



Mansoura University
Faculty of Nursing
Community Health Nursing Department



Session Plan for Family Health Nursing
Academic year 2020/ 2021, 1st semester

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W1: 2 hours	Online Self-study (foundation of family health nursing)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Define family, family health, family health nursing. 2. List family structure, function, and process. 3. Define universal characteristics for healthy family 4. Classify conceptual framework of family health nursing 5. Describe nature of intervention in family nursing 	<ul style="list-style-type: none"> • Online recorded lecture
W1: 1 hour	Online Self- study (Orientation about clinical training)	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Identify objectives of clinical training. 2. Identify the ground rules that should be committed throughout semester. 3. Identify clinical procedure required to be mastered. 4. Identify student` assignments both individual and group work required to be achieved during semester. 5. Identify methods of data collection. 6. Understand the content of assignment` sheet. 7. Identify methods of evaluation and marks distribution. 8. Identify students` distribution on groups and clinical instructors. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The tutor will clarify the practical training goals and practical skills needed to be acquired over the course of the semester. ✦ The tutor will explore students` duties and responsibilities through setting clinical training` ground rules, and explaining student` assignments and tasks, and how to achieve through various data collection tools, planning and implementation of various health activities. 	<ul style="list-style-type: none"> • Online recorded session • Family health nursing` guide book. • Uploaded list of students` distribution by group's numbers and responsible clinical instructor.

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W1: 1 hour	Online tutorial training Students will begin training how to use recommended assessment` records to assess family health.	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Assess family health statues. 2. Assess family home environment. 3. Assess family values & preference toward family health services. 4. Record family health` needs and problems. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ The tutor will explain name, purpose, and content of each assessment` record. ✦ Student will trained how to fill content of assessment records. ✦ The tutor will explain how to extract family` needs and problems. 	<ul style="list-style-type: none"> • Family` health assessment records. • Family` home environment assessment record.
W1: 1 hour	Online tutorial training Students will begin training how to develop family` nursing care plan.	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Arrange the priorities of family` health needs and problems 2. Formulate nursing diagnosis that summarize family` health needs and problems. 3. Select nursing interventions relevant to health needs and problems. 4. Determine desired outcomes from nursing interventions. 5. Design a plan for problem` follow up. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ The tutor will explain how to extract families` health needs and problems from family` assessment record and setting priorities for the selected needs and problems. ✦ The tutor will train Student how to put family` needs and problems into nursing diagnosis based on NANDA. ✦ The tutor will clarify how to select appropriate nursing intervention, and identify family health services needed. ✦ The tutor will explain how to construct family nursing care plan using examples. 	<ul style="list-style-type: none"> • Family nursing care plan form.
W1: 1 hour	Self- study Procedure training Online (health assessment)	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Acquire skills of taking health history from family case. 2. Conduct an appropriate physical examination. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ The training procedure filmed in video format and uploaded to electronic platform affiliated to the faculty. ✦ Each student can watch the video through a password enabled him to login into platform and access to the link of procedure` video. ✦ The tutor will notify students to follow procedure` demonstration online and redemonstration will applied in the next tutorial meeting. 	<ul style="list-style-type: none"> • Online recorded procedure (video)

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W2: 2 hours	Online Self-study (Overview of family health nursing)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Identify approaches to family health nursing. 2. List principles of family health nursing. 3. Enumerate obstacles and challenges to family health nursing practice. 4. Summarize role of family health nurse. 5. Describe legal issues in family health nursing practice 	<ul style="list-style-type: none"> • Online recorded lecture
W2: 1 hour	Online tutorial training Students will begin training how to use recommended assessment` records to assess family health center and role of family health nurse.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Assess physical environment of family health center. 2. Assess services provided at family health center. 3. Assess referral process at family health center. 4. Assess role of family health nurse <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The tutor will explain name, purpose, and content of each assessment record. ✦ Student will trained how to fill content of assessment records using both interviewing and observational technique. ✦ The tutor will explain alternative training` method that enable students to visit and assess family health center without going to a field trip at family health center. 	<ul style="list-style-type: none"> • Family health center assessment` record. • Referral process` assessment record at family health center. • Role of family health nurse` assessment record at family health center.
W2: 1 hour	Self- study Procedure training Online (Anthropometric measurement)	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Acquire skills of measuring weight, length, height. 2. Acquire skills of measuring arm, head, and chest circumference. 3. Utilize growth chart to represent findings of weight, length, and height measurements. 4. Analyze measurement finding` representation to generate an interpretation. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The training procedure filmed into video uploaded online. ✦ Each student can watch the video through a password enabled him to access video` link. ✦ Video shows a procedure demonstrated by clinical instructor who explaining types of anthropometric measurements, objectives, equipment needed. ✦ Clinical instructor demonstrate steps of each measurement followed by represent findings of weight, length, and height measurement on growth chart then make an interpretation of findings. ✦ The tutor will notify students to follow procedure` demonstration online and redemonstration will applied in tutorial meeting. 	<ul style="list-style-type: none"> • Online recorded procedure

Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W2: 1 hour	Training tutorial meeting. Re- demonstration to the procedure of health assessment	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate steps of taking health history correctly. 2. Perform physical examination in correct way. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ The tutor will ask students about their feedback related to health assessment procedure and unclear steps needed to reapply. ✦ The tutor will prepare structured scenarios including health related information to a family member case. ✦ The tutor will divide the students into small group and select from each group 2 students to play roles of family health nurse and family member case who informed by the structured scenario and ask them to demonstrate history taking and physical examination through role-playing. ✦ The tutor ask the rest students to watch role playing and record their notes and evaluate the correctness of re-demonstration 	<ul style="list-style-type: none"> • Re-demonstration • Role play • Structured scenario • Peer evaluation
W2: 1 hour	Training tutorial meeting. Re-demonstration to represent weight, length, and height measurements` findings on growth chart and its interpretation.	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Utilize growth chart to represent findings of weight, length, and height measurements. 2. Analyze measurement finding` representation to generate an interpretation. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ The tutor ask all students in advance to bring a copy of growth charts of different purpose before meeting. ✦ Students will be divide into small work groups and each one will assigned with various scenarios that includes results of measuring weight, length, and height of children from different age and sex and asked them to represent these results in the appropriate growth charts with interpretation. ✦ After timing is out each group will display their achievements while the rest of students listen and comment the performance of their peers with tutor. 	<ul style="list-style-type: none"> • Re-demonstration • Scenario • Small work group • Peer evaluation

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W3: 2 hours	Online Self-study (family health nursing process)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Define family health nursing process 2. List elements of family health nursing process 3. Discuss tools needed to assess family` level of health 4. Identify guidelines for family health assessment 5. Understand family health assessment methods 6. Identify family health planning 7. Identify family health implementation 8. Describe family health evaluation 	<ul style="list-style-type: none"> • Online recorded lecture
W3: 2 hours	Tutorial training meeting Students will begin training how to display family` health related information graphically by drawing genogram, eco-map, and grid manually and how to analyze and interpret symbols on these graphics.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Display family health related information graphically using genogram, ecomap, and grid 2. analyze family finding on genogram, eco-map, and grid 3. Conclude family genetic history, and health problems. 4. Summarize family` needs from health services. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The tutor will explain the purpose of genogram, eco-map, grid ✦ The tutor will draw a genogram manually using standardized symbols with explanation of its meaning and ask student to re-demonstrate. ✦ The tutor will train students how to interpret and analyze finding on genogram and conclude family` history, needs, problems, services required. 	<ul style="list-style-type: none"> • Genogram form • Eco-map form • Grid form • Scenario • Flip chart
W3: 1 hour	Online tutorial training Computer training Students will begin training to display family` genogram using genopro software.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Display family` genogram electronically using software. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The tutor and students will setup genopro` software on computer. ✦ The tutor will explain components of genopro and how to find and move icons of symboles and demonstrate graphic step by step with students and ask them to remonstrare. 	<ul style="list-style-type: none"> • Genopro` software computer • Scenario



Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W3: 1 hour	Online Self- study Training on developing a family health` profile and family health center profile	By the end of this session, the students will be able to: <ol style="list-style-type: none">1. Summarize an overview about health status of families at certain local setting.2. Formulate a family health` profile at certain local setting.3. Formulate a family health center` profile.4. Criticize physical environment, services, and nurses` performance at family health center. <u>Methods and activities</u> <ul style="list-style-type: none">✦ The tutor will explain the aim of profiling family health and family health center.✦ The tutor will explore the component parts and nature of data recorded at family health` profile and family health center` profile.✦ The tutor will explain how to obtain and fill data at family health and family health center` profile forms.✦ The tutor will explain how to criticize services and nurse` performance at family health center.✦ The tutor will clarify alternative educational method enabling student for data collection instead of field trip.	<ul style="list-style-type: none">• Online recorded session• Family health` profile form.• Family health center` profile form

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W4: 1 hour	Online Self-study (Family Nursing with Childbearing Families)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Defining childbearing, childbearing family nursing 2. Identify Purpose of childbearing family nursing 3. Differentiate between traditional Family Life-Cycle And Developmental Stage 4. Identify theory-Guided, Evidence based Childbearing Nursing 5. Mention tasks For Childbearing Families And Family Nursing Interventions 6. Enumerate childbearing Family Stressors 7. List threats to health during childbearing 8. Discuss effect of threats to health on childbearing families 9. Define family -centered care 10. Mention health services for child bearing families 	<ul style="list-style-type: none"> • Online recorded lecture
W4: 2 hours	Clinical field practice Self-study Assessment of family health center and developing family health center` profile.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Assess physical environment of family health center 2. Assess family health` services provided at family health center 3. Assess referral process followed at family health center 4. Assess family health nurse` role <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Videos will be recorded by the clinical instructors for five family health center within five separate villages showing its physical environment, family health services, the followed referral process, and role of family health nurse. ✦ Link of videos will uploaded online. ✦ The students will distributed into five subgroups under supervision of one clinical instructor. ✦ Each subgroup will assigned to assess one family health center. ✦ Students will watch videos and fill all assessment records of family health center. ✦ Students will divide into small work groups composed of 5 students to develop profile about family health center and criticize of its content. 	<ul style="list-style-type: none"> • Online-recorded videos about family health centers present at villages affiliated to Mansoura city. • Assessment records for family health center including (assessment of physical environment of FHC, assessment of family health services, assessment of referral process, and assessment of role of family health nurse). • Small work group. • Family health center` profile form.

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Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W4: 1 hour	Self- study Procedure training Online (calculating body mass index BMI)	By the end of this session, the students will be able to: 1. Calculate the formula of body mass index accurately. 2. Interpret findings of BMI calculation 3. Classify body mass index level. <u>Methods and activities</u> ✦ The training procedure filmed into video and uploaded online. ✦ Each student can watch the video through a password enabled him to access video` link. ✦ The procedure performed by clinical instructor start by explanation to what is body mass index and aim of its calculation and steps of calculation using calculator and scenarios include examples to persons` weight and height and then interpret and classify findings into BMI levels. ✦ The tutor will notify students to follow procedure` demonstration online and re-demonstration will applied in the next tutorial meeting.	<ul style="list-style-type: none">• Online-recorded procedure (video)• Calculator• Scenarios

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W5: 1 hour	Online Self-study (Family child health nursing)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Define basic concepts of family child health nursing: family development or career, individual development, and transitions 2. List basic family tasks for their children. 3. Describe family characteristics associated with well child health outcomes 4. Categorize health needs & problems of Infant, Toddler, Preschooler, School aged child 5. Summarize health services for infant, toddler, preschooler, school age 6. Mention children health risks and Prevention Strategies 	<ul style="list-style-type: none"> • Online recorded lecture
W5: 2 hours	Clinical field practice Self-study Assessment of family health.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Assess family` structure, relationships, and functions 2. Assess family genetic` history, and health behaviors. 3. Assess family` communication, decision-making, problem-solving, and coping patterns. 4. Assess family` values & preference toward family health services. 5. Assess family` home environment. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Students` groups will distributed allover faculties of Mansoura University under supervision of clinical instructor. ✦ Each student assigned to assess three persons represents three families recruited from university workforce. ✦ Student will interview and assess family` member according to what was previously trained using a variety of assessment tools. ✦ Student will display family` genogram using genopro software to understand family` structure, relationships, genetic history and health problems. 	<ul style="list-style-type: none"> • Family health` assessment records • Genogram • Eco-map • Grid
W5: 1 hour	Clinical field practice Self-study Construct a family nursing care plan.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Arrange the priorities of family` health needs and problems 2. Formulate nursing diagnosis that summarize family` health needs and problems. 3. Select nursing interventions relevant to health needs and problems. 4. Determine desired outcomes from nursing interventions. 5. Construct a plan for problem` follow up. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Student will identify families` health needs and problems. ✦ Arrange the family health needs and problems according to priorities. ✦ Student will convert family` needs and problems into nursing diagnosis based on NANDA. ✦ Select the appropriate nursing intervention, and identify family health services needed. ✦ Student will construct nursing care plane to one family. 	<ul style="list-style-type: none"> • Family nursing care plan form

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W6	Mid- Term Exam		
W7: 1 hour	Online Self-study (Genomics and family nursing across life span)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Define genomics, genetics, Genome, Genotype, Genomic/genetic nursing. 2. Identify the importance of genetics and genomics in family nursing across the life span 3. Mention common biological and environmental patterns of inheritance 4. Discuss strategies to prevent, identify, and treat genetic diseases 5. Enumerate reasons for referral to a genetic counselor 6. ethical issues raised by identification of genetic disorders across the life span. 6. Summarize role of family health nurse in genomics. 	<ul style="list-style-type: none"> • Online recorded lecture
W7: 2 hours	Online Self- study Computer training session on developing family health portfolio	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. display content of family health portfolio. 2. Design an electronic family health portfolio. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The tutor will explain what is a family health portfolio and its purpose. ✦ The tutor will describe the content of family health portfolio, which include health information about family members regarding demographics, health status, health practice, the use of health services, and preference for health services, the use and access to health information, health decision raised from undesired clinical finding, observation to physical and social environment. ✦ The tutor will begin training on develop a family health portfolio by entering family data from scenario into SPSS program and clarify how to save family data. ✦ The content of the portfolio based on data collected at family health assessment records. ✦ Students will divide into (5) subgroups each one includes 10 students and every student was assigned to assess (3) families, so each subgroup will assigned to design a portfolio for 30 family. 	<ul style="list-style-type: none"> • Online recorded session • Computer • SPSS program • Scenarios
W7: 1 hour	Clinical field practice Self-study Student begin Designing a family health portfolio.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Design a family health portfolio. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Subgroups will begin setup SPSS program and begin coding to variables and every student will make data entry for his families within subgroup. ✦ Each subgroup will save his family health portfolio on CD. 	<ul style="list-style-type: none"> • Findings of family health assessment records • Computer • SPSS program • Small work group

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W 8: 2 hours	Online Self-study (High risk families)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Define health Risks, life event risk, vulnerable families, vulnerability, health risk appraisal, health risk reduction 2. Mention criteria of high-risk family (vulnerable) 3. Describe factors contributing to high risk family 4. Discuss categories of high-risk families 5. Discuss family health risk appraisal 6. Summarize family centered services to support vulnerable families. 	<ul style="list-style-type: none"> • Online recorded lecture.
W8: 1 hour	Tutorial training meeting on Students begin training family health` case study.	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Utilize his acquired theoretical, intellectual, and practical skills in analyzing actual situation or case. 2. Acquire skills of problem solving and decision making in studying a case. 3. Present answers regarding case study properly. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ The tutor will present an example for a family` case study and begin studying the case through analysis to find problem solving and take appropriate decisions. ✦ Students receive case study` assignment and asked to work individually and relate their acquired knowledge, intellectual, and practical skills in situation or case analysis. ✦ Students divide into small work groups to start small group discussion followed by class discussion then recording case analysis. ✦ Student trained how to present the case studied with efficient time management 	<ul style="list-style-type: none"> • Case study • Small work group • Discussion • Case presentation
W8: 1 hour	Self- study Procedure training Online (counselling)	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Conduct counseling's session for family` member. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ A recorded video including demonstration of counseling by clinical instructor uploaded online. ✦ Student can access video` link through password. ✦ The instructor will explain the requirement, skills, and counsel` phases. ✦ The instructor apply an example for counseling's` session conduction. ✦ Students notified for re- demonstration in next meeting 	<ul style="list-style-type: none"> • Online recorded procedure

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Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W8: 1 hour	Tutorial meeting Follow-up students' work achievement regard family portfolio	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Discusses achieved tasks for completion of assignment successfully within time. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ Each sub-group reviews what has been achieved to follow their progress, make correctness, give chances for asking inquiry, and give help. 	<ul style="list-style-type: none"> • Reviewing family health` portfolio
W8: 1 hour	Clinical field practice Self-study Student continue to complete assignment (family health` portfolio)	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Achieve completion of family health` portfolio through selflearning at exact time. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ Students in each subgroup contact to each other in the way they prefer to finish tasks of the assignment and can communicate with tutor to ask help. 	<ul style="list-style-type: none"> • Small work group • Online meeting

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W9: 2 hours	Online Self-study (Overview about family health promotion)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Define health promotion and family health promotion 2. Mention the aims of health promotion 3. Describe Phases of the family cycle of health and illness 4. Discuss model of family health promotion 5. Enumerate types of family health routines 6. Discuss healthy life style 7. Discuss eco system influences on family health promotion. 	<ul style="list-style-type: none"> • Online recorded lecture
W9: 1 hour	Training tutorial meeting. Re-demonstration (Counseling)	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Conduct counseling's session for family case. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Students asked for their inquiry about counseling. ✦ Students are divided into small work groups and each assigned to construct a counselling session and give them appropriate time for small group discussion, and select two students to play roles of family health counselor and family case and give tutorial and peer comments. 	<ul style="list-style-type: none"> • Small work group • Discussion • Role play • Re- demonstration • Scenario
W9: 1 hour	Self- study Procedure training Online (Health education)	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Acquire skills in developing plan for health education session for family` member. 2. Acquire skills of conducting a health education session for family` member. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ A recorded video including demonstration of health education session by clinical instructor uploaded online. ✦ Student can access video` link through password. ✦ The instructor will explain the requirement, skills, and process of health education beginning from assessment to evaluation. ✦ The instructor develop a plan and for health education session and represent how to convey messages of health education. 	<ul style="list-style-type: none"> • Online recorded lecture

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W9: 1 hour	Training tutorial meeting. Re- demonstration of procedure (Health education)	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a plan for health education session for family` member. 2. Conduct a health education session for family` member. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ The tutor will ask students about their feedback about health education` procedure and unclear steps needed to reapply. ✦ The tutor will divide students into 2 groups and ask 1st group to select a topic related to family health and develop a plan for health education session. The 2nd group will implement the planned session through role- playing. ✦ Ask each group to evaluate the re demonstration of each other 	<ul style="list-style-type: none"> • Flip chart • Role play • Remonstration • Peer evaluation • Small group discussion • Scenario
W9: 1 hour	Tutorial evaluation meeting (case study` evaluation)	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To evaluate students' ability to analyze a case study of family member. 2. To evaluate student ability to relate case study analysis to his knowledge, intellectual, and practical skill acquired allover semester. 3. To evaluate student ability to solve a problem and make a decision based on case study analysis. <p><u>Methods and activities</u></p> <ul style="list-style-type: none"> ✦ Five scenarios for family case studies will be prepared in advance ✦ Every student will select randomly the assigned case study. ✦ Announce students to work individually and the allowed time to write case analysis and their input regarding problem solving and decision-making. 	<ul style="list-style-type: none"> • Written case study • Scenarios

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W10: 2 hours	Online Self-study (Practices in family health promotion)	By the end of this lecture, the students will be able to: <ol style="list-style-type: none"> 1. Categorize family nursing intervention strategies for family health promotion 2. Utilize nursing process for family health promotion 3. Discuss role of family health nurse in promoting health of families 4. Use basic principles of counseling and health education in family health. 	<ul style="list-style-type: none"> • Online recorded lecture
W10: 2 hours	Tutorial evaluation meeting (counseling's` evaluation)	Objectives: <ol style="list-style-type: none"> 1. Evaluate student ability to plane counseling's session 2. To Evaluate student ability to conduct counseling` session <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Various counseling` scenario will prepared in advance by tutors and assigned randomly to ever student and uploaded online ✦ Ask everyone to construct plan for his counselling session and send it online to his tutor in advance. ✦ On tutorial meeting, students will implement his counseling plan under observation of his tutor. 	<ul style="list-style-type: none"> • Role play • Counselling evaluation checklist form.
W10: 2 hours	Tutorial evaluation meeting (Health education evaluation)	Objectives: <ol style="list-style-type: none"> 1. Evaluate student ability to plan health education session. 2. To evaluate student ability to conduct health education session. <u>Methods and activities</u> <ul style="list-style-type: none"> ✦ Various health education` scenario will prepared in advance by tutors and assigned randomly to ever student and uploaded online ✦ Ask everyone to construct plan for his health education session and send it online to his tutor in advance. ✦ On tutorial meeting, students will implement his health education` plan under observation of his tutor. 	<ul style="list-style-type: none"> • Role play • Health education evaluation checklist form

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W11: 2 hours	Online Self-study (Families of children with gender dysphoria)	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Define sex, gender, gender expression, gender role, gender identity, gender dysphoria 2. Normal gender development 3. Diagnostic criteria for gender dysphoria in children. 4. Prediction of gender dysphoria 5. Health needs of children with gender dysphoria across lifespan 6. Mental health needs of children with gender dysphoria across life span 7. Parenting a child with gender dysphoria 8. Intervention to support children with gender dysphoria 	<ul style="list-style-type: none"> • Online recorded lecture
W11: 2 hours	Tutorial training meeting Formative OSCE Students begin training on OSCE	Objectives: <ol style="list-style-type: none"> 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> <ul style="list-style-type: none"> ✦ Samples from OSCE will prepared in advance. ✦ Prepare physical environment typical to summative OSCE. ✦ Ever tutor 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. 	<ul style="list-style-type: none"> • Student answer sheet • OSCE stations • Modelling

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W 11	<ul style="list-style-type: none"> - Self-study - Students has finished and send their assignments. 	<ul style="list-style-type: none"> • Online assignment due saved on named folder contains: • Assessment records • Family health` profile • Family portfolio • Family health center` profile
W 12	<u>Family health nursing oral examination</u> - Asking student question covering studied lectures	<ul style="list-style-type: none"> • Oral questions discussing content from studied lectures
W 13	<u>Objective Structured Clinical Examination (OSCE)</u> <u>Aim:</u> is to evaluate the cognitive and psychomotor skills as well as the knowledge recall of nursing students in a comprehensive, consistent and structured manner putting into consideration the objectivity process by using an examination format that instructs students to rotate through a circuit of stations. <u>Station sections:</u> <i>The students should read station` question and put his answers in student 'answer sheet.</i>	<ul style="list-style-type: none"> • Laboratory prepared by stations • Student` answer sheet
W 14	<u>Family health nursing written examination</u> Different forms of questions are included in the final written examination, in which a set of objective questions (True & False, MCQ and Matching). Written examination used to assess knowledge and intellectual skills.	

Head of Department

sahar soliman

Professor/ Sahar Soliman

Course Coordinator

Dr/ Heba Gad

heba



Community Health Nursing Department
Family Health Nursing Course
Academic Year 2020-2021/ 1st Semester

Clinical Training's Schedule of Family Health Nursing Course / 2020-2021

G (A)					
Monday/ week					
Setting	Class room (C)				
Instructor	Abeer Nagy	Rehab	Eman Saad	Eman Ahmed	Assem
Group	G A (1)	G A (2)	G A (3)	G A (4)	G A (5)
Week	1 st week 19/10/2020	<ul style="list-style-type: none"> Orientation 			
	2 nd week 26/10/2020	<ul style="list-style-type: none"> Training on assessment sheets Redemonstration of health assessment technique Re-demonstration of anthropometric measurements 			
	3 rd week 2/11/2020	<ul style="list-style-type: none"> Training on Genogram Redemonstration on growth chart Training on profiling family health 			
	4 th week 9/11/2020	<ul style="list-style-type: none"> Assessment of family health center. Redemonstration on calculating body mass index BMI 			
	5 th week 16/11/2020	<ul style="list-style-type: none"> Training on (Eco-Map) Training on family nursing care plan Assessment of family health 			
	6 th week 23/11/2020	Midterm Exam			
	7 th week 30/11/2020	<ul style="list-style-type: none"> family health portfolio 			
	8 th week 7/12/2020	<ul style="list-style-type: none"> Family case study 			
	9 th week 14/12/2020	<ul style="list-style-type: none"> Redemonstration of counselling 			
	10 th week 21/12/2020	<ul style="list-style-type: none"> Redemonstration of health education 			
	11 th week 28/12/2020	<ul style="list-style-type: none"> Formative OSCE 			

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Community Health Nursing Department
Family Health Nursing Course
Academic Year 2020-2021/ 1st Semester

Clinical Training's Schedule of Family Health Nursing Course / 2020-2021

G (B)							
Thursday/ week							
Instructor	Eman. A	Assem	Abeer	Eman saad	Rehab	Gamila	Doaa
Group	G B (1)	G B (2)	G B (3)	G B (4)	G B (5)	G B (6)	G B (7)
Setting	Critical lab	OSCE lab	Adult Lab	Obstetric lab	Community lab	Pediatric Lab	Hall C
Week	1 st week 22/10/2020	<ul style="list-style-type: none"> Orientation 					
	2 nd week 29/10/2020	<ul style="list-style-type: none"> Training on assessment sheets Redemonstration of health assessment technique Re-demonstration of anthropometric measurements 					
	3 rd week 5/11/2020	<ul style="list-style-type: none"> Training on Genogram- Ecomap- Grid Redemonstration on growth chart 					
	4 th week 12/11/2020	<ul style="list-style-type: none"> Assessment of family health center, role of nurse. Redemonstration on calculating body mass index BMI Training on profiling family health 					
	5 th week 19/11/2020	<ul style="list-style-type: none"> Training on family nursing care plan Assessment of family health 					
	6 th week	Midterm Exam					
	7 th week 3/12/2020	<ul style="list-style-type: none"> Family health portfolio 					
	8 th week 10/12/2020	<ul style="list-style-type: none"> Family case study 					
	9 th week 17/12/2020	<ul style="list-style-type: none"> Redemonstration of counselling 					
	10 th week 24/12/2020	<ul style="list-style-type: none"> Redemonstration of health education 					
	11 th week 31/12/2020	<ul style="list-style-type: none"> Formative OSCE 					

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