

توصيف مقرر دراسي

| 1- بيانات المقرر | | |
|----------------------------|--|------------------------------|
| الفرقة/المستوى | اسم المقرر | الرمز الكودى |
| 1st level of BSc.N Program | Fundamental community and environmental health | CSc.102 |
| 2 credit hours | نظري | B.Sc. in Nursing |
| 1 credit hour | عملي | التخصص credit hour system |
| | عدد الساعات الدراسية | |

| | |
|--|-----------------------------|
| This course aims to enable students to discuss the concepts of community health and to identify the provided community health services that are concerning about the developmental physical, mental, social aspects of a community and prevention of health hazards in addition to providing methods of evaluation of health services. | 2-هدف المقرر |
| By the end of the course the candidate will be able to | 3-المستهدف من تدريس المقرر: |
| A.1- Identify the different concepts of community, community health and primary health care. | أ-المعلومات والمفاهيم |
| A.2- Mention the basic principles of preventive and control measures of community health problems. | |
| A.3- Describe the scope of environmental and occupational health. | |
| A.4- Discuss the scope of primary health care. | |
| A. 5- Mention different health indicators in the Egyptian healthcare system. | |
| A.6- Identify the community health services in the Egyptian community. | |
| A.7- Identify the concept of community emergency preparedness. | |
| A.8- Discuss the workplace violence in different health care organization. | |
| B.1- Differentiate between various health indicators. | ب-المهارات الذهنية الخاصة |
| B. 2- Calculate the different vital rates. | |
| B.3- Analyze the different factors that affect community health. | |


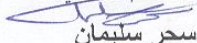
| | |
|---|--|
| <p>B.4-Compare the observed environmental factors with the obtained theoretical information on community health.</p> <p>B.5- Construct a decision about the environmental and infrastructure needs of a rural aggregate.</p> <p>B.6- Construct a decision about the occupational exposures of different workplaces.</p> <p>B.7-Conclude the values and preferences of an aggregate regarding selected health service/ intervention.</p> <p>B.8- Compare the actual structure of primary health care units to the standardized one regarding selected health service/ intervention.</p> <p>B.9 - Conclude the process of community emergency preparedness.</p> <p>B.10- Analyze the workplace violence in different health care organization.</p> | <p>بالمقرر</p> |
| <p>C.1- Conduct windshield survey of a rural community.</p> <p>C.2- Assess the structure of primary health care units.</p> <p>C.3-Assess the values and preferences of aggregate.</p> <p>C.4- Write an answerable search question.</p> <p>C.5- Draw a conceptual map of a search question.</p> <p>C.6- Search the relevant electronic database.</p> <p>C.7- Record the available preventive and curative health care facilities in local community.</p> <p>C.8- Record the specialties admission and referral procedure of each health care facility.</p> <p>C.9- Record the observation of community characteristics.</p> <p>C.10- Summarize the obtained data of a community in terms of needs and problems.</p> <p>C. 11 – Summarize the process of community emergency preparedness.</p> <p>C. 12- Assess the workplace violence in different health care organization.</p> | <p>ج-المهارات المهنية الخاصة بالمقرر</p> |
| <p>D.1- Develop a shared vision and common goal for the team.</p> <p>D.2- Define member roles and responsibilities.</p> <p>D.3- Involve with all team members in assigned activities, meetings and</p> | <p>د-المهارات العامة</p> |

| | |
|---|---------------------------|
| <p>discussion.</p> <p>D.4- Seek commitments for partners.</p> <p>D.5- Acknowledge the effort of other colleagues in the team.</p> <p>D.6- Select team members.</p> <p>D.7- Conduct effectively the steps of team development.</p> <p>D.8-Carry out the steps of collaboration.</p> <p>D.9-Work towards achievement of the group's learning goals.</p> <p>D.10- Present information accurately and clearly in written, electronically and oral forms.</p> <p>D.11- Negotiate objectively the raised issues and share information.</p> <p>D.12- Accept conflicts and diversity.</p> <p>D.13- Use constructive questions and feedback.</p> <p>D.14- Show ability to change his/her point of view in the light of new information given or obtained.</p> <p>D. 15- Write a list of own learning needs.</p> <p>D.16- Develop a plan to fulfill learning needs.</p> <p>D.17- Show evidence thorough reading of documented sources.</p> <p>D. 18- Show breadth and depth of knowledge in session discussion.</p> <p>D. 19 – Decide on the process of community emergency preparedness.</p> <p>D. 20- Develop a plan to prevent the workplace violence in different health care organization.</p> | |
| <p>E.1- Share information, scientific materials and experiences with colleagues</p> | |
| <p>Unit I: Introductory Session</p> <ul style="list-style-type: none"> • Basic concepts of community and environmental health • An overview about problem- based learning "PBL" • Searching for literatures and Learning Resources <p>Unit II: Primary Health Care and Health Promotion: Maternal and Child Health</p> <ul style="list-style-type: none"> • Maternal and preschool child • School health | <p>4-محتوى المقرر</p> |

| | |
|--|---|
| <p>Unit III: Primary Health Care and Health Promotion: Environmental and Occupational health in urban, rural, and remote areas</p> <ul style="list-style-type: none"> • Environmental health • Occupational health • Rural and remote areas health • Environment of health care organization <p>Unit IV: Health care system and health indicators</p> <ul style="list-style-type: none"> • Population health framework • Cultural framework • Egyptian Health System and Health indicators <p>Unit V: Concept of community emergency preparedness and violence in different health care organization</p> | |
| <p>1- Problem- Based Learning (PBL):</p> <p>2- Small group work:</p> <p>3- Computer lab training</p> <p>4- Study trips</p> <p>4- Interactive Lectures</p> | <p>5-أساليب التعليم والتعلم</p> |
| <p>According to the faculty procedures to caring for defaulters students</p> | <p>6-أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة</p> |
| <p>7-تقويم الطلاب</p> | |
| <p>1- Semester summative assessment that include:</p> <ul style="list-style-type: none"> a- Participation of PBL tutorials b- Assignment reports <p>2- Summative final assessment that include:</p> <ul style="list-style-type: none"> a- Oral examination b- Written examination | <p>أ-الأساليب المستخدمة</p> |

| 1- Semester summative assessment | | ب-التوقيت |
|--|---|-----------------|
| a- Written quiz 1 | 7 rd week | |
| b- Field trip reports | 4 th , 6 th , 7 th | |
| c- Written trigger solution | 10 th week | |
| d- Written quiz 2 | 10 th week | |
| e- Searching literatures | 3 rd up to 7 th week | |
| d- Participation of PBL tutorials | 3 rd up to 9 th week | |
| 2- Final summative assessment | | |
| a- Project Presentation oral examination | 10 th up to the 14 th week | |
| b- Written examination | 16 th week | |
| Degree | | ج-توزيع الدرجات |
| 1-Semester summative assessment | | |
| A- Semester activities | 90 marks (30%) | |
| a- Field trip reports | 27 marks (9%) | |
| b- Participation of PBL tutorials | 24 marks (8 %) | |
| c- Searching literatures | 15 marks (5%) | |
| d- Written trigger solution | 24 marks (8%) | |
| B- Semester written examination | 60 marks (20%) | |
| a- Written quiz 1 | 30 marks (10%) | |
| b- Written quiz 2 | 30 marks (10%) | |
| 2- Final summative assessment | | |
| a- Project Presentation oral examination | 30 marks (10%) | |
| b- Written examination | 120 marks (40 %) | |
| Total | 300 (100%) | |
| 8- قائمة الكتب الدراسية والمراجع | | |
| Not applicable | | أ-مذكرات |
| Not applicable | | ب-كتب ملزمة |

| | |
|--|--|
| <ol style="list-style-type: none"> 1. Allender J, Rector C, Warner K. Community health nursing: promoting and protecting the public`s health. 7th ed., Philadelphia: Lippincott Company, 2010. 2. Buttarot T, Irybulski J, Bailey P, Cook J. primary care. 3rd ed., St.louis: Mosby Company, 2008 3. Stanhope M, Lancaster J. Public health nursing: Population centered health care in the community. 7th ed., st.louis: Mosby company, 2008. 4. Gillam S, Yates J, Badrinath P. Essential public health: Theory and practice. 1st ed., USA: Cambridge university press, 2007. 5. B.T. Basavanthappa. (2005). Community Health Nursing. Bangalore. 6. Country Cooperation Strategy for WHO and Egypt. (2005-2009). 7. Grossman, D.C; Kim, A; Macdonald,S,C; Klein, p; Copass, M.K.; and Maier, R.V. (2008). Urban- Rural Differences in Pre-Hospital Care of Major Trauma. Journal Trauma: Injury, Infection, and Critical Care 42(4): 723-729. 8. J. McKenzie; P. Robert and J. Kotecki. (2005). An Introduction to Community Health. 5th ed. Jones and Bartlett Pub. Boston. 9. Nevada State Health Division. The American Heritage Dictionary. (2009). An Introduction to Public Health, Community Health, and Community Health Nurse. 10. RN. Melanei. Community Based Nursing an Introduction. Saunders Com. Philadelphia. 11. Carlisle, C., Ibbotson, Tracy., 2005. Introducing problem- based learning into research methods teaching: Student and facilitator evaluation. Nurse Education Today, 25, 527- 541. 12. Rogal, M S., Sinder, D P., 2008. Rethinking the lecture: The application of problem based learning methods to atypical contexts. Nurse Education in Practice 8, 312- 219. 13. Montemayor L. E. Formative and summative assessment of the problem-based tutorial session using a Criterion- Referenced System. JIAMSE; 2004, 14: 8- 14. 14. James Ramsay, Elbert Sorrell. Problem-Based Learning: A Novel Approach to Teaching Safety, Health and Environmental Courses. Journal of SH&E Research, Vol. 3, Num. 2 | <p>ج- كتب مقترحه</p> |
| <ol style="list-style-type: none"> 1. LWW Medical Book Collection @OVID 2. EBSCO Academic Search Complete 3. CDC, WHO | <p>د- دوريات علمية أو نشرات .. الخ</p> |

| | |
|--|---|
| مجلس رقم (134) بتاريخ 2014/6/18 | معتد بموافقة مجلس الكلية |
| مجلس القسم بتاريخ 2018/11/5 | تم مراجعته وتحديثه طبقا للمعايير الاكاديمية القومية المرجعية بتاريخ |
| منسق المقرر د/ مني عماد  | رئيس القسم العلمي  أ.د/ سحر سليمان |