



Mansoura University
Faculty of Nursing
Community Health Nursing Department



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

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W 1	Students registration & distribution of students' groups		
W2: 2 hours	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: <ol style="list-style-type: none"> 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 judgment and limitation of community health nursing practice Methods and activities <ul style="list-style-type: none"> ▪ 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 exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W2: 2 hours	Skill lab session Procedure training Online <ul style="list-style-type: none"> ✓ Health assessment (Interviewing technique and History taking) ✓ Health education 	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate interviewing technique and health history taking from different clients. 2. Apply the principles of health assessment 3. Select the appropriate strategies in implementing health education sessions 4. Design health education programs according to the community health needs 5. Implement health education sessions to individuals, groups and families. <p>Methods and activities</p> <p>Health assessment procedure</p> <ul style="list-style-type: none"> ▪ The instructor will explain objectives, steps, how to perform health assessment, interviewing technique and taking history from client using pre-recorded video at E-learning platform (MOODLE) ▪ Then, in the next tutorial meeting the instructor will ask students about their feedback about health assessment procedure and unclear steps needed to reapply ▪ The instructor will prepare structured scenarios and student will be grouped in 2 or 3 small groups and ask them to demonstrate history taking and physical examination through role-playing at skill lab. <p>Health education procedure</p> <ul style="list-style-type: none"> ▪ The instructor will demonstrate health education session using pre-recorded video at E-learning platform (MOODLE) ▪ Then, in the next tutorial meeting the instructor will ask students about their feedback about health education procedure and unclear steps needed to reapply ▪ and many simulated health education situations will be re-demonstrated through role playing at skill lab. 	<ul style="list-style-type: none"> • Online recorded video • Direct re-demonstrated through role playing at skill lab • Human resources (student as role player) • Health talk checklist • Flip charts

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Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
Clinical training (school health rotation)			
W2: 2 hours	Tutorial meeting Orientation about clinical training of school health rotation	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 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 component of different records used in school health rotation <u>Methods and activities</u> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • Interactive discussion • assessment sheet

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W3: 2 hours	Theoretical lecture Self-study Online ✓ School health	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Identify Goal of SHS 2. Identify Components of SHS 3. Discuss SHS Program 4. Explain Common health problems among school children 5. Discuss Role of community health nurse in SH. 6. Distinguish school health program components Methods and activities <ul style="list-style-type: none"> ▪ The lecturer will explain the school health lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE) }
W3: 2 hours	Skill lab session Procedure training Online ✓ Anthropometric measurement & Growth chart	By the end of this session, student will be able to: <ol style="list-style-type: none"> 1. Use growth charts to monitor growth of different children's age. 2. Measure weight of child. 3. Measure height of child and length of baby. 4. Measure head circumference. 5. Measure chest circumference 6. Measure arm circumference. Methods and activities <ul style="list-style-type: none"> ▪ The instructor will explain the objectives, steps of anthropometric measurements using growth charts. Then, demonstrate all measures and illustrate these measures on the growth chart using pre-recorded video at E-learning platform (MOODLE). ▪ In the next tutorial meeting all students one by one will re-demonstrate and will interpret the obtained measurements (Growth line) of different children's age at skill lab 	<ul style="list-style-type: none"> • Online recorded video • Direct re-demonstrated at skill lab • Growth chart, baby scale, measuring tap, pencil

Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
Clinical training (school health rotation)			
W3: 2 hours	Online self-study Clinical training on Health assessment of the school age child (health assessment evaluation)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of health assessment technique on school age child. 2. Identify the most common health needs and problem of the school age child <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ Each student will be assigned to assess the health condition of a real pupil (6-18 years) from his family by using health assessment record and record it on video film ▪ The students will record the assessment finding on assessment sheet ▪ Then, upload the recorded video of health assessment health assessment record and on google drive 	<ul style="list-style-type: none"> • Online video recording • Assessment sheet
W3: 2 hours	Tutorial evaluation meeting (Health education evaluation)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1- Apply the principles of health education for the school age child <p>Methods and Activities</p> <ul style="list-style-type: none"> ▪ The instructor will prepare various health education` scenario (topics related to school health child) in advance and assigned randomly to ever student and uploaded online ▪ Aske everyone to construct plan for his health education session and send it online to his instructor 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 • Scenarios • Audiovisual materials • Health education evaluation checklist

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Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W3: 2 hours	Tutorial meeting Case Study on common chronic disease among school-age children (Juvenile diabetes mellitus & Epilepsy)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1- Define the high-risk group and predisposing factors of the defined chronic diseases 2- Discuss the prevention and control measures of the defined disease <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The students will discuss the issues of Juvenile diabetes mellitus and Epilepsy that are stated in a structured case study scenario by using small group work brainstorming and discussion. ▪ Instructor will illustrate a case study scenario and students will be divided into small groups and conduct a group work to develop nursing care plan according to the health needs and problems included in the scenario using interactive discussion and brainstorming 	<ul style="list-style-type: none"> • Direct Tutorial meeting Or • Online through zoom meeting • Flip chart • Written case study • Scenarios

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W4: 2 hours	Theoretical lecture Self-study Online ✓ Infection prevention and control	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1- Define infection 2- Identify the nature of infection 3- Describes chain of infection transmission 4- States the stages of infection process 5- Discuss the defenses 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 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 <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the Infection prevention and control lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE) }
W4: 2 hours	Skill lab session Procedure training Online ✓ Recording and Reporting	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1- Record and report different health information accurately <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will explain objectives and process of recording and reporting using pre-recorded video at E-learning platform (MOODLE). ▪ Then, in the next tutorial meeting each student will re-demonstrate actual reporting and recording by using of scenarios at skill lab 	<ul style="list-style-type: none"> • Online recorded videos & • Direct re-demonstrated at skill lab • Scenarios • Records • Role play

Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
Clinical training (school health rotation)			
W4: 1 hours	Online self-study Clinical training on assessment of school environment	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1- Assess the school environment 2- Identify the hazards of school environment <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will be photographing the practical training places (schools) as a video and uploading them to E-learning platform (MOODLE). ▪ Then, students will be assigned to assess the school environment through watching the recorded video at E-learning platform (MOODLE), and record the assessment finding on environmental assessment sheet. 	<ul style="list-style-type: none"> • Online recorded video • Environmental assessment sheet.
W4: 2 hours	Tutorial meeting Case Study on Droplet and air borne and direct contact communicable disease	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1- Identify causative agent, mode of transmission, incubation period and communicability period of the defined diseases 2- Identify the high-risk group of the defined diseases 3- Discuss the preventive and control measures of droplet, air- borne and direct contact communicable diseases <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ 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. ▪ Instructor will illustrate a case study scenario and students will be divided into small groups and conduct a group work to develop nursing care plan according to the health needs and problems included in the scenario using interactive discussion and brainstorming 	<ul style="list-style-type: none"> • Direct Tutorial meeting and/ or • Online through zoom meeting • Flip chart • Written case study • Scenarios

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W5: 2 hours	Theoretical lecture Self-study Online ✓ Emergency Preparedness	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1- Identify the term of disaster, emergency, hazard, risk and vulnerability. 2- Compare between different types of disasters. 3- Enumerates characteristics of disasters. 4- Identify the differences between emergency and disasters. 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 community health nurse in emergency preparedness plan. 9- Applying emergency preparedness plan <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the Emergency Preparedness lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}
Clinical training (school health rotation)			
W5: 2 hours	Online self-study Clinical training on auditing the role of school health nurse	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1- Identify the component and facilities of school health unit 2- Compare the ideal role of school health nurse with the actual performance <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will be photographing the school health units as a video and uploading them to E-learning platform (MOODLE). ▪ Also, the instructor will interview school health nurse to discuss her role and recording this interview on video film and uploading them to E-learning platform (MOODLE). ▪ Then, students will be assigned to identify of the components, equipment and facilities of the school health units. In addition to, assessment the activities and performance of the school health nurse through watching the recorded videos at E-learning platform (MOODLE), and record the assessment finding on assessment sheet. 	<ul style="list-style-type: none"> • Online recorded video • Assessment sheet

Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W5: 2 hours	Tutorial meeting Case Study on the feco-oral communicable diseases (Parasitic, typhoid & paratyphoid)	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 1- Identify the causative agents, modes of transmission, incubation period and communicability period of the defined diseases 2- Identify the high-risk group of the defined diseases 3- Discuss the prevention and control measures of feco-oral communicable diseases. Methods and activities <ul style="list-style-type: none"> ▪ 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. ▪ Instructor will illustrate a case study scenario and students will be divided into small groups and conduct a group work to develop nursing care plan according to the health needs and problems included in the scenario using interactive discussion and brainstorming 	<ul style="list-style-type: none"> • Direct Tutorial meeting Or • Online through zoom meeting • Flip chart • Written case study • Scenarios
W5	Self- study Online Developing profile about School environmental assessment and role of school health nurse assessment	Methods and activities <ul style="list-style-type: none"> • This activity will include 4 students who will be assigned to develop profile about School environmental assessment and role of school health nurse assessment, and uploaded the profile at E-learning platform (MOODLE) on PDF format 	
W5: 30 minutes	Self- study Online Quiz about school health	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 1. Identify their theoretical and intellectual competency level in performing clinical activities of school health Methods and activities <ul style="list-style-type: none"> ▪ A structured quiz will be available on E-learning platform (MOODLE) to be answered by the students. 	<ul style="list-style-type: none"> • Online
Week / Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W6	Mid- Term Exam		

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W7: 2 hours	Theoretical lecture Self-study Online ✓ Primary Health Care	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 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. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the primary health care lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE) }
W7: 2 hours	Skill lab session Procedure training Online on Vaccination	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Administer oral polio vaccine 2. Inject BCG and DPT vaccines 3. Inject MMR & HB vaccines 4. Apply the principles of infection control. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will demonstrate how to inject each type of vaccine and how to apply infection control precautions. using pre-recorded video at E-learning platform (MOODLE). ▪ Then, in the next tutorial meeting each student will re-demonstrate each procedure until reaching the acceptable level of competency at the skill lab. 	<ul style="list-style-type: none"> • Online recorded video & • Direct re-demonstrated at skill lab • Child manikins, Syringe, vials, cotton ball, Dropper, Refrigerator, Vaccination checklist
Clinical training of Primary Health Care Clinics (Maternity and Child Health)			
W7: 2 hours	Tutorial training meeting Orientation about clinical training	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the expectations of M.C.H clinic. 2. Discuss the different services provided in M.C.H center. 3. Explain the different assessment records used in M.C.H by the students. <p>Methods and activities</p> <p>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</p>	<ul style="list-style-type: none"> • Direct tutorial meeting • Interactive discussion • assessment sheet

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W8: 2 hours	Theoretical lecture Self-study Online ✓ Maternal and Child Health	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Outline the objectives of the MCH programs 2. Understand the importance and role of MCH care 3. Describe major health problems of mothers and children 4. Identify the factors that affect the health of mothers and children 5. 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 <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the Maternal and Child Health lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE) }
W8: 2 hours	Skill lab session Procedure training Online ✓ Dehydration assessment ✓ Acute Respiratory Infection (ARI)	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Assess the different degrees of dehydration 2. Assess child for ARI. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will illustrate with students, grades or severity of dehydration and will perform dehydration assessment by showing the student videos about dehydration at E-learning platform (MOODLE). ▪ The instructor will illustrate with students grades of ARI and how to perform assessment by showing videos at E-learning platform (MOODLE). ▪ Then, in the next tutorial meeting each student will re-demonstrate the assessment by role play at the skill lab 	<ul style="list-style-type: none"> • Online recorded video & • Direct re-demonstrated at skill lab • Role play

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
Clinical training of Primary Health Care Clinics (Maternity and Child Health)			
W8: 2 hours	Training tutorial meeting Clinical training on antenatal care	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate and apply the procedures of antenatal assessment 2. Identify the health needs and problems of pregnant mother 3. Develop nursing care plan for a pregnant mother 4. Provide health education to pregnant mothers <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ Students will be divided into small groups (4 students/ group), each group will be assigned to provide simulated case through role playing at skill lab. 	<ul style="list-style-type: none"> • Role play • assessment sheet
W8: 2 hours	Tutorial meeting Maternal Case Study	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the needs of a pregnant mother 2. Discuss the minor discomfort of normal pregnancy 3. Identify the nursing intervention for a pregnant mother 4. Discuss the principles of the different family planning methods according to woman's condition <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The student will explain the nursing care plan to manage needs of 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 ▪ Instructor will illustrate a case study scenario using interactive discussion in skill lab or online chatting through Zoom/ WebEx and students will be divided into small groups and conduct a group work to develop nursing care plan according to the health needs and problems included in the case study 	<ul style="list-style-type: none"> • Direct tutorial meeting Or • Online through zoom meeting • Flip chart • Written case study • Scenarios

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W9: 2 hours	Theoretical lecture Self-study Online ✓ Environmental Health and Safety ✓ Rural health	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the concept of 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 environmental sanitation. 6. Discuss the importance of environmental sanitation. 7. Discuss the role of the community health nurse in the environmental health. 8. Define rural area& 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 nurse in rural areas. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the lectures through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE) }
W9: 2 hours	Skill lab session Procedure training Online ✓ Counseling	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Design a counseling session 2. Implement steps of counseling with all categories of population with different health conditions 3. Apply the principles of counseling. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will explain the meaning of counseling, steps and principles and how it can be performed through using pre-recorded video at E-learning platform (MOODLE). ▪ Then, in the next tutorial meeting students will be asked for their inquiry about counseling, and will be divided into small groups and demonstrate many roles plays to apply the process of counseling at skill lab. 	<ul style="list-style-type: none"> ▪ Online recorded video & ▪ Direct re-demonstrated through role playing at skill lab ▪ Human resources (student as role player) ▪ Counseling checklist ▪ Flip charts

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
Clinical training of Primary Health Care Clinics (Maternity and Child Health)			
W9: 2 hours	Clinical training on care of 0-6 years age child (health assessment of child 0-6 years)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of health assessment on 0-6 years age child 2. Apply the principles of anthropometric measurements 3. Demonstrate growth monitoring by using growth charts 4. Identify the health needs and problems of 0-6 years age child 5. Develop nursing care plan for 0-6 years age child <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ Each student will be assigned to assess the health condition of a real child (0-6 years) from his family by using health assessment record and record it on video film ▪ The students will record the assessment finding on assessment sheet ▪ Then, upload the recorded video of health assessment health assessment record and on google drive 	<ul style="list-style-type: none"> • Online video recording • Assessment sheet
W9: 2 hours	Tutorial meeting Childhood Case Study (ARI and Tetanus neonatorum)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between upper and lower respiratory tract infection 2. Identify causes of ARI 3. Identify the degrees of ARI 4. Discuss nursing care plan of pneumonia 5. Explain prevention and control of pneumonia 6. Define tetanus neonatorum 7. Identify causes of tetanus neonatorum 8. Discuss clinical manifestation and complications of tetanus neonatorum 9. Explain nursing care plan and preventive measures of tetanus <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The student will explain the nursing care plan to manage child with Acute Respiratory Infections & tetanus neonatorum that are stated in case study by using small group work brainstorming and discussion. ▪ Instructor will illustrate a case study using interactive discussion in skill lab or online chatting through Zoom/ WebEx and students will be divided into small groups and conduct a group work to develop nursing care plan according to the health needs and problems included in the case study 	<ul style="list-style-type: none"> • Direct Tutorial meeting Or • Online through zoom meeting • Flip chart

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W10: 2 hours	Theoretical lecture Self-study Online ✓ Public health administration	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the concept 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 requirement of a health care 5. Discuss monitoring and evaluation <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}
W10: 4 hours	Tutorial evaluation meeting Evaluation of counseling on family planning issues	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Plan for counseling's session 2. Apply the principles of counseling on family planning issues 3. Assess the needs and problems of a woman regarding family planning <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will prepare counseling` scenario in advance and assigned randomly to each student. ▪ Aske everyone to construct plan for his counselling session ▪ Students will implement his counseling plan under observation of his tutor. 	<ul style="list-style-type: none"> • Role play • Scenarios • Counselling evaluation checklist form.
W10: 1 hour	Online self-study ✓ Critique the applied infection control application and role of primary health care nurse	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the component and facilities of health unit 2. Evaluation of infection control measure at health care unit 3. Compare the ideal role of primary health care nurse with the actual performance <p>Methods and Activities</p> <ul style="list-style-type: none"> ▪ The instructor will be photographing the health units within eight separate villages as a video and uploading them to E-learning platform (MOODLE). ▪ Also, the instructor will interview primary health care nurse to discuss her role and recording this interview on video film and uploading them to E-learning platform (MOODLE). ▪ Then, students will be assigned to identify of the components, equipment and facilities, and evaluate infection control measures at health units. In addition to, assessment the activities and performance of the primary health care nurse through watching the recorded videos at E-learning platform (MOODLE), and record the assessment finding on assessment sheet. 	<ul style="list-style-type: none"> • Online recorded video assessment sheet

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Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W10	Self- study Online Developing profile about School environmental assessment and role of school health nurse assessment	Methods and activities <ul style="list-style-type: none"> This activity will include 4 students who will be assigned to develop profile about profile about infection control application and role of primary health care nurse and uploaded the profile at E-learning platform (MOODLE) on PDF format 	
W10: 30 minutes	Self- study Online MCH Quiz	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 1- Identify their theoretical and intellectual competency level in performing clinical activities of MCH Methods and activities <ul style="list-style-type: none"> A structured quiz will be available on E-learning platform (MOODLE) to be answered by the students. 	<ul style="list-style-type: none"> Online E-learning platform (MOODLE)

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W11: 2 hours	Theoretical lectures Self-study Online ✓ Communicable Disease & non communicable disease	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Define communicable diseases 2. Identify the main types of infectious agents 3. Describe the main reservoirs of infectious agents. 4. Describe the chain of infection 5. Describe the chain of transmission of communicable diseases and explain how infectious agents are transmitted by direct and indirect modes 6. Describe the stages in the natural history of communicable diseases 7. Discuss risk factors for non-communicable diseases NCDs 8. Discuss NCDs prevention and control. 9. Discuss Global NCDs Action Plan. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}
W11: 2 hours	Skill lab session Procedure training Online ✓ Blood Glucose test	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate Blood Glucose test. 2. Interpret the results of Blood Glucose test. 3. Apply the principles of infection control. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will explain objectives and demonstrate steps of the test and interpreting the results using pre-recorded video at E-learning platform (MOODLE). ▪ In the next tutorial meeting all students one by one will re-demonstrate re-demonstrate the test and interpret all expected results 	<ul style="list-style-type: none"> • 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	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate insulin injection. 2. Apply the principles of infection control. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will discuss objectives, equipment, and the steps of the procedure with student using pre-recorded video at E-learning platform (MOODLE). ▪ In the next tutorial meeting each student will re-demonstrate the procedure by applying on doll. 	<ul style="list-style-type: none"> • 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
Clinical training of outpatients' clinics			
W11: 1 hours	Training tutorial meeting Orientation Outpatient Clinic rotation	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 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 component of health records 5. Identify the different departments and activities of the medical outpatient clinic. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> • Interactive discussion • Assessment sheet
W11: 2 hours	✓ Management of chronic diseases (DM, HTN)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply health assessment principles on patients with chronic diseases (D.M & HTN) 2. Identify the health needs and problems of patient with chronic diseases (D.M & HTN) <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ Students` groups will distributed allover faculties of Mansoura University under supervision of clinical instructor. ▪ Each student will be assigned to assess the health condition of employees with chronic diseases (Hypertensive, Diabetic) at Mansoura university by using health assessment record if not available instructor using written scenarios at E-learning platform (MOODLE). ▪ The students will record the assessment finding on assessment sheet and perform nursing care plan. 	<ul style="list-style-type: none"> • Direct contact at different faculties in Mansoura university Or • Written scenarios at E-learning platform (MOODLE). • Assessment sheets
W11: 2 hours	Tutorial meeting Case study on (DM, HTN)	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify health needs and problems of patient with HTN, DM 2. Explain interventions according to identified needs & problems of patient with HTN, DM <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • Direct Tutorial meeting Or • Online through zoom meeting

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W12: 2 hours	Theoretical lectures Self-study Online ✓ Skin disease	<p>By the end of this session, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify Types of skin lesions 2. Discuss causes of skin disorders 3. Describe Features of skin disorders 4. Describe Symptoms of skin disorders 5. Discuss Prevention of skin disorders <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The lecturer will explain the lecture through pre-recorded video ▪ The pre-recorded videos will contain text, pictures, and exercise). ▪ 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 up among the students. 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE)}
W12: 2hours	Skill lab session Procedure training Online ✓ Mantoux test	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate intradermal injection. 2. Interpret the results of Mantoux test. 3. Apply the principles of infection control. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will explain objectives and demonstrate steps of the test and interpreting the results using pre-recorded video at E-learning platform (MOODLE). ▪ In the next tutorial meeting each student will re-demonstrate the procedure and interpret all expected results at the skill lab. 	<ul style="list-style-type: none"> • Online recorded video & • Direct re-demonstrated through role playing at skill lab • Artificial resources (Doll (arm))
	Procedure training Online ✓ Sputum Sampling	<p>By the end of this session, student will be able to:</p> <ol style="list-style-type: none"> 1. Obtain sputum samples for microscopic examination. 2. Apply the principles of infection control. <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will discuss objectives, equipment, and the steps of the procedure with student using pre-recorded video at E-learning platform (MOODLE). ▪ In the next tutorial meeting each student and will demonstrate the procedure through simulation with the helping of each other. 	<ul style="list-style-type: none"> • Online recorded video & • Direct re-demonstrated through role playing at skill lab • Human resources (student as role player)

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
Clinical training of outpatients' clinics			
W12: 2 hours	Online self-study Management of skin diseases	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 1. Apply health assessment principles on patients with skin diseases (Eczema, Impetigo, and Alopecia Areata) 2. Identify the health needs and problems of patient with skin diseases (Eczema, Impetigo, and Alopecia Areata) Methods and activities <ul style="list-style-type: none"> ▪ Each student will be assigned to assess the health condition of skin diseases by using health assessment record using written scenarios at E-learning platform (MOODLE). ▪ The students will record the assessment finding on assessment sheet and perform nursing care plan. 	<ul style="list-style-type: none"> • Written scenarios at E-learning platform (MOODLE).
W12: 2 hours	Tutorial meeting Case study on: (Eczema, Impetigo, and Alopecia Areata)	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 1. Identify health needs and problems of patient with skin diseases (Eczema, Impetigo, and Alopecia Areata) 2. Explain interventions according to identified needs & problems of patient with skin diseases (Eczema, Impetigo, and Alopecia Areata) Methods and activities <ul style="list-style-type: none"> ▪ 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 skin diseases. and discuss the appropriate nursing intervention for patients. 	<ul style="list-style-type: none"> • Direct tutorial meeting Or • Online through zoom meeting

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W12: 1 hour	Training tutorial meeting Community action plan	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Define community action plan (CAP) 2. List purposes of CAP 3. Discuss how does CAP help a community 4. Discuss Advantages and dis-advantages of community action plan 5. Demonstrate how to do the CAP 6. Explain how to involve community stockholders to do CAP <p>Methods and activities</p> <ul style="list-style-type: none"> ▪ The instructor will explain what is CAP and its purpose. ▪ The instructor will explain the content of CAP templet and how to develop CAP ▪ The tutor will clarify alternative resources required for developing and applying CAP. ▪ The students will be distributed into subgroups then, the problems and needs that have been identified for university employees by third level family health students will be distributed to student's subgroup by the clinical instructor ▪ Each subgroup will be assigned to develop a CAP to meet needs and solve problems identified for university employees using CAP format. ▪ The students will apply the developed plan and supervision of clinical instructors. 	<ul style="list-style-type: none"> • Discussion • Small work group • CAP form

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W13: 2 hours	Theoretical lecture Self-study Online ✓ Home visiting & Home Care	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Online recorded lecture {Asynchronous self-study using E-learning platform (MOODLE)}
W13: 2 hours	Skill lab session Procedure training Online ✓Community assessment ✓Bag technique	By the end of this session, student will be able to: <ol style="list-style-type: none"> 1. Recognize the components of community assessment records. 2. Recognize the components of community profile. 3. Implement community assessment. 4. Provide effective nursing care during home visit with maximum protection and safety of patient, nurse and community. 5. Prepare the nursing bag and use the equipment easily during home visit. 6. Apply principles of bag technique. Methods and activities <ul style="list-style-type: none"> ▪ The instructor will demonstrate bag 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. 	<ul style="list-style-type: none"> • Online recorded video & • Direct re-demonstrated at skill lab • Nursing bag
Clinical training (community assessment and home visiting rotation)			
W13: 1 hour	Direct Tutorial meeting Orientation of community assessment and home visiting rotation	By the end of this session, Students will be able to: <ol style="list-style-type: none"> 1. Recognize the component of community assessment records 2. Recognize the component of family profile records 3. Recognize the component of community profile 4. Recognize the component of housing environment record 5. Recognize the home visiting process Methods and activities <ul style="list-style-type: none"> ▪ The students' expectation 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 	<ul style="list-style-type: none"> • Interactive discussion • Assessment sheet

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W13: 1 hours	Clinical field practice ✓ Training on Community assessment	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Assess the community & available resources 2. Identify the needs and problems of a community 3. Develop community profile. <p>Methods and Activities</p> <ul style="list-style-type: none"> ▪ Each student will accomplish outdoor environmental assessment and community survey in his village through windshield survey by using community assessment sheets 	<ul style="list-style-type: none"> • Windshield survey in student's village • Assessment sheet
W13: 3 hours	Simulation on Home visiting process	<p>By the end of this session, Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply the home visiting process 2. Assess the health condition of the family. 3. Identify the needs and problems for the family. 4. Develop and implement nursing care plan for one family. 5. Creating of family health profile. <p>Methods and Activities</p> <ul style="list-style-type: none"> ▪ The students will be divided into subgroups. (4 students/ subgroup). The instructor will prepare different scenarios for all subgroups. Then, each subgroup will apply home visiting process through simulation at community health nursing lab. ▪ Each subgroup completing family assessment and provide the nursing care to family members and make case study on one family. 	<ul style="list-style-type: none"> • Simulation at skill lab • Health assessment sheet, Nursing bag

Week/ Time	Type of activity	Objectives & Activities	Teaching and Learning & Materials
W14: 2 hours	Theoretical lecture Self-study Online ✓ People with Special Needs	By the end of this session, the students will be able to: <ol style="list-style-type: none"> 1. Define people with special needs 2. Differentiate between Disability, disability and vulnerability 3. Describe Characteristics of people with special needs 4. Discuss types of disabilities 5. list Causes of disability 6. Demonstrate How to deal with people with special needs 7. Identify the appropriate health care setting for individuals, people with special needs and community 8. Discuss prevention of disability 	<ul style="list-style-type: none"> • Online recorded lecture { Asynchronous self-study using E-learning platform (MOODLE) }
W14: 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. Methods and activities <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • Student answer sheet • OSCE stations • Modelling
W14	Students has finished and send their assignments.		

توزيع أعضاء هيئة التدريس والهيئة المعاونة على مجموعات الطلاب لمقرر تمريض صحة المجتمع

١. جدول الجلسات المباشرة لمقرر تمريض صحة المجتمع (داخل الكلية):

اليوم	٨ - ١٢ صباحا			١ - ٥ مساء		
	المكان والمجموعة			المكان والمجموعة		
	معمل كمبيوتر أ	معمل كمبيوتر ب	معمل اللغة	معمل كمبيوتر أ	معمل كمبيوتر ب	معمل اللغة
الأحد: اشراف عام: د نجوى نبیه	GA1 جميلة	GA2 رحاب الهدى	GA3 نرجس فتحى	GB1 جميلة عيد	GB2 رحاب الهدى	GB3 نرجس
الثلاثاء: اشراف عام: د. داليا كشك	GE1 رحاب الهدى	GE2 سمية حسن	GE3 هبة على	GF1 نرجس	GF2 ايمان احمد	GF3 ايمان سعد
الأربعاء: اشراف عام: د. رانيا جاد	GC1 دعاء نصر + اية	GC2 سمية حسن	GC3 هبة على	GD1 دعاء نصر + امينة	GD2 سمية حسن	GD3 هبة على

٢. جدول المقابلات عبر الأنترنت لمقرر تمريض صحة المجتمع:

اليوم	المكان والمجموعة			المكان والمجموعة		
	مقابلات عبر الأنترنت	مقابلات عبر الأنترنت	مقابلات عبر الأنترنت	مقابلات عبر الأنترنت	مقابلات عبر الأنترنت	مقابلات عبر الأنترنت
الخميس: ٦ - ٨ مساء اشراف عام: د نجوى نبیه	GA1 جميلة	GA2 رحاب الهدى	GA3 نرجس فتحى	GB1 جميلة عيد	GB2 رحاب الهدى	GB3 نرجس
الخميس: ٩ - ١٠ مساء اشراف عام: د. داليا كشك	GE1 رحاب الهدى	GE2 سمية حسن	GE3 هبة على	GF1 نرجس	GF2 ايمان احمد	GF3 ايمان سعد
السبت: ٤ - ٦ مساء اشراف عام: د. رانيا جاد	GC1 دعاء نصر + اية	GC2 سمية حسن	GC3 هبة على	GD1 دعاء نصر + امينة	GD2 سمية حسن	GD3 هبة على