and interpret the obtained measurements (Growth line) of different children's ages in the skill lab.	• Direct re-demonstration in the skill lab • Growth chart, baby scale, measuring tap, and pencil.

Week	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W3:2hours	**Tutorial meeting** A case study on the feco-oral communicable diseases (Parasitic, typhoid & paratyphoid)	**By the end of this session, students will be able to:** 1. Identify the diseases' causative agents, modes of transmission, incubation period, and communicability period. 2. Determine the high-risk group for the specified diseases. 3. Discuss the prevention and control measures of feco-oral communicable diseases. **Methods and activities** • The students will discuss the issues of feco-oral communicable diseases that are stated in a structured case study scenario by using small group work brainstorming and discussion. The instructor will illustrate a case study scenario and students will be divided into small groups and conduct group work to develop a nursing care plan according to the health needs and problems included in the scenario using interactive discussion and brainstorming.	• Online through zoom meeting • Flip chart • Written case study • Scenarios

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W4: 3 hours	**Theoretical lecture** Self-study Online Infection prevention and control	**By the end of this session, the students will be able to:** 1- Define infection . 2- Identify the nature of the infection. 3- Describe chain of infection transmission. 4- State the stages of the infection process. 5- Discuss the defences against infection, natural and acquired. 6- Define infection prevention and control. 7- Outline the history of infection prevention and control. 8- Describe the goals of the infection prevention and control program. 9- Applying the principles of infection prevention and control in different health care settings. 10- Enumerate the role of health care personnel and health agencies in infection control. **Methods and activities** ▪ The lecturer will explain the infection prevention and control lecture through a pre-recorded video. ▪ The pre-recorded videos will contain text, pictures, and exercises. ▪ The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE), and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}. • An online interactive session.
W4: 1 hours	**Clinical Setting(School)** Health assessment evaluation.	**By the end of this session, students will be able to:** ▪ Apply the principles of health assessment technique on school age child. ▪ Identify the most common health needs and problem of the school age child **Methods and activities** ▪ This activity will include 3 students/ classroom who will be assigned to assess the health condition of the pupils through surveying selected classes by using health assessment record. Each student will be responsible to do one task of assessment items. Students should ▪ exchange the assigned tasks in other classes	• An assessment sheet. • A health assessment evaluation checklist
W4: 1 hours	**Clinical Setting(School)** (Health education evaluation)	**By the end of this session, students will be able to:** 1- Apply the principles of health education to the school age child **Methods and Activities** ▪ During their clinical training in the school, students will implement their health education plans. Students will be assigned to provide health education to the pupils under the observation of the tutor.	• Audiovisual materials • Health education evaluation checklist

W4:1hour	**Clinical training on assessment of school environment .**	**By the end of this session, students will be able to:** 1- Assess the school environment 2- Identify the hazards of the school environment. **Methods and activities** • Students will be assigned to assess the school environment by using an environmental assessment sheet. Students will record the assessment findings on the assessment sheet.	• An environmental assessment sheet.
W4: 1 hour	**Clinical training on auditing the role of the school health nurse.**	**By the end of this session, students will be able to:** 1- Identify the component and facilities of the school health unit. 2- Compare the ideal role of the school health nurse with the actual performance. **Methods and activities** • During their clinical training in the school, students will be assigned to assess the activities and performance of the school health nurse by continuously observing the daily activities and discussing the ideal role of the school health nurse. In addition to the identification of the components, equipment, and facilities of the school health units. Students will record the assessment findings on the assessment sheets. Students will provide some structured information to the nurse about school health.	• An assessment sheet.
W5: 2 hours	**Theoretical lecture** Self-study Online ✓ Emergency Preparedness	**By the end of this session, the students will be able to:** 1- Identify the terms of disaster, emergency, hazard, risk, and vulnerability. 2- Compare between different types of disasters. 3- Enumerate the characteristics of disasters. 4- Identify the differences between emergency and disaster. 5- Describe the emergency management program goals, objectives and actions. 6- Explore the disaster management cycle. 7- Identify the factors affecting injuries and death. 8- Identify the role of the community health nurse in the emergency preparedness plan. 9- Applying an emergency preparedness plan **Methods and activities** • The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students. The pre-recorded video will contain text, pictures, and exercises.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}. An online interactive session.

W5	**Self- study online.** Developing a profile of school environmental assessment and role of the school health nurse assessment.	**Methods and activities** This activity will include 4 students who will be assigned to develop a profile of school environmental assessment and the role of school health nurse assessment, and upload the profile to an e-learning platform (MOODLE) in PDF format.	• E-learning platform (MOODLE)}.

W5: 2 hours	**Skill lab session**
	Procedure training
	 Online
	Recording and Reporting
		By the end of this session, students will be able to:
		    4. Record and report different health information accurately.
		Methods and activities
		   ■ The instructor will explain the objectives and process of recording and reporting using a pre-recorded video on an e-learning platform (MOODLE).
		   ■ Then, in the next tutorial meeting, each student will re-demonstrate actual reporting and recording by using scenarios in the skill lab.	

W5: 2 hours	**Skill lab session**
	Procedure training
	 Online
	  ✓ Counseling
		By the end of this session, student will be able to:
		  1. Design a counseling session.
		  2. Implement steps of counseling with all categories of the population with different health conditions.
		  3. Apply the principles of counseling.
		Methods and activities
		   ■ The instructor will explain the meaning of counseling, steps, and principles and how it can be done through using a pre-recorded video on the E-learning platform (MOODLE). Then, in the next tutorial meeting, students will be asked for their inquires about counseling and will be divided into small groups and demonstrate many roles plays to apply the process of counseling in the skill lab.
			■ An online recorded video.
			    &
			■ Direct re-demonstrated through role playing at skill lab
			
			■ Human resources (student as role player)
			■ Counseling checklist Flip charts

W5:2hours	**Tutorial training meeting**
	Orientation about MCH clinical training**.**
		By the end of this session, students will be able to:
		
		  1. Identify the expectations of the M.C.H clinic.
		  2. Discuss the different services provided by the M.C.H center.
		  3. Explain the different assessment records used in M.C.H by the students.
		Methods and activities
		
		The students' expectations about the rotation will be discussed. The instructor will explain the objectives and activities of the rotation. The delegated assignments will be reviewed. Finally, the used assessment records will be explained**.**
			• Direct tutorial meeting
			• Interactive discussion
			• assessment sheet
			■

W5:2hours	**Online Interactive session** Childhood Case Study (ARI and Tetanus neonatorum)	**By the end of this session, Students will be able to:** 1. Differentiate between upper and lower respiratory tract infection 2. Identify the causes of ARI 3. Determine the degrees of ARI 4. Discuss the nursing care plan for pneumonia 5. Explain the prevention and control of pneumonia 6. Define tetanus neonatorum. 7. Identify the causes of tetanus neonatorum 8. Discuss the clinical manifestations and complications of tetanus neonatorum. 9. Explain the nursing care plan and preventive measures for tetanus. **Methods and activities** ▪ The students will explain the nursing care plan to manage children with acute respiratory infections & tetanus neonatorum that is stated in the case study by using small group work, brainstorming, and discussion. The instructor will illustrate a case study using interactive discussion in the skill lab or online through Microsoft Teams and students will be divided into small groups and conduct a group work to develop a nursing care plan according to the health needs and problems included in the case study.	• Online through Microsoft Teams • Flip chart
W6: 2hour	**Theoretical lecture** Self-study Online Primary Health Care	**By the end of this session, the students will be able to:** 1. Discuss the concept of primary health care 2. list the elements of primary health care. 3. Explain the importance of PHC. 4. Discuss the principles of PHC. 5. Discuss the role of the nurse as a member of a PHC team. **Methods and activities** ▪ The lecturer will explain the primary health care lecture through a pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercises. The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} • An online interactive session. •

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W6: 2hours	Quiz about school health and case study evaluation.	**By the end of this session, students will be able to:** 4. Identify their theoretical and intellectual competency level in performing clinical activities of school health **Methods and activities** ▪ A structured quiz will be available to be answered by the students.	• Direct Tutorial meeting
W6:2hour	**Skill lab session** Procedure training Online ✓ Dehydration assessment ✓ Acute Respiratory Infection (ARI)	**By the end of this session, student will be able to:** 1. Assess the different degrees of dehydration 2. Assess child for ARI. **Methods and activities** ▪ The instructor will illustrate with students the grades or severity of dehydration and will perform a dehydration assessment by showing the students videos about dehydration on the e-learning platform (MOODLE). ▪ The instructor will illustrate with students the grades of ARI and how to perform an assessment by showing videos on the e-learning platform (MOODLE). Then, in the next tutorial meeting, each student will re-demonstrate the assessment by role play in the skill lab.	• An online recorded video & • Direct re-demonstrated in the skill lab. • Role play
Week/ Time	**Type of activity**	**Objectives & Activities**	**Teaching and Learning & Materials**
W6:2hour	**Tutorial meeting** Maternal Case Study	**By the end of this session, students will be able to:** 1. Identify the needs of a pregnant mother. 2. Discuss the minor discomfort of a normal pregnancy. 3. Identify the nursing intervention for a pregnant mother. 4. Discuss the principles of the different family planning methods according to a woman's condition. **Methods and activities** ▪ The student will explain the nursing care plan to manage the needs of a pregnant mother, minor discomfort of normal pregnancy and the appropriate nursing intervention for a safe pregnancy and its outcome, as well as the appropriate selection of family planning. The instructor will illustrate a case study scenario using interactive discussion in online chatting through Microsoft Teams and students will be divided into small groups and conduct group work to develop a nursing care plan according to the health needs and problems included in the case study.	• An online meeting. through Microsoft Teams. • Flip chart • Written case study • Scenarios
W7	**Midterm**		

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W8: 3 hours	**Theoretical lecture** Self-study Online ✓ Maternal and Child Health	**By the end of this session, the students will be able to:** 1. Outline the objectives of the MCH programs. 2. Understand the importance and role of MCH care. 3. Describe the major health problems of mothers and children. 4. Determine the factors that have an impact on the health of mothers and children. 5. Identify the major causes of maternal mortality and prevention. 6. Recognize the available maternal and child health services. 7. Describe the role of these services in preventing maternal and child morbidity and mortality. **Methods and activities** ▪ The lecturer will explain the Maternal and Child Health lecture through a pre-recorded video. ▪ The pre-recorded video will contain text, pictures, and exercises. ▪ The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} An online interactive session.
W8:1hour	**Clinical training on care of 0-6 years age child** (health assessment of child 0-6 years) Clinical training in the MCH center.	**By the end of this session, Students will be able to:** 1. Apply the principles of health assessment to a 0-6 years old child. 2. Apply the principles of anthropometric measurements. 3. Demonstrate growth monitoring by using growth charts . 4. Identify the health needs and problems of a 0-6 years old child. 5. Develop a nursing care plan for a child aged 0 to 6 years. **Methods and activities** ▪ During their clinical training in the MCH center, The students will be divided into two groups that will be exchange the assigned activities during the session. The first group will include 5 students who will be assigned to interview mothers assess their children needs and problems Students will be asked to develop a nursing care plan for at least 2 children.. Students will be summative evaluated for their clinical performance. The second group will include 5 students who will be assigned to provide health education for mothers about childhood period health issues. Students will be summative evaluated for their clinical performance.	• Assessment sheet • Nursing care plan
W8:1hour	Clinical training in the MCH center on antenatal care.	**By the end of this session, students will be able to:** 1. Demonstrate and apply the procedures of antenatal assessment. 2. Identify the health needs and problems of pregnant mother.	• Assessment sheets • Posters • Flip charts

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		3. Develop a nursing care plan for a pregnant mother. 4. Provide health education to pregnant mothers. **Methods and activities** ▪ The students will be divided into two groups that will be exchange the assigned activities during the session. The first group will include 5 students who will be assigned to interview the pregnant mothers and perform antenatal assessment by using records. Each student should assess at least two mothers. The second group will include 2 students who will be assigned to provide health education for the pregnant mothers.	•
W8:1hour	Evaluation of counseling on family planning issues in the MCH center.	**By the end of this session, students will be able to:** 1. Plan for the counseling session. 2. Apply the principles of counseling to family planning issues 3. Assess the needs and problems of a woman regarding family planning **Methods and activities** ▪ The students will be divided into two groups that will be exchange the assigned activities during the session. The first group will include 5 students who will be assigned to interview women who are seeking for family planning methods to assess their needs and problems in order to provide counseling session. Each student should interview with at least one woman. The second group will include 2 students who will be assigned to provide health education for women who are seeking for family planning methods.	• Counselling evaluation checklist form. • Posters Flip charts
W8:1hour	Critique the applied infection control application and role of primary health care nurse In the MCH center.	**By the end of this session, students will be able to:** ▪ Identify the component and facilities of health unit ▪ Evaluation of infection control measure at health care unit ▪ Compare the ideal role of primary health care nurse with the actual performance **Methods and Activities** ▪ During their clinical training in the MCHC, students will be assigned to interview a primary health care nurse to discuss her role and identify the components, equipment, and facilities, and evaluate infection control measures at the health units.	▪ Assessment sheet

W9: 3hours	**Theoretical lecture** Self-study Online ✓ Environmental Health and Safety Rural health	**By the end of this session, the students will be able to:** 1. Describe the concept of the environment and its relation to human health. 2. Define environmental health. 3. Define environmental hazards. 4. Recognize various types of methods of solid waste disposal. 5. Analyze the components of environmental sanitation. 6. Discuss the importance of environmental sanitation. 7. Discuss the role of the community health nurse in environmental health. 8. Define rural areas & rural health. 9. Discuss characteristics of rural areas. 10. Identify problems in rural areas. 11. Discuss rural health services. 12. Discuss the role of community health nurses in rural areas. **Methods and activities** ▪ The lecturer will explain the lectures through a pre-recorded video. ▪ The pre-recorded videos will contain text, pictures, and exercises. The tutor will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} ▪ An online Interactive session.
W9: 2 hours	**Skill lab session** Procedure training Online on Vaccination and cold chain system	**By the end of this session, student will be able to:** 1. Administer the oral polio vaccine. 2. Inject BCG and DPT vaccines. 3. Inject MMR & HB vaccines. 4. Apply the principles of infection control. **Methods and activities** ▪ The instructor will demonstrate how to inject each type of vaccine and how to apply infection control precautions. using a pre-recorded video on an e-learning platform (MOODLE). ▪ Then, in the next tutorial meeting, each student will re-demonstrate each procedure until they reach an acceptable level of competency in the skill lab.	• An online recorded video & • Direct re-demonstrated at skill lab • Child manikins, Syringe, vials, cotton ball, Dropper, Refrigerator, Vaccination checklist
W10:2 hours	**Theoretical lecture** Self-study Online Public health administration	**By the end of this session, the students will be able to:** 1. Identify the concept of public health, public health administration & health care administration. 2. Discuss public health approaches. 3. Enumerate the 10 essential public health services. 4. Describe the main requirements of health care.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} An online interactive

		5. Discuss monitoring and evaluation. **Methods and activities** - The lecturer will explain the lecture through a pre-recorded video. - The pre-recorded videos will contain text, pictures, and exercises. - The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	session
W9: 2hours	**Training tutorial meeting** Orientation Outpatient Clinic rotation	**By the end of this session, Students will be able to:** - Identify the objectives of the clinical rotation - Identify the activities of the clinical rotation - Identify their assignments during the rotation - Recognize the component of health records - Identify the different departments and activities of the medical outpatient clinic. **Methods and activities** - The students' expectation about the rotation will be discussed. - The instructor will explain the objectives and activities of the rotation. The delegated assignments will be reviewed. Finally, the used assessment records will be explained	• Interactive discussion • Assessment sheet •
W10: 2hours	**MCH Quiz and case study evaluation**	**By the end of this session, Students will be able to:** Identify their theoretical and intellectual competency level in performing clinical activities of MCH**.** **Methods and activities** A structured quiz will be available to be answered by the students.	• Direct Tutorial meeting •
W10: 2hours	**Skill lab session** Procedure training Online Mantoux test	**By the end of this session, student will be able to:** - Demonstrate intradermal injection. - Interpret the results of Mantoux test. - Apply the principles of infection control. **Methods and activities** - The instructor will explain the objectives and demonstrate the steps of the test and interpret the results using a pre-recorded video on an e-learning platform (MOODLE). At the next tutorial meeting, each student will re-demonstrate the procedure and interpret all expected results in the skill lab.	• An online recorded video & • Direct re-demonstrated through role playing at skill lab • Artificial resources (Doll (arm))

	Procedure training Online Sputum Sampling	**By the end of this session, student will be able to:** 1. Obtain sputum samples for microscopic examination. 2. Apply the principles of infection control. **Methods and activities** ▪ The instructor will discuss the objectives, the equipment, and the steps of the procedure with student using a pre-recorded video on an e-learning platform (MOODLE). In the next tutorial meeting, each student will demonstrate the procedure through simulation with the help of each other.	• An online recorded video & ● Direct re-demonstrated through role playing at skill lab • Human resources (student as role player) •
	Skill lab session Procedure training Online Blood Glucose test	**By the end of this session, the student will be able to:** 1. Demonstrate blood glucose test. 2. Interpret the results of the blood glucose test. 3. Apply the principles of infection control. **Methods and activities** ▪ The instructor will explain the objectives and demonstrate the steps of the test and interpret the results using a pre-recorded video on an e-learning platform (MOODLE). In the next tutorial meeting, all students will re-demonstrate the test and interpret all the expected results.	• An online recorded video & • Direct re-demonstrated through role playing at skill lab • Artificial resources (Doll (arm) Or • Human resources (student as role player)
	Procedure training Online Insulin injection	**By the end of this session, student will be able to:** 1. Demonstrate insulin injection. 2. Apply the principles of infection control. **Methods and activities** ▪ The instructor will discuss the objectives, the equipment, and the steps of the procedure with student using a pre-recorded video on an e-learning platform (MOODLE). At the next tutorial meeting, each student will re-demonstrate the procedure by applying it to a doll.	• An online recorded video & • Direct re-demonstrated through role playing at skill lab • Artificial resources (Doll)
Week/ Time	**Type of activity**	**Objectives & Activities**	**Teaching and Learning & Materials**
W10:	**Tutorial meeting** Case study on: ✓ (Eczema, Impetigo, and Alopecia Areata)	**By the end of this session, students will be able to:** 1. Identify health needs and problems of patients with skin diseases (Eczema, Impetigo, and Alopecia Areata) 2. Explain interventions according to identified needs & problems of patients with skin diseases (Eczema, Impetigo, and Alopecia Areata)	• Online through Microsoft Teams.

		Methods and activities	
		Methods and activities ▪ The whole group will be included in this session and the instructor will illustrate case studies then students will be divided into small groups. ▪ Students will discuss structured case studies by using interactive discussion, brainstorming in small group work on the needs of patients with skin diseases. and discuss the appropriate nursing intervention for patients.	
W11: 3hours	**Theoretical lectures** Self-study Online ✓ Shin disease	**By the end of this session, the students will be able to:** 1. Identify the types of skin lesions. 2. Discuss the causes of skin disorders. 3. Describe the features of skin disorders. 4. Describe the symptoms of skin disorders. 5. Discuss skin disorders prevention. **Methods and activities** ▪ The lecturer will explain the lecture through a pre-recorded video. ▪ The pre-recorded videos will contain text, pictures, and exercises. ▪ The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} • An online interactive session. •
W11:2hours	**Tutorial meeting** Case study on (DM, HTN)	**By the end of this session, students will be able to:** 1. Identify the health needs and problems of patients with HTN and DM. 2. Explain interventions according to identified needs & problems of patients with HTN and DM. **Methods and activities** ▪ The whole group will be included in this session and instructor will illustrate case studies then students will be divided into small groups. Students will discuss structured case studies by using interactive discussion, brainstorming in small group work on the needs of patients with HTN and DM. and discuss the appropriate nursing intervention for patients.	• Online meeting through Microsoft Teams. •

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Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning
W11:4hours	Clinical treaning(**medical outpatient clinics at medical specialist hospital and Mansoura university hospital**): Management of chronic diseases (DM, HTN)	**By the end of this session, students will be able to:** 1. Apply health assessment principles to patients with chronic diseases (D.M & HTN) 2. Identify the health needs and problems of patients with chronic diseases (D.M & HTN) **Methods and activities** ▪ Each group of the students will be assigned to interview the diabetic and/ or hypertensive patients and perform health assessment by using specific health assessment record. Each student should interview at least 3 patients. Students also should assess the infection control standards of the clinic. The instructor will monitor the performance of students continuously.	• Direct contact at outpatients clinics • Assessment sheets
W12:3hours	**Theoretical lectures** Self-study Online Home visiting & Home Care	**By the end of this session, the students will be able to:** 1. Define of home health visit 2. Discuss importance of home visiting 3. List advantage and dis-advantages of home visiting 4. Discuss phases and activities of a home visit process **Methods and activities** ▪ The lecturer will explain the lecture through a pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercises. The lecturer will display a pre-recorded video about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared among the students.	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} • An online interactive session.
W12:2hours	**Procedure training online** Orientation of community assessment and home visiting rotation	**By the end of this session, students will be able to:** 1. Recognize the components of community assessment records. 2. Recognize the components of family profile records. 3. Recognize the components of the community profile 4. Recognize a housing environment record component 5. Recognize the home visiting process. **Methods and activities** ▪ The students' expectations about the rotation will be discussed. The instructor will explain the objectives and activities of the rotation. Finally, the used assessment records will be explained.	An online recorded video
Week/ Time	**Type of activity**	**Objectives & Activities**	**Teaching and Learning**

			& Materials
W12:2hours	**Skill lab session** Procedure training Online • Bag technique • Home visting technique	**By the end of this session, student will be able to:** 6. Recognize the components of community assessment records. 7. Recognize the components of community profile. 8. Implement community assessment. 9. Provide effective nursing care during home visit with maximum protection and safety of patient, nurse and community. 10. Prepare the nursing bag and use the equipment easily during home visit. 11. Apply principles of bag technique. **Methods and activities** ▪ The instructor will demonstrate bag and home visting technique technique using pre-recorded video at E-learning platform (MOODLE). ▪ Then, in the next tutorial meeting all students one by one will re-demonstrate at skill lab**.**	• Online recorded video & • Direct re-demonstrated at skill lab • Nursing bag
W12:2hours	Simulation on Home visiting process	**By the end of this session, students will be able to:** 1. Apply the home visiting process 2. Assess the health condition of the family. 3. Identify the needs and problems facing the family. 4. Develop and implement a nursing care plan for one family. 5. Creating a family health profile. **Methods and Activities** ▪ The students will be divided into subgroups. (4 students/ subgroup). The instructor will prepare different scenarios for all subgroups. Then, each subgroup will apply the home visiting process through simulation at the community health nursing lab. ▪ Each subgroup conducts a family assessment, provides nursing care to family members, and creates a case study on a single family.	• Simulation in the skill lab • Health assessment sheet, Nursing bag
W13:3hours	**Theoretical lecture** Self-study Online Home visiting & Home Care	**By the end of this session, the students will be able to:** 5. Define of home health visit 6. Discuss importance of home visiting 7. List advantage and dis-advantages of home visiting 8. Discuss Phases and activities of a home visit process	• Online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} •

W14:3hours	**Theoretical lecture** Self-study Online Disability & Rehabilitation	**By the end of this session, the students will be able to:** 9. Define people with special needs 10. Differentiate between Disability, disability and vulnerability 11. Describe Characteristics of people with special needs 12. Discuss types of disabilities 13. list Causes of disability 14. Demonstrate How to deal with people with special needs 15. Identify the appropriate health care setting for individuals, people with special needs and community. 16. Discuss prevention of disability	• An online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)} • An online interactive session
	Clinical field practice Training on Community assessment **by rotation** between groups during the 13th and 14th weeks	**By the end of this session, Students will be able to:** 1. Assess the community & available resources 2. Identify the needs and problems of a community 3. Develop community profile. <u>**Methods and Activities**</u> • Students will be divided into three groups each group will include 5 students. Each group will be assigned to one sector of the village. task should be completed: The first task is outdoor environmental assessment and community survey that will be accomplished through windshield survey by using community assessment sheets. The task is completing 2 families assessment and housing assessment. The student will be assigned to apply the home visiting process and develop nursing care plan for a family.	• Windshield survey in the selected villages • Assessment sheet
W14	**Tutorial training meeting** ✓Formative OSCE Students begin training on OSCE	**Objectives:** 1. To create simulation and gain students with orientation about summative OSCE 2. To prepare students for summative OSCE 3. To decrease students` anxiety level toward summative OSCE. <u>**Methods and activities**</u> ▪ Samples from OSCE will prepared in advance. ▪ Prepare physical environment typical to summative OSCE. Clinical instructor will be dividing his group into small groups its number equal to number of stations and start simulation by giving instructions and students` move around stations within allowed time using typical tools**.**	• Student answer sheet • OSCE stations • Modelling
W14	Students has finished and send their assignments.		

Course coordinator   **Head of department**

Dr. Nagwa Nabeh   **Prof. Dr. Sahar Soliman**

Mansoura University
Faculty of Nursing
Community Health Nursing Department
Community health nursing course
First semester - academic year 2020-2021

Distribution of faculty and support staff to student groups for the Community Health Nursing course

1. **Schedule of direct sessions for community health nursing course (inside the faculty)**

Day	3-5pm			12-1	10-12am		
	Place &Group				Place &Group		
	Language Lab	Comp Lab B	Comp Lab A		Language Lab	Comp Lab B	Comp Lab A
Sunday Supervisor: Dr. Nagwa Nabeh	Ga2 Rehab Elhoda	Ga2 Rehab Elhoda	Ga1 Gamila	Disinfection	Gb3 Narges	Gb2 Rehab Elhoda	Gb1 Gamila
Tuesday Supervisor: Dr. Dalia Kesh	Ge2 Somaia	Ge2 Somaia	Ge1 Rehab Elhoda		Gf3 Eman Saad	Gf2 Eman Ahmed	Gf1 Narges
Wednesday Supervisor Dr. Rania Gad	Gc2 Somaia	Gc2 Somaia	Gc1 Doaa +Aya		Gd3 Heba Ali	Gd2 Somaia	Gd1 Doaa +Aya

2. **Online Interactive Sessions Schedule for Community Health Nursing Course**

Day	Place &Group			Place &Group		
	Online Meeting	Online Meeting	Online Meeting	Online Meeting	Online Meeting	Online Meeting
Thursday6-8 Supervisor: Dr. Nagwa Nabeh	Ga1 Gamila	Ga2 Rehab Elhoda	Ga2 Rehab Elhoda	Gb1 Gamila	Gb2 Rehab Elhoda	Gb3 Narges
Thursday9-10 Supervisor Dr. Dalia Kesh	Ge1 Rehab Elhoda	Ge2 Somaia	Ge2 Somaia	Gf1 Narges	Gf2 Eman Ahmed	Gf3 Eman Saad
Saturday 4-6 Supervisor: Dr. Rania Gad	Gc1 Doaa +Aya	Gc2 Somaia	Gc2 Somaia	Gd1 Doaa +Aya	Gd2 Somaia	Gd3 Heba Ali

Course coordinator   **Head of department**

Dr. Nagwa Nabeh   **Prof. Dr. Sahar Soliman**