

نموذج رقم (١٢)

جامعة: Mansoura

كلية: Nursing

قسم: Community Health Nursing

توصيف مقرر دراسي

| ١ - بيانات المقرر | | |
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| 1 st level (1 st semester) | الفرقة/المستوى: | Fundamental Community and Environmental Health اسم المقرر: |
| | | Nurs.102 الرمز الكودي: |
| | | مبادئ صحة المجتمع والبيئة |
| 2 credit hours | نظري | عدد الساعات الدراسية: |
| 1 credit hour | عملي | B.Sc. in Nursing التخصص: |

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| This course aims to enable students to discuss the concepts of community health and to identify the provided community health services that are concerning about the development physical, mental, social aspects of a community and prevention of health hazardous in addition to providing methods of evaluation of health services. | ٢ - هدف المقرر: |
| ٣ - المستهدف من تدريس المقرر : | |
| A1. Identifies the different concepts of community, community health and primary health care A2. Mentions the basic principles of preventive and control measures of community health problems A3. Describes the scope of environmental and occupational health A4. Discusses the scope of primary health care A5. Mentions the different health indicators A6. Identifies the community health services in Egyptian community | أ - المعلومات والمفاهيم: |
| B1. Differentiates between various health indicators B2. Calculates the different vital rates | ب - المهارات الذهنية الخاصة بالمقرر: |

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| <p>B3. Analyzes the different factors that affect community health</p> <p>B4. Compares the observed environmental factors with the obtained theoretical information on community health</p> <p>B5. Composes a decision about the environmental and infrastructure needs of a rural aggregate</p> <p>B6. Compose a decision about the occupational exposures of different workplaces</p> <p>B7. Conclude the values and preferences of an aggregate regarding selected health service/ intervention</p> <p>B8. Compares the actual structure of primary health care unites to the standardized one regarding selected health service/ intervention</p> | |
| <p>C1. Conduct windshield survey of a rural community</p> <p>C2. Assess the structure of primary health care unites</p> <p>C3. Assess the values, preferences of, and aggregate</p> <p>C4. Write an answerable search question</p> <p>C5. Draw a conceptual map of a search question</p> <p>C6. Search the relevant electronic database</p> <p>C7. Record the available preventive and curative health care facilities in local community</p> <p>C8. Record the specialties admission and referral procedure of each health care facility</p> <p>C9. Record the observation of community characteristics</p> <p>C10. Summarize the obtained data of a community in terms of needs and problems</p> | <p>ج- المهارات المهنية الخاصة بالمقرر:</p> |
| <p>D1. Develop a shared vision and common goal for the team</p> <p>D2. Define member role roles and responsibilities</p> <p>D3. Involve with all team members in assigned activities, meetings and discussion</p> | <p>د- المهارات العامة:</p> |

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| <p>D4. Seek commitments for partners</p> <p>D5. Acknowledge the effort of other colleagues in the team</p> <p>D6. Selecting team members</p> <p>D7. Conducting effectively the steps of team development</p> <p>D8. Carries out the steps of collaboration</p> <p>D9. Works towards achievement of the group's learning goals</p> <p>D10. Presents information accurately and clearly in written, electronically and oral forms</p> <p>D11. Negotiates objectively the raised issues and share information</p> <p>D12. Accept conflicts and diversity</p> <p>D13. Uses constructive questions and feedback</p> <p>D14. Shows ability to change his/her point of view in light of new information given or obtained</p> <p>D15. Writes a list of own learning needs</p> <p>D16. Develop a plan to fulfill learning needs</p> <p>D17. Show evidence of thorough reading of documented sources</p> <p>D18. Shows breadth and depth of knowledge in session discussion</p> | |
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| <p>Unit I: Introductory Session</p> <ul style="list-style-type: none"> • Basic concepts of community and environmental health • An overview about problem- based learning "PBL" • Searching for literatures and Learning Resources <p>Unit II: Primary Health Care and Health Promotion: Maternal and Child Health</p> <ul style="list-style-type: none"> • Maternal and preschool child • School health <p>Unit III: Primary Health Care and Health Promotion: Environmental and occupational health in urban, rural, and remote areas</p> | <p>٤- محتوى المقرر:</p> |

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| <ul style="list-style-type: none"> • Environmental health • Occupational health • Rural and remote areas health • Environment of health care organization <p>Unit IV: Health care system and health indicators</p> <ul style="list-style-type: none"> • Population health framework • Cultural framework • Egyptian Health System and Health indicators | |
| <p>1- Problem- Based Learning (PBL)</p> <p>2- Small group work</p> <p>3- Computer lab training</p> <p>4- Study trips</p> <p>5- Interactive Lectures</p> | <p>٥- أساليب التعليم والتعلم :</p> |
| <p>Not applicable</p> | <p>٦- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة :</p> |
| <p>٧- تقويم الطلاب:</p> | |
| <p>1- Semester summative evaluation:</p> <p>a- Participation of PBL tutorials</p> <p>2- Summative final assessment:</p> <p>a- Oral examination</p> <p>b- Final written examination</p> | <p>أ- الأساليب المستخدمة:</p> |
| <p>1- Semester summative assessment</p> | |
| <p>a- Written quiz 1</p> | <p>3rd week</p> |
| <p>b- Field trip reports</p> | <p>4th, 6th, 7th</p> |
| <p>c- Written trigger solution</p> | <p>10th week</p> |
| <p>ب- التوقيت:</p> | |

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| d- Written quiz 2 | 8 th week | | |
| e- Searching literatures | 3 rd up to 7 th week | | |
| d- Participation of PBL tutorials | 3 rd up to 9 th week | | |
| 2- Final summative assessment | | | |
| a- Project Presentation oral examination | 15 th week | | |
| b- Written examination | 16 th week | | |
| 1-Semester summative assessment | | | |
| A- Semester activities | 90 marks (30%) | ج- توزيع الدرجات: | |
| a- Field trip reports | 27 marks (9%) | | |
| b- Participation of PBL tutorials | 24 marks (8 %) | | |
| c- Searching literatures | 15 marks (5%) | | |
| d- Written trigger solution | 24 marks (8%) | | |
| B- Semester written examination | 60 marks (20%) | | |
| a- Written quiz 1 | 30 marks (10%) | | |
| b- Written quiz 2 | 30 marks (10%) | | |
| 2- Final summative assessment | | | |
| a- Project Presentation oral examination | 30 marks (10%) | | |
| b- Written examination | 12 marks (40 %) | | |
| total | 300 (100%) | | |
| ٨- قائمة الكتب الدراسية والمراجع : | | | |
| ----- | | أ- مذكرات | |
| ----- | | ب- كتب ملزمة: | |
| <ul style="list-style-type: none"> • Allender J, Rector C, Warrner K. Community health nursing: promoting and protecting the public`s health. 7th ed., Philadelphia: Lippincott company, 2010. • Buttarot T, Irybulski J, Bailey P, Cook J. primary care. 3rd ed., St.louis: Mosby Company, 2008 • Stanhope M, Lancaster J. Public health nursing: Population centered health care in the community. 7th ed., st.louis: Mosby company, 2008. • Gillam S, Yates J, Badrinath P. Essential public health: Theory and | | ج- كتب مقترحة: | |

- practice. 1st ed., USA: Cambridge university press, 2007.
- B.T. Basavanthappa. (2005). Community Health Nursing. Bangalore.
 - Country Cooperation Strategy for WHO and Egypt. (2005-2009).
 - Grossman, D.C; Kim, A; Macdonald,S,C; Klein, p; Copass, M.K.; and Maier, R.V. (2008). Urban- Rural Differences in Pre-Hospital Care of Major Trauma. Journal Trauma: Injury, Infection, and Critical Care 42(4): 723-729.
 - J. McKenzie; P. Robert and J. Kotecki. (2005). An Introduction to Community Health. 5th ed. Jones and Bartlett Pub. Boston.
 - Nevada State Health Division. The American Heritage Dictionary. (2009). An Introduction to Public Health, Community Health, and Community Health Nurse.
 - RN. Melanei. Community Based Nursing an Introduction. Saunders Com. Philadelphia.
 - Carlisle, C., Ibbotson, Tracy., 2005. Introducing problem- based learning into research methods teaching: Student and facilitator evaluation. Nurse Education Today, 25, 527- 541.
 - Rogal, M S., Sinder, D P., 2008. Rethinking the lecture: The application of problem based learning methods to atypical contexts. Nurse Education in Practice 8, 312- 219.
 - Montemayor L. E. Formative and summative assessment of the problem-based tutorial session using a Criterion- Referenced System. JIAMSE; 2004, 14: 8- 14.
 - James Ramsay, Elbert Sorrell. Problem-Based Learning: A Novel Approach to Teaching Safety, Health and Environmental Courses. Journal of SH&E Research, Vol. 3, Num. 2

- LWW Medical Book Collection @OVID
- EBSCO Academic Search Complete

د- دوريات علمية أو
نشرات .. الخ

• CDC, WHO

Assistant. Prof Dr. Sahar M. Soliman

Assistant. Prof Dr. Amel I. Ahmed

Dr. Samer E. Abdel- Raouf

Dr. Samia M. Abdel-Moaty

Assistant. Prof Dr. Amel I. Ahmed

أستاذ المادة:

رئيس مجلس القسم العلمي: