**Course Description Form**

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| 1. Course Name**: Family and Community Health Nursing** | | | | | | | | |
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| 1. Course Code: **MU0814101** | | | | | | | | |
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| 1. Semester / Year: **Semester** | | | | | | | | |
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| 1. Description Preparation Date: **1/9/2025 for academic year 2025-2026** | | | | | | | | |
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| 1. Available Attendance Forms**: Presence** | | | | | | | | |
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| 1. Number of Credit Hours (Total) / Number of Units (Total) | | | | | | | | |
| **Total of 7credits** – **Theory 3 Credits and Clinical 4 Credits**  **Number of Units – 13 Units** | | | | | | | | |
| 1. Course administrator's name (mention all, if more than one name) | | | | | | | | |
| **Name: Prof. Dr. Muna Abdulwahab Khaleel Email:** [**Muna.Khalil@uomus.edu.iq**](mailto:Muna.Khalil@uomus.edu.iq)  **Name: Dr. Ismael Mohammed Kadhem Alsaadi**  **Ismael.Mohammed.Kadhem@uomus.edu.iq** | | | | | | | | |
| 1. Course Objectives | | | | | | | | |
| **Course Objectives** | | | | | | **At the end of this course the student will be able to-**  **1. Increase capability of individuals, families, groups and community to deal with their own health and nursing problems**  **2. Strengthen different community resources**  **3. Control and counteract all environmental problems.**  **4. Prevent and control communicable and non-communicable diseases.**  **5. Identify the primary health care concepts and apply them to families, groups, aggregates and communities**  **6. Compare the various roles, functions, and settings of community health nursing (public health nursing, school nursing, home health nursing, and occupational health nursing).** | | |
| 1. Teaching and Learning Strategies | | | | | | | | |
| **Strategy** | • Brainstorming strategy of winners whose objectives include the following:  - It makes the learner active and interact with environmental diversity.  - Students are accustomed to respecting diverse opinions, as well as respecting and appreciating others.  – All legal documents and third party information were obtained.  • Model Learning Strategy: Learn about social learning, whereby an individual acquires and learns attractive responses to new interactions in a social context or situation through experience or focus, and finds that it is generally about the method and learning in which they make effective employment as well as their results in associations.  • Group work or cooperative learning strategy: where learners are divided into small groups, and these groups may consist of about three to four members, with specific duties given, that is, with the aim of participating in them, as reliance is placed on cooperation, cultural exchange, and skill exchange.  • Discussion strategy  • Hot chair: The strategy is likened to the confession chair, as it is a strategy through which some questions are planned for one of the students, and the goal of this is to develop their skills a lot and exchange questions or advice, and so on.  • Numbered heads strategy: one of the applications of cooperative teamwork.  • Ice cream sticks strategy: It specializes in exciting and motivating learners.  • Reciprocal teaching strategy: a specialized strategy for educational activity that is carried out through the study of reading texts.  • Reciprocal trade.  • Educational purchasing strategy.  • Project strategy.  • Aquarium education strategy.  • There is a strategy known as  • A strategy for solving problems or discovering those problems.  • Education strategy through success.  • Inductive teaching strategy.  • Read the conceptual message.  • Subscription learning strategy.  • There is a coordination strategy in the listening triangle.  • There is an e-learning strategy or its complements that can be relied upon for information technology in addition to interactive communications such as the Internet and others.  • Strategic story.  • There is a peer evaluation strategy. | | | | | | | |
| 1. Course Structure | | | | | | | | |
| **Week** | | **Hours** | **Required Learning Outcomes** | **Unit or subject name** | | | **Learning method** | **Evaluation method** |
| 1  2  3  4  5  6  7  8  9  10  11  12    13  14  15 | | 3 hrs. weekly  3 hrs. weekly  3 hrs. weekly  3 hrs. weekly  3 hrs. weekly  3 hrs. weekly  3 hrs. weekly  3 hrs.  weekly  3 hrs.  Weekly  3 hrs.  Weekly  3 hrs.  weekly  3 hrs.  weekly  3 hrs.  Weekly  3 hrs.  weekly  3 hrs.  weekly | To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice  To have Knowledge, understand and practice | Introduction to Community Health Nursing  Dimensions of Community Health Nursing  Community Assessment  Approaches To Community Health Nursing  Primary Health Care  Family Health Services  Health Care of Aggregates in the Community  Maternal and Child Health  School Health Services  Occupational Health Care Nursing  Home Visit  Home Health Care Nursing  Environmental Health and Safety Services  Review before Final Exam  Review before Final Exam | | | - Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  - Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  - Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips-    Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips  Group discussion  - Small groups work  - Clinical practice (training)  - Seminars’ presentation  - Case study  - Field Trips | written examination, Clinical examination, Reports and document presentation.  written examination, Clinical examination, Reports and document presentation  . written examination, Clinical examination, Reports and document presentation.  . written examination, Clinical examination, Reports and document presentation  . written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation  written examination, Clinical examination, Reports and document presentation |
| 1. Course Evaluation | | | | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc  1st theory exam. 10%  2nd theory exam. 10%  Clinical evaluation 20%  Final theory exam. 40%  Final clinical exam. 20%  ---------------------------------------  Total 100% | | | | | | | | |
| 1. Learning and Teaching Resources | | | | | | | | |
| Required textbooks (curricular books, if any) | | | | | 1.Allender S, Spradley B , Community Health Nursing : Promoting and Protecting the Public Health , 6th ed., New York, Lippincott Williams & Wilkins , A Wolters Kluwer Company , 2005 | | | |
| Main references (sources) | | | | | 1.Allender S, Spradley B , Community Health Nursing : Promoting and Protecting the Public Health , 6th ed., New York, Lippincott Williams & Wilkins , A Wolters Kluwer Company , 2005 | | | |
| Recommended books and references (scientific journals, reports...) | | | | | 1.Allender S, Spradley B , Community Health Nursing : Promoting and Protecting the Public Health , 6th ed., New York, Lippincott Williams & Wilkins , A Wolters Kluwer Company , 2005 | | | |
| Electronic References, Websites | | | | | Electronic References, Website | | | |