

<b>1. Course Name:</b>	Community Health Nursing
<b>2. Course Code:</b>	WNR-41-01
<b>3. Semester / Year:</b>	First and Second Semester / 2025-2026
<b>4. Description Preparation Date:</b>	1/2/2026
<b>5. Available Attendance Forms:</b>	In-person attendance, no reliance on electronic lectures
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	3 theoretical hours (3 credit) + 12 practical hours (4 credit) = 15 hours * 15 weeks = 225 / (7 credit)
<b>7. Course administrator's name (mention all, if more than one name)</b>	Name: Dr. Ali Oun Jebur Al-Obaidi Email: <a href="mailto:ali.oun@uowa.edu.iq">ali.oun@uowa.edu.iq</a>
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>a. Understand the dimensions of community health and how to assess community needs.</li> <li>b. Gain knowledge of primary health care services and family health services.</li> <li>c. Explore health services for specific population groups such as children, adolescents, women, men, and the elderly.</li> <li>d. Develop practical skills in community assessment, home visits, and environmental safety.</li> <li>e. Address public health topics such as school health, nutrition, occupational health, and maternal and child health.</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>a. Lectures</li> <li>b. Group discussions</li> <li>c. Case studies</li> <li>d. Presentations</li> <li>e. Practical training in real community settings</li> </ul>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	- Understand the determinants of public health in communities	Dimensions of Community Health	Lectures, Group Discussions	Written Exam
2	2 hours	- Use methods and techniques for community health assessment	Community Assessment	Lectures, Presentations, Case Studies	Written Exam
3	2 hours	- Apply the principles of primary health care in community settings	Primary Health Care	Lectures, Group Discussions	Written Exam
4	2 hours	- Understand the role of the family in maintaining individual health	Family Health Services	Lectures, Presentations, Case Studies	Report Submission
5	2 hours	- Identify the health care needs of children and adolescents	Child and Adolescent Health	Lectures, Group Discussions	Written Exam
6	2 hours	- Understand the health and preventive care differences between genders	Women's and Men's Health	Lectures, Presentations, Case Studies	Written Exam
7	2 hours	- Understand the healthcare needs of the elderly	Elderly Health	Lectures, Presentations, Case Studies	Written Exam

8	2 hours	<ul style="list-style-type: none"> <li>- Analyze the concepts of maternal and child health and apply them in community care</li> </ul>	Maternal and Child Health	Lectures, Group Discussions	Report Submission
9	2 hours	<ul style="list-style-type: none"> <li>- Apply health promotion and disease prevention strategies in schools</li> </ul>	School Health	Lectures, Group Discussions	Written Exam
10	2 hours	<ul style="list-style-type: none"> <li>- Evaluate the role of nutrition in maintaining individual and community health</li> </ul>	Nutrition	Lectures, Presentations, Case Studies	Written Exam
11	2 hours	<ul style="list-style-type: none"> <li>- Apply strategies for maintaining health and safety in work environments</li> </ul>	Occupational Health	Lectures, Presentations, Case Studies	Written Exam
12	2 hours	<ul style="list-style-type: none"> <li>- Apply techniques of home health care and enhance home safety</li> </ul>	Home Visits and Home Health Care	Lectures, Group Discussions, Field Visits	Report Submission

13	2 hours	Community disasters and emergencies	<p>1. The student will be able to: Define the concept of disasters and their types (natural, industrial, and man-made).</p> <p>2. Explain the role of public health institutions and local emergency organizations in responding to disasters.</p> <p>3. Think critically about how to improve community health planning to reduce losses.</p>	Lectures, Group, Discussions,	Written Exam	
14	2 hours	Environmental health and occupational safety	<p>1. The student will be able to: Define the concept of environmental health and its relationship to individual and community health.</p> <p>2. Distinguish between types of environmental pollutants (air, water, food, soil) and their effects on health.</p> <p>3. Familiarize themselves with the laws and regulations pertaining to protecting workers from occupational hazards.</p>	Lectures, Group, Discussions,	Written Exam	
15	Throughout the course	180 practical hours	<p>- Evaluate the application of health care practices in various community settings</p>	Practical Applications	Practical Training in Community, Practical Demonstrations	Final Exam (Theory and Practical)

## 11. 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

Theory Exam: 20%

Practical Performance: 5%

Seminar Presentation: 5%

Practical Exam: 10%

Final Theory Exam: 40%

Final Practical Exam: 20%

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**Total: 100%**

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Clark, M. J. (2015). Population and community health nursing. six edition, Pearson.
Main references (sources)	Allender, J., Rector, C., Rector, C., & Warner, K. (2013). Community & public health nursing: Promoting the public's health. lippincott williams & wilkins.
Recommended books and references (scientific journals, reports...)	<p>Public Health Nursing (PHN): A leading journal in community nursing that publishes research and case studies on community health and the role of nursing in public health care.</p> <p>Community Health Nursing Journal: Focuses on topics related to community health nursing, including disease prevention and health promotion.</p> <p>Journal of Advanced Nursing (JAN): Covers various nursing topics, including recent developments in community health care.</p>
Electronic References, Websites	World Health Organization (WHO) Centers for Disease Control and Prevention (CDC)

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
<p><b>Knowledge</b></p> <p><b>EPSLO-1:</b> Demonstrate the highest level of understanding and awareness of the scientific related to the community nursing</p> <p><b>EPSLO-2:</b> Engage in lifelong learning and self-development to continuously improve community nursing practice.</p> <p><b>EPSLO-3:</b> Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”</p> <p><b>EPSLO-4</b></p> <p>Utilize evidence-based research and advanced clinical judgment to improve patient care</p>	<ol style="list-style-type: none"> <li>Identify the theoretical and practical foundations of medical and health sociology.</li> <li>Explain key sociological concepts related to health, illness, prevention and healing from a social perspective.</li> <li>Recognize patterns of community diseases and patient roles within different social and cultural structures.</li> <li>Describe the healing process as both a social and psychological experience</li> </ol>	<p><i>Identify the theoretical and practical foundations</i> → builds understanding of the social sciences underlying nursing.</p> <p><i>Explain sociological concepts of health</i> → encourages continuous learning of sociological knowledge that evolves with society.</p> <p><i>Recognize illness behaviors</i> → links sociology with clinical reasoning in complex care.</p> <p><i>Describe the healing process as a social and psychological experience</i> → integrates sociological insights with evidence-based practice.</p>

<p>strategies and achieve the best clinical and psychosocial outcomes for individuals and population with complex health conditions.</p>	<p>intertwined with medical aspects.</p>	
<p><b>Skills</b></p> <p><b>EPSLO-5:</b> Apply <b>evidence-based knowledge and technology</b> in the provision of safe and effective community nursing.</p>	<p>Analyze the nature of social relationships and their influence on the health of individuals and communities.</p>	<p><i>Apply sociological theories to healthcare and nursing practice</i> → ensures sociological concepts are translated into practice.</p>
<p><b>EPSLO-6:</b>  Demonstrate <b>quantitative reasoning</b> and apply relevant scientific principles in the practice of community nursing.</p>	<p>Apply sociological theories and concepts to practical healthcare and community nursing practice.</p>	<p><i>Critically evaluate health policies, interventions, and models of care</i> → develops sociological analysis skills supported by evidence.</p>
<p><b>EPSLO-7:</b> Demonstrate clinical competence in providing therapeutic community nursing across the lifespan.</p>	<p>Critically evaluate health policies, interventions, and models of patient care from a sociological perspective.</p>	<p>Analyze social relationships and their influence on health → enhances ability to contextualize care for patients of different ages and social backgrounds.</p>
<p><b>EPSLO-8:</b> Perform nursing procedures and clinical interventions</p>	<p>Integrate theoretical knowledge with professional community nursing practice in diverse healthcare contexts.</p>	<p><i>Link theoretical knowledge with professional practice in diverse contexts</i> → embeds sociological</p>

<p>accurately and safely in accordance with established standards.</p>		<p>awareness into everyday safe practice.</p>
<p><b>Values</b></p> <p><b>EPSLO-9:</b> Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care for individuals and population.</p> <p><b>EPSLO-10:</b> Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</p> <p><b>EPSLO-11:</b> Demonstrate effective communication and collaboration skills in the role of the community nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.</p>	<p>Demonstrate professional responsibility in engaging with society, particularly within healthcare institutions.</p> <p>Uphold ethical standards in interactions with patients, families, and the wider community.</p> <p>Value the nurse–patient relationship as both a professional duty and a humanistic foundation for quality care.</p> <p>Foster a socially responsive and holistic approach to nursing practice.</p>	<p><i>Demonstrate professional responsibility in engaging with society</i> → connects science with social responsibility.</p> <p><i>Uphold ethical standards and value nurse–patient relationship</i> → integrates humanistic and ethical foundations of sociology into care.</p> <p><i>Foster socially responsive and holistic nursing practice</i> → ensures nursing care respects cultural and social diversity.</p>