



Course Specification

(Bachelor)

Course Title **Community Health in Midwifery**

Course Code : **MID26456**

Program: **Bachelor of Midwifery Sciences**

Department **Midwifery**

College: **College of Applied Medical Science**

Institution: **University of Bisha**

Version: **1**

Last Revision Date: **30 July 2023**





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A. General information about the course:

1. Course Identification

1. Credit hours: 4(2+2)				
4(2+2)				
2. Course type				
A.	☐ University	☐ College	☒ Department	☐ Track
B.	☒ Required		☐ Elective	
3. Level/year at which this course is offered: (8 th level / 4 th year)				
4. Course general Description:				
This course focuses on the application of the knowledge of community health midwifery in practice by using the family care plan as a tool in assessing, formulating and implementing women health care and health promotion programs.				
5. Pre-requirements for this course (if any):				
NA				
6. Pre-requirements for this course (if any):				
NA				
7. Course Main Objective(s):				
• Provide students with up-to-date knowledge that will allow them to think critically, and creatively when managing patients. • Using the nursing process as a theoretical framework. • Promote and maintain physical and psychosocial integrity of patients. • Describe the nursing management of the patient with preoperative, pulmonary disorders, altered in metabolism and absorption, gastrointestinal, cardiovascular, hematologic and dermatologic disorders.				

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	27%
2	E-learning	6	7%
3	Hybrid		-





No	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4	Others(practical)	60	66%
5	Total	90	100

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Study	24
2.	E-learning	6
3.	lab	60
4.	Projects/seminar	
5.	Others : Self-learning	60
Total		150

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the concept, scope and practices of community health nursing and their application in primary health care settings using modern advanced knowledge acquired from original research.	K1	Interactive lectures Pairs or Small Group Work Group discussion Brainstorming	In class short MCQs quizzes Midterm and final exams
1.2	Recognize health care services provided to mothers, children, older adults, disabled and rehabilitative persons within the family and home healthcare approach.	K1		
1.3	Explain measures of health promotion/disease prevention and treatment related to communicable and non-communicable diseases, environmental and occupational health problems	K3		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	within the community.			
2.0	Skills			
2.1	Develop the plan of care by determining health need/problems through interpreting health information of individuals, families, and community with utilization of advanced technology for accurate recording and reporting the plan of care.	S2	Group discussion Debriefing Case-based learning Problem-based learning Demonstration Group discussion Debriefing Case-based learning Problem-based	In class short MCQs quizzes Midterm and final exams Oral presentation Performance evaluation checklist In class short MCQs quizzes
2.2	Implement nursing procedures and care plan based on evidence-based and culturally sensitive nursing interventions with emphasis on providing health education to increase health awareness according to the needs of individual, families, and community.	S2		
2.3	Audit the performance of nursing practice in community health care settings regarding common health problems by recognizing the national primary health care services and through utilization of effective communication with the health team members, patients and community members.	S4		
3.0	Values, autonomy, and responsibility			
3.1	Acquire skills of self-learning for continuous professional development and through adopting multidisciplinary approach in activities of health promotion and disease prevention within the community for promoting the quality of community life.	V1	Team-based learning Peer teaching Role play	Seminars Assignments
3.2	Commitment to high level of ethical, professional and academic	V2	Team-based	Seminars

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	practicesfor community members by exhibiting positive attitude and with respect of legal and ethical rules and values.		learningPeer teaching	Assignments

C. Course Content

No	List of Topics theory	Contact Hours
1.	Overview of community health nursing	2
2.	Primary health care and health and health illness continuum	2
3.	Health promotion and disease prevention	2
4.	Maternal health	2
5.	Child health and high risk children abuse	2
6.	School female adolescent health	2
7.	Environmental health and safety measures	2
8.	Family health	2
9.	Community assessment	2
10.	Home health care	2
11.	Old age health	2
12.	Violence in the community	2
13.	Disability and rehabilitation	2
14.	Infection prevention and control principles and programs	2
15.	Revision	
Total		30
No	List of Topics practical	Contact Hours
1.	Health assessment and patient health history	4
2.	Community health education	4
3.	Counseling	4
4.	Abdominal examination during pregnancy	4
5.	Anthropometric measurement and growth chart	4
6.	Vaccination	4
7.	Dehydration assessment and ARI assessment	4
8.	Non-communicable disease	4
9.	Communicable disease	4
10.	Tuberculin skin test	4
	School health assessment and program application	4
	Geriatric health assessment and care	4
	Community assessment	4

Home visit and nursing bag	4
Disability and rehabilitation	4
Total	60

D. Students Assessment Activities

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous assessment	All through	30%
2.	Mid exam: Practical and theory	8 th	20%
3.	Final exam: Practical and theory	16 th	50%
4.	Total		100%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	1. Allender J.A., Spradley B.S., Community Health Nursing ,Promotion and Protecting the Public's Health, 8 th ed., 2014, Lippincott Williams & Wilkins. Community Health Nursing, Oxford 2 nd ed., January 2019
Supportive References	- Sadock, B. J., & Sadock, V. A. (2011). Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry. Lippincott Williams & Wilkins. - Cowen, P., Harrison, P., & Burns, T. (2012). Shorter Oxford textbook of psychiatry. Oxford University Press. - Townsend, M. C., & Morgan, K. I. (2017). Psychiatric mental health nursing: Concepts of care in evidence-based practice. FA Davis. - Neeraja, K. P. (2008). Essentials of mental health and psychiatric nursing. JAYPEE BROTHERS PUBLISHERS. - Lalitha, K. (2009). Mental health and psychiatric nursing. CBS Publishers & Distributors. - Neeraj, A. (2006). A short text book of psychiatry. New Delhi, Jaypee Brothers Medical Publishers (P) Ltd., 178-181 - World Health Organization. (1992). The ICD – 10

	classification of mental and behavioural disorders: clinical description and diagnostic guidelines. Geneva: World Health Organization, 1992.
Electronic Materials	Blackboard materials
Other Learning Materials	- E- books electronic - Online US Library

2. Required Facilities and equipment

Items	Resources
facilities	1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) - Size of classroom appropriate - E- learning lab - Clinical training in hospital suitable for student - Nursing lab
Technology equipment	- Data show - Blackboard - Laptop computer - Computer based simulator Project system
Other equipment	- E- books electronic Online US Library

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Course coordinator Program Leaders	Direct /indirect
Effectiveness of Students assessment	Students Course coordinator Program Leaders Examination committee revision	Direct /indirect
Quality of learning resources	Course coordinator Peer reviewer Examination committee revision	Direct /indirect
The extent to which CLOs have been achieved	Program Leader Course coordinator	Direct /indirect
Other		



Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

