

Course Specification

For Guidance on the completion of this template, please refer to *of Handbook 2*
Internal Quality Assurance Arrangements

| |
|---|
| Institution King Saud University |
| College/Department College of Nursing. Community Health Nursing Department& mental Health Nursing |

A Course Identification and General Information

| |
|--|
| Course title and code: Primary Health Care Nursing. |
| Course code: NUR 473. |
| 2. Credit hours (1+4). |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelorise degree |
| 4. Name of faculty member responsible for the course <div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div> h |
| 5. Level/year at which this course is offered Level: Seven. |
| 6. Pre-requisites for this course (if any) 362,363 |
| 7. Co-requisites for this course (if any) ---- |
| 8. Location if not on main campus |

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

An overview of this course which provides students with both theoretical knowledge and clinical experience related to concepts of primary health care to individuals attending primary health care center.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

This course will focus on the health-illness continuum pattern in order to emphasize the importance of health promotion and disease prevention. The course will include units about maternal and child health care, environmental sanitation, prevention and control of communicable disease and chronic diseases, nutritional assessment as well as health education. The course will include common diseases and other health problems & needs in the Saudi community.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

C) Course Description:

| 1-Topics To Be Covered | No. of weeks | Contact Hours |
|--|---------------------|----------------------|
| <u>I-Concept of Primary Health Care:</u> - Definition. - Basic principles of primary health care. -Levels of prevention. | 1 | 1 |

| | | |
|---|---------|---|
| <u>II- Health Education:</u> - Definition & Objectives. -Qualities of good health educator. -Difficulties facing health education. -Methods of teaching. | 2 | 1 |
| <u>III- Maternal and child health care:</u> -Definition & objectives. -Component of premarital care. -Care given to pregnant women. -Care during delivery. -Component of care during post natal period. -Care of infant. -Care of children under 5 years of age. -Assessment of mothers & infant & children health status. | 3,4,5 | 3 |
| <u>IV-Expanded Immunization Program:</u> -Definition& objectives of immunization -Vaccine storage in the center -Schedule of immunization -Role of nurse during immunization session. | 6 | 1 |
| -Mid term exam | 7 | 1 |
| <u>IV- Community Nutrition:</u> - Identify the high risk groups in the community. - Food groups. - Importance of nutrition. - Methods of nutritional assessment for individuals & groups in the community. | 8 | 1 |
| <u>V- Environmental Sanitation:</u> -Importance, & components of environmental sanitation. - Environmental health hazards. -Role of community rules & regulations/community health nurse to control environmental hazards. | 9,10,11 | 3 |

| | | |
|---|----------|---|
| <u>VI- Chronic diseases in the community:</u> -Most common chronic diseases in the community. -Prevention and control of Diabetes and Hypertensive diseases. -Interviewing & assessment of health status for both Diabetic & Hypertensive clients. | 12,13,14 | 3 |
| <u>VII- Documentation(Interviewing, recording & reporting):</u> -Definition & importance. -Types. -How to fill the assessment sheet. | 15 | 1 |

| | | | |
|---|-----------|---|--------|
| 2 Course components (total contact hours per semester): | | | |
| Lecture: one hour | Tutorial: | Practical/Fieldwork/Internship: Four hours | Other: |

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

- 1-Understanding the concept of primary health care, mention its principles and elements.
- 2- Discussing the different methods of health education.
- 3-Identify the basic health needs for both mothers and children.
(During period of pre-marital, pregnancy, delivery, post natal, and children under 5 years of life).
- 4-Analyzing the importance of environmental sanitation and its factors which affecting health.
- 5-Explaining the importance of community nutrition and how to assess nutritional status for individual and family members and groups in the community.
- 6- Exploring the importance of interviewing clients, recording and reporting systems.

(ii) Teaching strategies to be used to develop that knowledge

- Lectures
- Group discussion.
- Written assignment and presentation.
- Guided reading.
- Case study.
- Term paper.

(iii) Methods of assessment of knowledge acquired

- Quizzes
- Mid-term -exam.
- Final term-exam

b. Cognitive Skills

(i) Cognitive skills to be developed

- 1-Assessing the health needs of individuals, plan and implement actions to meet their needs.
- 2- Evaluating nursing care plan provided to individuals.
- 3-Conducting preventive, curative, and rehabilitative care to mothers, infants, children, as well as adults and elders in the community.
- 4-Referring individuals with specific problems or needs to appropriate community health resources/ settings when necessary.
- 5-Practicing health education classes to individuals, and groups according to their needs

(ii) Teaching strategies to be used to develop these cognitive skills

- Clinical situation.
- Assessment sheet.
- Clinical practice.
- Application of nursing process.

(iii) Methods of assessment of students cognitive skills

- Presentation of health class.
 - Writing of assessment sheet.
 - Clinical report.
- Practical evaluation on client

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- 1- Appreciate the client's perspective "Health for All".
- 2- Demonstrating good record keeping and reporting skills.
- 3- Demonstrating professional behaviours in interacting with clients, colleagues and multiple sectors in the community.

(ii) Teaching strategies to be used to develop these skills and abilities

- Participate in group discussion and in the clinical training activities.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- Observation record of their performance.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

- 1- Analysing the appropriate communication skills used in assessment, planning, implementation and evaluating the nursing care of clients.
- 2- Coordinating the nursing services to individuals, families and groups in order to maintain high quality of care.

(ii) Teaching strategies to be used to develop these skills

| |
|--|
| -Observation methods, demonstration & redemonstration Group work assignments. |
| (iii) Methods of assessment of students numerical and communication skills -Observation written check list -Assess students their interactions and performance their group work activities |
| e. Psychomotor Skills (if applicable) |
| (i) Description of the psychomotor skills to be developed and the level of performance required -Application of communication skills, critical thinking, & problem solving |
| (ii) Teaching strategies to be used to develop these skills -Demonstration & redemonstration |
| (iii) Methods of assessment of students psychomotor skills -Observation written check list . |

| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|--|--|---------------------------------|--------------------------------|
| Assessment | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | Mid term- exam | Week-7 | 20% |
| 2 | Final-exam | Week - 17 | 40% |
| 3 | Attendance/class | Through out the semester | |
| 4 | Practices at clinical area | Through out the training during | 40% |

| | | | |
|--|--|----------|--|
| | | semester | |
|--|--|----------|--|

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice.
(include amount of time faculty are available each week)

One hour /week

E Learning Resources

| |
|---|
| <p>1. Required Text(s)</p> <p style="text-align: center;">1- Required Texts:</p> <ul style="list-style-type: none"> - Allender J & Spradley B (2005). Community Health Nursing: Promoting and Protecting the Public's Health. 6th edition. Lippincott Williams& Wilkins. - Stanhope M & Lancaster J (1996). Community Health Nursing: Promoting hHealth of Aggregates, Families, and Individuals. 4th edition. Mosby St.Louis |
| <p>2. Essential References</p> <p><u>Essential References:</u></p> <ul style="list-style-type: none"> - Smith C.& Maurer F (2000). Community Health Nursing.2nd edition. W.B.Saunders, Philadelphia - World Health Organization(2000). Primary Health Care Series of WHO publications. |
| <p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <ul style="list-style-type: none"> -Primary Health Care In Urban Communities (National League for Nursing Series). 2-American Journal of Public Health. 3- American Journal of Occupational Health Nursing. 4- Journal of Community Health Nursing. 5- Family & Community Health Journal. |
| <p>4-.Electronic Materials, Web Sites etc</p> <ul style="list-style-type: none"> 1-Journal of trans-culture nursing. 2-Journal of Public Health Nursing. 3-International Journal of Nursing Studies. |

4-The Canadian journal of nursing research

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

-Lecture rooms.
-real clinic(primary health clinics)

2. Computing resources
Data show

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Obtaining student feedback on effectiveness of teaching.
-Evaluation of teaching by the department.
- Revision of course description.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer evaluation

3 Processes for Improvement of Teaching
Workshop and group meeting.
Revision of students academic remarking

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

A sample of student work, remarking of assignments and mid and final term exam.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Every semester

COURSE REPORT