

<b>Philadelphia University</b>	 <b>PHILADELPHIA UNIVERSITY</b> <small>THE WAY TO THE FUTURE</small>	<b>Approval date:</b>
<b>Faculty of Nursing</b>		<b>Issue: 1</b>
<b>Department: Nursing</b>		<b>Credit hours: 3</b>
<b>Academic year 2021\2022</b>		<b>Bachelor</b>

### Course information

Course#	Course title	Prerequisite
<b>0910436</b>	<b>Community Health Nursing (Clinical)</b>	<b>With 0910435</b>
Course type		Class time
<input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory		<b>Sun Tue</b> <b>8:15-2:00</b>
		<b>Field</b>

### Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
<b>Dr. Mayada Daibes</b>	<b>2116</b>			<b>mdaibes@philadelphia.edu.jo</b>
<b>Instructor: MS. ***</b>				

### Course Delivery Method

Course Delivery Method			
<input checked="" type="checkbox"/> Physical	<input type="checkbox"/> Online	<input type="checkbox"/> Blended	
Learning Model			
Precentage	Synchronous	Asynchronous	Physical
			<b>100%</b>

### Course Description

This course emphasizes on the CHN roles as family and community-oriented rather than hospital –based, focusing on health promotion, prevention, and rehabilitation rather than treatment. Students are introduced to the nurse’s role as a member of a multidisciplinary health team, who is capable of applying the basic principles of epidemiology and changing strategies to nursing practice and endure professional responsibilities for improving the health of various aggregates of population. Throughout this course, students will apply the problem solving approach by the implementation of the nursing process in diverse community settings such as schools, health centers, industrial areas, disabilities centres.

## Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes
<b>Knowledge</b>		
<b>K1</b>	Understand the basic principles of community health nursing and nurses' roles in the community various settings .	<b>KP1</b>
<b>Skills</b>		
<b>S1</b>	Demonstrate ability to coordinate and plan quality nursing interventions for communities based on population focused nursing process.	<b>SP1+SP2</b>
<b>S2</b>	Plan comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations	<b>SP1+SP2</b>
<b>Competencies</b>		
<b>C1</b>	Utilize beneficial cost effective nursing care plans to provide safe, high quality nursing services to various population aggregates, employing the appropriate communication skills.	<b>CP1+CP2</b>
<b>C2</b>	Utilize research findings from multiple disciplines to apply evidenced-based practice in the community.	<b>CP2</b>
<b>C3</b>	Utilize the gained soft skills in delivering quality community nursing care to the different population groups.	<b>CP3</b>

## Learning Resources

Course textbook	Nies, M. A., & McEwen, M. (2019). <i>Community/public health nursing: promoting the health of populations</i> . Elsevier Health Sciences
Supporting References	Pagana, K. (2020). <i>Etiquette &amp; Communication Strategies for Nurses: Advancement Techniques for your career</i> (3 <sup>rd</sup> Ed.). Sigma.
Supporting websites	
Teaching Environment	<input checked="" type="checkbox"/> Classroom (Lab) <input type="checkbox"/> laboratory <input type="checkbox"/> Learning platform <input checked="" type="checkbox"/> Other (Field Practice)

## Meetings and subjects timetable

### Group 1

Week	Topic	Learning Methods	Tasks	Learning Material
1.	<b>Introduction</b> <b>School Vision, Mission and Safety Measurements.</b>			
2.	- CHC services, CHC vs Hospital sitting, and assessment, nursing process and health education - Home visits (principles) - School students needs	Lecture		
3+4	<b>Comprehensive health Centre Visit</b> <b>Objective:</b> - Identify the rationale for M.C.H. - Recognize the component of PHC programs(including MCH). - Identify the different integrant care provided within PHC. - Provide effective care to the referring clients. - Work as care provider in different clinical area. - Implement health education to clients regarding different basic health concepts and reproductive health issues & chronic diseases	- Health Educational classes. - Open group discussions. - Making appropriate assessment for each health setting.		
5+6+7+8	<b>Home visit</b> <b>Objective:</b> - Apply Communicable diseases prevention strategies - <b>Apply change strategies</b> - Assess the level of wellness and health problems of the individual and family (Family Assessment Form). - Assess the needs for health maintenance, health promotion and specific protection. - Determine goals and strategies for actions to assist the client and family to solve/ cope with their	- Health Educational classes. - Open group discussions. - Making appropriate assessment for each health setting. - Writing field reports. - Family studies & Nursing care plans. - Guided and self-directed learning by	- Each student will select 2 families for home visits from a list of clients provided by the health center. - Review the center records for the selected clients. - Complete the first part of the home visit report (directions to the place of residence, diagnosis or needs..... etc.) - Form groups of students for home visits. - Arrange a pre visit and discuss it with your instructor who must approve your writing regarding specific goals and nursing activities (daily log). - Prepare community health nursing bag (as per checklist).	

	<p>problems and meet their needs.</p> <ul style="list-style-type: none"> <li>- Implement the designed plan of care.</li> <li>- Discuss difficulties encountered in implementing the plan or achieving the goals (such as noncompliance to medications, diet, and rest), as well as, suggest appropriate modifications.</li> </ul>	<p>using different resources.</p> <ul style="list-style-type: none"> <li>- Seminars presentation and follow-up discussions.</li> <li>- Mentoring &amp; role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the post visit with one or two students.</li> <li>- Complete the post visit activities and prepare nursing care records.</li> <li>- Each student will be evaluated for home visits.</li> </ul>	
9+10	<p><b>School Health</b> <b>Objective:</b></p> <ul style="list-style-type: none"> <li>- <b>Recognize the Nursing Process for individuals vs NSG process for community</b></li> <li>- <b>Discuss Violence (Bullying, gendered based violence, domestic violence, violence against children, sexual violence), communicable disease</b></li> <li>- Identify goals of school health program (SHP).</li> <li>- Enumerate the component of (SHP).</li> <li>- Elaborate the activities of the S.H care within the three levels of prevention</li> <li>- Recognize the school health team.</li> <li>- Discuss the common health &amp; developmental problems among school children.</li> <li>- Discuss roles of the C.H.Ns in health promotion, environmental sanitation and school health within the school setting.</li> </ul>	<p>Collaborative learning, demonstration, role play, Problem based learning</p>	<ol style="list-style-type: none"> <li>1. Assessment of the school environment.</li> <li>2. Health assessment for 1 school student.</li> <li>3. Health education classes, which should be selected according to the need of students.</li> </ol>	
11	<p><b>1. Family Protection police department and centres visit</b> <b>2. Occupational health (Factory visit)</b> <b>Objective:</b></p> <ul style="list-style-type: none"> <li>- Identify the occupational health hazards facing worker in the work place.</li> <li>- Identify the leading causes of health problems encountered in the work site.</li> <li>- Recognize the accident</li> </ul>	<p>Collaborative learning, , Problem based learning</p>	<p>Providing Field visit report.</p>	

	prevention devices. - Determine the advantages of providing health care in the work setting. - Apply the nursing process to workers in their work place. - Describe the potential of health care programs in the work setting.			
12	<b>Visit for population with disabilities</b> <b>Objective:</b> - understand health physiological and psychological needs of vulnerable group of population( Disparities)	Collaborative learning, Problem based learning		
13	<b>Seminars</b>			
14	<b>Final Exam (Oral presentations and discussions)</b>			
15	<b>Final Exam (Oral presentations and discussions)</b>			

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

## Meetings and subjects timetable

### Group 2

Week	Topic Group 2	Learning Methods	Tasks	Learning Material
1.	Introduction School Vision, Mission and Safety Measurements.			
2.	- CHC services, CHC vs Hospital sitting, and assessment, nursing process and health education - Home visits (principles) School students needs			
3+4	<b>School Health</b> <b>Objective:</b> - Recognize the Nursing Process for individuals vs NSG process for community - Discuss Violence (Bullying, gendered based violence, domestic violence, violence against children, sexual violence), communicable disease - Identify goals of school	Collaborative learning, demonstration, role play, Problem based learning	1. Assessment of the school environment. 2. Health assessment for 1 school student. 3. Health education classes, which should be selected according to the need of students.	

	<p>health program (SHP).</p> <ul style="list-style-type: none"> <li>- Enumerate the component of (SHP).</li> <li>- Elaborate the activities of the S.H care within the three levels of prevention</li> <li>- Recognize the school health team.</li> <li>- Discuss the common health &amp; developmental problems among school children.</li> <li>- Discuss roles of the C.H.Ns in health promotion, environmental sanitation and school health within the school setting.</li> </ul>			
5+6	<p><b>Comprehensive health Centre Visit</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>- Identify the rationale for M.C.H.</li> <li>- Recognize the component of PHC programs(including MCH).</li> <li>- Identify the different integrant care provided within PHC.</li> <li>- Provide effective care to the referring clients.</li> <li>- Work as care provider in different clinical area.</li> <li>- Implement health education to clients regarding different basic health concepts and reproductive health issues &amp; chronic diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Health Educational classes.</li> <li>- Open group discussions.</li> <li>- Making appropriate assessment for each health setting.</li> </ul>		
7+8+9+10	<p><b>Home visit</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>- Apply Communicable diseases prevention strategies</li> <li>- <b>Apply change strategies</b></li> <li>- Assess the level of wellness and health problems of the individual and family (Family Assessment Form).</li> <li>- Assess the needs for health maintenance, health promotion and specific protection.</li> <li>- Determine goals and strategies for actions to assist the client and family to solve/ cope with their problems and meet their</li> </ul>	<ul style="list-style-type: none"> <li>- Health Educational classes.</li> <li>- Open group discussions.</li> <li>- Making appropriate assessment for each health setting.</li> <li>- Writing field reports.</li> <li>- Family studies &amp; Nursing care plans.</li> <li>- Guided and self-directed learning by using different</li> </ul>	<ul style="list-style-type: none"> <li>- Each student will select 2 families for home visits from a list of clients provided by the health center.</li> <li>- Review the center records for the selected clients.</li> <li>- Complete the first part of the home visit report (directions to the place of residence, diagnosis or needs..... etc.)</li> <li>- Form groups of students for home visits.</li> <li>- Arrange a pre visit and discuss it with your instructor who must approve your writing regarding specific goals and nursing activities (daily log).</li> <li>- Prepare community health nursing bag (as per checklist).</li> <li>- Complete the post visit with one</li> </ul>	

	needs. - Implement the designed plan of care. - Discuss difficulties encountered in implementing the plan or achieving the goals (such as noncompliance to medications, diet, and rest), as well as, suggest appropriate modifications.	resources. - Seminars presentation and follow-up discussions. - Mentoring & role play.	or two students. - Complete the post visit activities and prepare nursing care records. - Each student will be evaluated for home visits.	
11	<b>1. Family Protection police department and centres visit</b> <b>2. Occupational health (Factory visit)</b> <b>Objective:</b> - Identify the occupational health hazards facing worker in the work place. - Identify the leading causes of health problems encountered in the work site. - Recognize the accident prevention devices. - Determine the advantages of providing health care in the work setting. - Apply the nursing process to workers in their work place. - Describe the potential of health care programs in the work setting.	Collaborative learning, , Problem based learning	Providing Field visit report.	
12	<b>Visit for population with disabilities</b> <b>Objective:</b> - understand health physiological and psychological needs of vulnerable group of population( Disparities)	Collaborative learning, Problem based learning		
13	<b>Seminars</b>			
14	<b>Final Exam (Oral presentations and discussions)</b>			
15	<b>Final Exam (Oral presentations and discussions)</b>			

## Course Contributing to Learner Skill Development

Using Technology
Use databases effectively to support evidence-based knowledge and practice
Communication skills
Self-Reflection, Friendliness, Confidence, Empathy, Respect, Responsiveness, Morality
Application of concepts learnt
Leadership skills, and lifelong learning skills

## Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
Mid Term Exam	% 30		K1, S1-2, C1
Various Assessments *	% 30		K1, S1-2, C1
Final Exam	% 40		K1, S1-2, C1
<b>Total</b>	<b>%100</b>		

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

Item	Quantity	Mark
<b>PHCC</b>		
PHHC Report ( <b>Appendix 1</b> )	1	5%
PHCC Health Education ( <b>Appendix 2</b> )	1	5%
<b>School Health</b>		
School assessment ( <b>Appendix 3</b> )	1	5%
School Health Education ( <b>Appendix 4</b> )	1	5%
<b>Home Visit</b>		
Family assessment and care plan ( <b>Appendix 7</b> )	1	10%
Family Health Education ( <b>Appendix 9</b> )	1	5%
Visit report ( <b>Appendix 8</b> )	1	5%
<b>Field visits</b>		
Disability home and institution ( <b>Appendix 5</b> )	1	5%
Occupational health report ( <b>Appendix 6</b> )	1	5%
Field Activity ( <b>Appendix 12</b> )	1	5%
Professionalism evaluation ( <b>Appendix 10</b> )	1	10%
Seminar ( <b>Appendix 11</b> )	1	5%
<b>Final Exam</b>		
Oral Exam ( <b>Appendix 13</b> )	1	15%
Written Exam	1	15%
<b>Total</b>		<b>100%</b>



## Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
<b>Knowledge</b>			
<b>K1</b>	Understand the basic principles of community health nursing and nurses' roles in the community various settings .	Lectures, Problem Based Learning, Group discussions Field practice	<b>Quiz Case study Presentation, Follow up discussions...etc</b>
<b>Skills</b>			
<b>S1</b>	Demonstrate ability to coordinate and plan quality nursing interventions for communities based on population focused nursing process.	Problem Based Learning, Group discussions Field practice	<b>Case study Presentation,</b>
<b>S2</b>	Plan comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations	Problem Based Learning, Group discussions Field practice	<b>Case study Presentation,</b>
<b>Competencies</b>			
<b>C1</b>	Utilize beneficial cost effective nursing care plans to provide safe, high quality nursing services to various population aggregates, employing the appropriate communication skills.	Problem Based Learning, Group discussions Field practice	<b>Reports, case study presentations, health education classes, follow up discussions</b>
<b>C2</b>	Utilize research findings from multiple disciplines to apply evidenced-based practice in the community.	Problem Based Learning, Group discussions	<b>Presentations, health education sessions</b>
<b>C3</b>	Utilize the gained soft skills in delivering quality community nursing care to the different population groups.	Problem Based Learning, Group discussions Field practice	<b>Health education classes</b>

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

## Course Policies

Policy	Policy Requirements
<b>Passing Grade</b>	The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.</li> <li>A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.</li> </ul>
<b>Attendance</b>	The student is not allowed to be absent more than (15%) of the total hours

	prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded.
<b>Academic Honesty</b>	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights.

### Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Target Performance level
SP2	Enable students to apply the gained nursing skills, including the physiological, psychological and social integrity of health care recipients	Community health nursing (Clinical)	Demonstration test	Passing rate of 90%
CP1	Utilize beneficial cost-effective resources to plan and provide safe, effective and financially responsible nursing services	Community health nursing (Clinical)	JNC Licensing Exam,  Employers' satisfaction survey	70% of students passing  90% satisfaction rate
CP2	Apply global health standards, values, and ethics in providing nursing care for individuals, families, and groups.	Community health nursing (Clinical)	JNC Licensing Exam,  Employers' satisfaction survey	70% of students passing  90% satisfaction rate
CP3	Apply the gained soft skills with peers, individuals, families, groups, and health care team	Community health nursing (Clinical)	JNC Licensing Exam,  Employers' satisfaction survey	70% of students passing  90% satisfaction rate

### Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
SP2	Independent Demo Exam held at end of 4 <sup>th</sup> year level. 90% of students

	completed Training course shall pass.
<b>CP1-3</b>	<b>JNC Board Exam (70% of students Pass), Employer Satisfaction Survey (&gt;90% satisfaction rate)</b>

### Assessment Rubric of the Program Learning Outcome

**To be disseminated later\*\*\***

**Appendix 1**  
**Primary Health Care Center Report**  
**(5%)**

Name of the student: \_\_\_\_\_ (1 mark)

Name of the health centre: \_\_\_\_\_

Area served \_\_\_\_\_ Sq. Km. Population served \_\_\_\_\_

Clinical experience started on \_\_\_\_ / \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Clinical experience completed on \_\_\_\_ / \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Report submitted on \_\_\_\_ / \_\_\_\_ / \_\_\_\_

1. What are the aims and objectives of health centre? (2 marks)

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2. List four functions of a health center? (2 marks)

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3. Describe the number and category of staff in the health center? (1 mark)

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4. Draw a physical layout of the PHC (1 mark)

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5. Differentiate between Hospital service and Health Center service/ Referral System (3 marks)

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6. List the Primary Health Care Services provided through the Health Center. (3 marks)

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7. Mention the various clinic sessions conducted and its weekly / monthly schedule, and the activities performed. (3 marks)

NAME OF THE CLINIC	WEEK / MONTH	ACTIVITIES
1. CHILD HEALTH CLINIC		
2. A. N. C.		
3. P. N. C		
4. IMMUNIZATION		
5. BIRTH SPACING		
6. GENERAL / ANY OTHERS		

8. Is there a flow chart to organize the clinic activities? Yes / No (1 mark)

a) If yes, draw the same and explain how effective it is.

b) If no, suggest a flow chart for any one clinic session and describe how it can increase the efficiency of service / program.

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9) what are the common diseases / minor ailments reported (chronic & acute). (1 mark)

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10. List the National Control Programs & the main activities carried out to achieve its objectives. (1 mark)

Type of Programs

Main Activities

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11. What are the areas of health education given to clinic attendants? (1 mark)

a) Planned health education program

b) Incidental education program

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12. Mention the types of records and report maintained in a health centre. (2 marks)

Name of the record / report  
(example)

Significant content of the record

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13. State the health indicators / statistics available in the health centre (Reports provided to the Information Center). (1 mark)

14. What are the uses of these indicators? Specify any three. (1 mark)

15. Is there a support group available in the area of practice? (1 mark)

a) If yes, who are the members?

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b) What are their functions as a support group members.

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16. SELF – EVALUATION .

- a) Have you achieved all you learning objectives?
- b) If no, what were the obstacles that prevented you from achieving your learning objectives?

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17. Give your suggestions to improve this experience.

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**Appendix 2**  
**Health Education in CHC Centers**  
**Health Education evaluation Rubric**  
**(5%)**

**Clinical Area:**..... **Date:** .....

**Student Name:**..... **Student N.O.**.....

**Subject Title:**.....

**Evaluator Name:**.....

No	Items	1	2	3	4	5
1	General professional appearance					
2	Relevant & applicable to <b><u>community health</u></b> nursing					
3	Introduction/objectives					
4	Organization of content					
5	Accurate knowledge (Pathophysiological, nursing, background)					
6	Accurate, clear & Appropriate vocabulary/ terminology					
7	Utilization of research pertinent to the topic					
8	Appropriate to level of audience					
9	Initiate & control the discussion					
10	Use of audiovisual aids					
11	Summary & conclusion					
12	Evaluate the health education process					
13	Time control					
14	Written material is well prepared					
15	Motivate participation and brain storming					
<b>Total points (out of 75 points)</b>						

**1. Poor    2. Fair    3. Good    4. Very good    5. Excellent**

**Student's mark out of 5%: -----**

**Instructor's Signature: -----**



**Appendix 3**  
**School Assessment Sheet**  
**(5%)**

- Name of the school: .....
- Location: .....
- Shape: .....
- Structure: .....
- No. of the student: .....
- No. of floors: .....
- Play yard garden: .....
- **Classroom status:**
- No. of the student/ classroom: .....
- Lightening: .....
- Ventilation: .....
- Wall status: .....
- Size of the class: .....
- Cleanliness: .....
- Recycle bin: .....

**Sanitation:**

a. Sewage disposal:

Type: .....

No. of student s/ toilet: .....

1. Toilet status:

- Lightening: .....
- Ventilation: .....
- Wall status: .....
- Privacy: .....
- Cleaning facility: .....
- Water: .....
- Drying facility: .....

b. Refuse disposal:

- Collecting: .....
- Disposing: .....
- No. Basket in the school: .....
- Intervals between disposals .....

c. Water Supplement:

- No. of student/ fountains: .....
- Location: .....
- Status: .....
- Water disposal status: .....
- Height of fountain: .....
- Other facilities: .....
- Students remarks: .....

d. Facilities:

- Available: .....
- Canteen: .....
- Library: .....
- Painting room: .....
- Others: .....

.....

**Most significant two Nursing Diagnosis:**

**NSG DX 1 :**

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Goal (One goal):

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Objective (three objectives):

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Interventions (Three most important interventions as most):

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**NSG DX 2:**

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Goal (One goal):

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Objective (three objectives):

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Interventions (Three most important interventions as most):

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**Appendix 4**  
**School Health Education Rubric form**

**5%**

**Clinical Area:**.....

**Date:** .....

**Student Name:**.....

**Student N.O.**.....

**Subject Title:**.....

**Evaluator Name:**.....

No	Items	1	2	3	4	5
1	General professional appearance					
2	Relevant & applicable to <u>school health</u> nursing					
3	Introduction/objectives					
4	Organization of content					
5	Accurate knowledge (Pathophysiological, nursing, background)					
6	Accurate, clear & Appropriate vocabulary/terminology					
7	Utilization of research pertinent to the topic					
8	Appropriate to level of audience					
9	Initiate & control the discussion					
10	Use of audiovisual aids					
11	Summary & conclusion					
12	Evaluate the health education process					
13	Time control					
14	Written material is well prepared					
15	Motivate participation and brain storming					
<b>Total points (out of 75 points)</b>						

**1. Poor    2. Fair    3. Good    4. Very good    5. Excellent**

**Student's mark out of 5%:** .....

**Instructor's Signature:** .....

**Appendix 5**  
**Field visit report**  
**Home\ institution for people with special needs**  
**(5%)**

Student guideline for reporting the agency visit

Name of the student .....

Name of the institution .....

Date of visit .....

1- State the objectives of the institution.

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.....  
.....  
.....  
.....  
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2- State the type of special needs (physical, mental, sensory ,other).

.....  
.....

3- List the services provided for people with special needs.

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.....  
.....  
.....

4- What support systems are available to the people with special needs

In the family .....

.....

In the community .....

.....

5- List the problems that you have observed in the people with special needs

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6- What health promotive activities are available for the people with special needs?

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.....  
7- What measures are taken to meet the esteem \ psychological needs of the people with special needs in the institution?

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.....  
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8- What recreational facilities are available to the people with special needs in the institution?

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9- Suggest an action plan to solve the problems identified and to encourage health promotion of the people with special needs.

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10- Write what have you learnt from this visit?

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**Appendix 6**  
**Field visit report**  
**Occupational health**  
**Student guideline for assessment of**  
**Occupational health services**  
**5%**

**OBJECTIVES:**

At the end of the visit the student will be able to:

1. Describe the administrative functions of occupational health services.
2. Identify occupational health hazards associated with the industry.
3. State the protective measures (personal and environmental) instituted by the industry .
4. Identify the health welfare and safety programs available to the workers.
5. Describe the role of health professionals in occupational health services with special reference to occupational health nurse.

**STUDENT ACTIVITIES BEFORE THE VISIT**

Read the unit on Health of the working population  
study the visit guide - line and prepare to obtain necessary information during the visit .

**STUDENT ACTIVITIES DURING THE VISIT**

Follow the guideline provided to observe various aspects of occupational health .  
Carefully observe clarifications to the professional who will give orientation to the industry.  
Make necessary clarifications to the professional who will give orientation to the industry.

**STUDENT ACTIVITY AFTER THE VISIT**

Complete the following observation guideline and submit to the clinical supervisor for evaluation:

Name of the student \_\_\_\_\_ ID No. \_\_\_\_\_  
\_\_\_\_\_.

Date of visit \_\_\_\_\_.

**I. Name of the agency:** \_\_\_\_\_.

Address \_\_\_\_\_

Location \_\_\_\_\_

Major product \_\_\_\_\_  
\_\_\_\_\_

**II. Organizational information**

a) Total no. of employees: \_\_\_\_\_

b) Length of work time / shift: \_\_\_\_\_

c) Length of work / week: \_\_\_\_\_

d) Age of entry: \_\_\_\_\_

e) Age of retirement: \_\_\_\_\_

**III. Support services / welfare programs**

	<b>Yes</b>	<b>No</b>
a) Insurance programs	(     )	(     )
b) Educational	(     )	(     )
c) Retirement	(     )	(     )
d) Recreation	(     )	(     )

#### IV. Work environment

- a) Space: Adequate / isolated / crowded
- b) Standing / sitting facilities: Adequate / No adequate
- c) Safety equipment (safety devices) used / not used
- |                  |                 |         |
|------------------|-----------------|---------|
| If in use, types | Safety glasses  | (     ) |
|                  | Face Mask       | (     ) |
|                  | Gloves an gowns | (     ) |
|                  | Safety glasses  | (     ) |

If not used, why?

---

#### d) Risk control measures

- |                    |                  |
|--------------------|------------------|
| 1. Total enclosure | Present / Absent |
| 2. Ventilation     | Present / Absent |
| 3. Machine guards  | Present / Absent |

#### V. Sanitary facilities

- |                            |                       |
|----------------------------|-----------------------|
| a. Safe Drinking Water     | Present / Absent      |
| b. Hand washing facilities | Adequate / inadequate |
| c. Rest Room               | Present / Absent      |
| d. Lockers                 | Present / Absent      |
| e. Toilet                  | Present / Absent      |

#### f. Methods of disposal of wastes

- |                            |                           |
|----------------------------|---------------------------|
| Solid                      | Safe / Unsafe             |
| Liquid                     | Safe / Unsafe             |
| Aerosol                    | Safe / Unsafe             |
| g. Accumulation of dust    | Present / Absent          |
| h. Canteen facilities      | Available / Not Available |
| i. Recreational facilities | Present / Absent          |

IF present specify the nature

---

#### VI. Environmental Monitoring: Done / not done

How often is it done? Monthly / quarterly / twice a year / yearly

#### VII. Industrial Processes:

1. Equipment used: Portable / Fixed / Heavy / light

2. Raw Materials used \_\_\_\_\_

3. Brief Description of the nature of process

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4. Nature of Final product: \_\_\_\_\_

5. Exposure to Toxic substances ( specify the type of toxic substances )

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**6. Potential health hazards in the work place**

**1. Chemical Hazards:** Vapour / Dust / Gases

**2. Physical Hazards:** Heat / Cold / Noise / Radiation / Excessive light

**3. Biological Hazards:** Infections \_\_\_\_\_

**4. Mechanical Hazards:** Vibration \_\_\_\_\_

**VIII. Health and Safety Programs**

**1. Health and Safety Programs**

**a. Health Personnel**

Doctors	Yes / No	If yes, No. present _____
Nurses	Yes / No	If, yes, No. present _____
Sanitary Officer	Yes / No	
Sanitary assistant	Yes / No	
Fist-Aid assistant	Yes / No	If, yes no per shift _____

**b. Safety personnel**

Safety Engineer	Yes / No
Safety Supervisor	Yes / No
Any Other	Yes / No

**2. Health and safety facilities**

**a. Health facilities**

Hospital	Yes / No
Dispensaries	Yes / No
First Aid Station	Yes / No
First Aid Kit	Yes / No
Ambulance for emergency	Yes / No

**b. Health Program**

Objectives of the program	Available / not available
If available,	Clear / unclear
Pre-employment Examination	Yes / No
Pre-placement Examination	Yes / No
Periodical Examination	Yes / No
Special Medical Examination	Yes / No
Post - sickness Examination	Yes / No
Health Fitness Card	Yes / No
Screening Test	Yes / No

**c. Referral**

By whom:	Doctor / Nurse
To whom:	hospital _____ Health centre _____
Reasons For referral	

---

**3. Counseling, Health and safety education for workers:** Present / Absent

a. If present, methods used: Individual / Group

b. Media used : Projected / non-projected aids

c. who conducts health & safety education program ?

Doctor / Nurse / Safety Personnel



d. How often doctors / Nurses / safety inspectors visit the work place ?

Weekly / fortnightly / monthly

e. Who Does safety inspection

f. How often inspection of the plant id made:

Daily / Weekly / Fortnightly

g. Accident investigation

Yes / No

h. Records and reports

Yes / No

## **IX Suggestions & Recommendations :**

**Appendix 7**  
**Home Health Care**  
**Family Assessment and care plan**  
**(10%)**

**Family assessment form (5%)**

**Identify Date:**

- **Family (Family Identification code:**
- **Client' s name (First Name):**
- **Reason of visit**
- **Source of referral**
- **Total number of visits.**
- **Number of family members in household**
- **Family income/month**
- **Family type**

**Environmental data:**

- **Crowding index: room/ s family of member.**
- **Availability and adequacy of :**
  - ☒ **Electricity.**
  - ☒ **Safe water.**
  - ☒ **Sanitary sewage disposal.**
  - ☒ **Sanitary surrounding environment.**
  - ☒ **Ventilation.**
  - ☒ **Lighting.**
  - ☒ **Private kitchen.**
  - ☒ **Private bath room.**
  - ☒ **Refrigerator /gas stove/washing machine:**
  - ☒ **Cleanliness:**

**Family Assessment (draw an Eco-Map, Geno-Map for the assigned family):**

**1. Factors affecting family health status.**

- **Environment.**
- **Socio- economic.**
- **Psychological.**
- **Education.**
- **Communication.**
- **Role Division and power distribution:**

**2. Attitude & actual practice toward community health resources & services.**

**Nursing care plan (5%)**

- **Family health needs and problems identified (Diagnosis).**

- **Plan (Goals and objectives)**

- **Interventions toward identified health related needs and problems.**

- **Evaluation**

**Appendix 8**  
**Home Visiting Report Rubric**  
**(5%)**

**Note: Submit one form at end of home visit month for all home visits**

Activity	Remarks
<b>Activity implemented in each visit</b>	
<b>Evaluation of the activity and the achieved objectives (SWOT) Strength, Weakness, opportunities, threats.</b>	

**Appendix 9**  
**Family Health Education Rubric form**  
**(5%)**

**Clinical Area:**.....

**Date:** .....

**Student Name:**.....

**Student N.O.:**.....

**Subject Title:**.....

**Evaluator Name:**.....

No	Items	1	2	3	4	5
1	General professional appearance					
2	Relevant & applicable to <b><u>Family's needs</u></b>					
3	Introduction/objectives					
4	Organization of content					
5	Accurate knowledge (Pathophysiological, nursing, background)					
6	Accurate, clear & Appropriate vocabulary/terminology					
7	Utilization of research pertinent to the topic					
8	Appropriate to level of audience					
9	Initiate & control the discussion					
10	Use of audiovisual aids					
11	Summary & conclusion					
12	Evaluate the health education process					
13	Time control					
14	Written material is well prepared					
15	Motivate participation and brain storming					
<b>Total points (out of 75 points)</b>						

**1. Poor    2. Fair    3. Good    4. Very good    5. Excellent**

**Student's mark out of 5%: -----**

**Instructor's Signature: -----**

**Appendix 10**  
**Professionalism Evaluation Rubric**  
**(10%)**

Student Name: .....

ID No.: .....

	1	2	3	4	5
<b>1. Relationship with:</b>					
a. Clients					
b. Colleague					
c. Supervisors					
d. Working personnel					
<b>2. Professional Behaviors:</b>					
a. uniform(clean, neat, &tidy)					
b. Adhere to code of ethics					
c. Exhibit Caring Behavior.					
d. Present on time.					
e. Excused/ unexcused					
<b>3. Personality:</b>					
a. Self-Motivated.					
b. Polite & patient.					
c. Assertive					
<b>4. Leadership Ability:</b>					
a. Ability to lead the group.					
b. Ability to control the group					
c. Ability to make decisions					
d. Ability to manage with different situations.					
<b>5. Self-directed.</b>					
<b>6. Nursing process application.</b>					
<b>7. Maintains professional conduct.</b>					
<b>8. Exhibit critical thinking&amp; creativity.</b>					
<b>9. Demonstrates self-awareness.</b>					
<b>10. Demonstrate teaching-learning skills.</b>					
<b>Total (out of 105 points)</b>					

Student's mark out of 10 points: .....

Instructor's Signature and Date .....

**Appendix 11**  
**Student Evaluation for Seminars (10%)**

**Clinical Area:**.....

**Student Name:**.....

**Student N.O.**.....

**Subject Title:**.....

**Evaluator Name:**.....

**Total Grade:**     /10

**Date:** .....

<b>i. Written Assignment:</b>		1	2	3	4	5
1.	Cover sheet (University. title, student name, date name Written content outline					
2.	Clear objective					
3.	Clear introduction					
4.	Organized in systematic sequence.					
5.	Comprehensive contents (Epidemiology, prevention).					
6.	Accurate English language & spelling.					
7.	Content (concise, simple clear and based on scientific Knowledge).					
8.	Present a list of references/ community resources.					
9.	Focus on CHN role.					
10.	Time compliance in delivering the assignment.					
	Total Grade :40 (4point for each item )					
<b>ii. Oral Presentation:</b>						
1.	Introduction of self & item.					
2.	Manner of speech.					
3.	Clarifies technical terminology.					
4.	Use clear & relevant examples.					
5.	Speech based on scientific knowledge.					
6.	Attract audience interest & attention.					
7.	Control group activity.					
8.	Clarify the CHNs role according to the topic.					
9.	Give chance for interaction, asking questions for participation.					
10.	Develop conclusion related to purpose of presentation.					
	Total Grade: 40 (4 point for each item)					
<b>iii. Use of supporting Materials</b>						
1.	Relevant.					
2.	Easily understandable.					
3.	Meet the stated objectives.					
4.	Simple, clear, attractive.					
5.	Show creativity					
	Total Grade: 20( 4 points for each item)					

Evaluator signature.....

Student signature.....

**Rating scale:**

**1.Poor    2. Fair    3. Good    4. Very good    5. Excellent**

## Suggested Seminar Topics

<b>Topic</b>	<b>Student Name</b>	<b>Date</b>	<b>Day</b>
<b>Domestic Violence in Jordan</b>			
<b>Bird Influenza. Avian Flu</b>			
<b>Autism</b>			
<b>Hospices &amp; long-term care Palliative care.</b>			
<b>Thalassemia</b>			
<b>Substance Abuse Addiction.</b>			
<b>Road Traffic Accident.</b>			
<b>Community in Disaster &amp; Crisis</b>			
<b>Hepatitis (all types)</b>			
<b>Epidemic &amp; Endemic diseases and their management in Jordan</b>			
<b>Hypertension and Diabetes in Jordan</b>			
<b>New Issues in Women and Reproductive Health</b>			
<b>Air Pollution, Water Pollution, &amp; Environmental Pollution</b>			
<b>How to make change in community sittings.</b>			
<b>Other topics</b>			



**Appendix 12**  
**Community field Activities Rubric Form**  
**5%**

**Student Name:** .....

**ID No.:**.....

**Event subject:** .....

**Event Date:** .....

Item	Poor (1)	Fair (2)	Good(3)	V.good(4)	Excellent (5)
<b>Targetive</b>					
<b>Relevant</b>					
<b>Innovative &amp; Creative</b>					
<b>Organized</b>					
<b>Satisfaction of audience</b>					
- Venue					
- Organization					
- Logistics (food, etc.)					
- Performance of students					
<b>Total points (out of 40 points)</b>					

**Student's mark out of 5%:**-----

**Instructor's Name and Signature:**-----

**Appendix 13**  
**Final oral Exam Evaluation Rubric**

**Student name:** ..... **Total Mark:**    /15  
**Date:** .....

**To be disseminated later\*\*\***