



جامعة الزيتونة الأردنية  
Al-Zaytoonah University of Jordan  
كلية التمريض  
Faculty of Nursing



"التمريض جوهر الحياة"  
"Nursing is the Essence of Life"

"عراقة وجودة"  
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
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Study plan No.	2025-2026		University Specialization		Nursing	
Course No.	0301431		Course name		Community Nursing/ Theory	
Credit Hours	3		Prerequisite Co-requisite		Gynecology & maternity/pediatric & newborn/practice	
Level of the course	4 <sup>th</sup> years		Language of instruction		English	
Course type	<input type="checkbox"/> Mandatory university requirement	<input type="checkbox"/> University elective requirements	<input type="checkbox"/> Faculty mandatory requirement	<input type="checkbox"/> Support course family requirements	<input checked="" type="checkbox"/> Mandatory requirements	<input type="checkbox"/> Elective requirement
Teaching style	<input type="checkbox"/> Full online learning		Blended learning		<input checked="" type="checkbox"/> Traditional learning	
Teaching model	<input type="checkbox"/> 1 Synchronous: 1 asynchronous		<input type="checkbox"/> 1 face to face: 1 asynchronous		<input checked="" type="checkbox"/> 2 Traditional	

Faculty member and study divisions' information (to be filled in each semester by the subject instructor)

section	Name	Academic rank	Office No.	Phone No.	Office hours	E-mail
Division number		Time	Place	Number of students	Teaching style	Approved model
					Traditional	2:0
					Traditional	2:0

### Brief description

This course provides students with the required knowledge to enable them to provide nursing care to all persons in different community settings, starting from infants, to preschool and school-aged children, adolescents, adults, to elders. The emphasis will be on individuals, families, groups, and the community at large. In addition to that, wellness and illness concepts will be integrated into every course content. This course covers levels of prevention; primary health care, and health promotion concepts and principles. This course prepares students for the theoretical community health-related knowledge,



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attitude and intended skills required for the Community Health Nursing practice course. All community nursing roles; specifically, leader, educator, advocator, and collaborator will be highlighted. The course strengthens critical thinking skills and problem-solving abilities through using of the nursing process as the theoretical framework in different community settings with more emphasis on Jordanian health issues and problems.

### Learning resources

Course book information (Title, author, date of issue, publisher ... etc)	1- Rector, C., & Stanely, M. (2022). <i>Community and Public Health Nursing: Promoting the Public's Health</i> , 10 <sup>th</sup> edition, Wolters Kluwer, Philadelphia.			
Supportive learning resources (Books, databases, periodicals, software, applications, others)	1. Nies, M, & McEwen, M. (2019). <i>Community/Public Health Nursing: Promoting the Health of Populations</i> , 7 <sup>th</sup> edition, Elsevier. 2. Stanhope, M., & Lancaster, J. (2020). <i>Public Health Nursing: Population-Centered Health Care in the Community</i> , 10 <sup>th</sup> edition, Mosby 3. Demarco, R & Healthy-Walsh, J. (2020). <i>Community Health and Public Health Nursing: Evidence for Practice</i> . 3 <sup>rd</sup> ed. Wolters Kluwer, Philadelphia 4. Anderson, E & McFarlane, J. (2019). <i>Community As Partner: Theory and Practice Nursing</i> , 8 <sup>th</sup> edition, Wolters Kluwer, Philadelphia.			
Supporting websites	1. <a href="https://www.who.int/ar">https://www.who.int/ar</a> 2. <a href="http://www.moh.gov.jo">www.moh.gov.jo</a> 3. <a href="http://www.dos.gov.jo">www.dos.gov.jo</a> 4. <a href="http://www.cdc.org">www.cdc.org</a> 5. <a href="http://www.mosd.gov.jo">www.mosd.gov.jo</a>			
The physical environment for teaching	<input checked="" type="checkbox"/> Class room	<input type="checkbox"/> Labs	<input checked="" type="checkbox"/> Virtual educational platform	<input type="checkbox"/> Others
Necessary equipment and software	• Web sites and Internet. • Data-show			
Supporting people with special needs	-----			
For technical support	Contact E-learning & Open Educational Resources Center			



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	مركز التعلم الإلكتروني ومصادر التعليم المفتوحة First floor –Faculty of Science and Information Technology D. Khalid Jaber Tel: 0795001611 Tel: 064291511 ext. 425 E-mail: <a href="mailto:k.jaber@zu.edu.jo">k.jaber@zu.edu.jo</a>
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**Course Intended Learning Outcomes (CILOs):**

Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes

<b>PILO #1 Comprehend the basic nursing knowledge needed to provide a safe and effective care environment, and comprehensive nursing care based on research and scientific evidence.</b>	
<b>Course Intended Learning Outcomes (CILO)</b>	1. Recognize the importance of community nursing in providing safe and effective care in different community settings. 2. Identify the recommended community nursing principles, guidelines, and interventions based on current theoretical community health evidence for the care of individuals, families, aggregates, and populations in different relevant contexts.
<b>Concept-based competency (Safe and Effective Care Environment)</b>	Professional and Core Values, Professional Growth and Development, Accountability and Responsibility, Advocacy, Client rights, Collaboration, Continuity of Care, Referrals, Concept of management, Case manager, Performance and Quality Improvement, Injury prevention, Use safety devices, Handling hazardous and infection material, safety, Standard precautions/ transmission-based precautions/ surgical asepsis, Member of the Nursing Profession, Evidence-Based Practice, Caring and Spirituality.
<b>Relevant Competency (JNC)</b>	Standard 1 (core competencies 1,2,3,4,5,6), Standard 3 (core competencies 1,2,3,4), Standard 4 (core competencies 1,2,3,4), Standard 5 (core competencies 1,2), Standard 6 (core competencies 1,2,3).
<b>National framework</b>	MK1
<b>Weight</b>	20%



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<b>Learning Methods</b>	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
<b>Evaluation Methods</b>	Assignment, class participation, Short Exam, Mid-Term Exam, and Final Exam

**PILO #4: Show the ability to communicate and develop effective strategies to promote and maintain health and prevent diseases, while considering social and cultural diversity.**

<b>Course Intended Learning Outcomes</b>	1- Develop health promotion and preventive interventions and programs based on current evidence to meet individuals, aggregate, and community health needs with respect to social and cultural diversity.
<b>Concept-based competency 2: (Health Promotion/ Prevention and Maintenance)</b>	Techniques of physical assessment, self-care lifestyle choices, Health Risk Behaviors, Health Screening, Health promotion and disease prevention, Developmental stages and transition, Aging process, Home safety.
<b>Relevant Competency (JNC)</b>	Standard (7.1, 7.2, 7.3, 7.4, 7.5).
<b>National framework</b>	MC1
<b>Weight</b>	35%
<b>Learning Methods</b>	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Assignments and class participation Short Exam Mid-Term Exam</li> <li>• Final Exam</li> </ul>



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**ILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while providing high-quality nursing care.**

<b>Course Intended Learning Outcomes (CILO)</b>	1. Provide assistance for individuals, families, groups in performing self-management and care based on evidence-base practice.
<b>Concept-based competency 3: (Physiological Integrity)</b>	<p><b>A. Basic care and comfort</b> (Assistive devices, Elimination, Mobility, and Immobility, Non-pharmacological comfort interventions, Nutrition, and oral hydration, Personal hygiene, Rest and Sleep, Critical Thinking, Nursing Process / Clinical Competence).</p> <p><b>B. Pharmacological &amp; Parenteral Therapies</b> (Adverse effects, contradictions, side effects, and interactions of medications, Blood and blood products, Central venous access devices, Medication administration, Dosage calculations, Parenteral and intravenous therapies, Expected actions and outcomes, Pharmacological pain management, Total parenteral nutrition).</p> <p><b>C. Reduction of Risk Potential</b> (Changes and abnormalities in vital signs, Laboratory values, Diagnostic tests, Potential for alterations in body systems, System-specific assessments, Therapeutic procedures).</p> <p><b>D. Physiological Adaptation</b> (Fluids and electrolyte imbalances, Hemodynamic, Illness management, Medical emergencies).</p>
<b>Relevant Competency (JNC)</b>	Standard (7.1, 7.2, 7.3, 7.4, 7.5).
<b>National framework</b>	MC2
<b>Weight</b>	10%
<b>Learning Methods</b>	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Assignments and class participation Short Exam Mid-Term Exam</li> <li>Final Exam</li> </ul>



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<b>PILO # 6: Demonstrate the ability to maintain the psychological and social integrity of patients and to communicate effectively with clients and healthcare professionals while considering cultural diversity.</b>	
<b>Course Intended Learning Outcomes (CILO)</b>	1- Propose a plan to develop appropriate community intervention and services to promote psychosocial health and related issues for individuals, families, and communities.
<b>Concept-based competency 4: (Psychosocial Integrity)</b>	Abuse and Neglect, Behavioral Interventions, Chemical and other dependencies and substance abuse disorders, Coping mechanisms, Crisis intervention, Cultural awareness and influences on health, End-of-life care, Family dynamics, Grief and loss, Mental health concepts, Religious and spiritual influences on health, Sensory and perceptual alterations, Stress management, Support systems, Therapeutic communication, Inter-professional Collaboration and Communication, Verbal, written, and technological communication, Therapeutic environment.
<b>Relevant Competency (JNC)</b>	Standard (7.1, 7.2, 7.3, 7.4, 7.5).
<b>National framework</b>	MC3
<b>Weight</b>	20%
<b>Learning Methods</b>	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Assignments and class participation Short Exam Mid-Term Exam</li> <li>• Final Exam</li> </ul>



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**PILO # 7: Assume responsibility for the development of professional nursing roles that are commensurate with global health issues such as pandemics and challenging threats and their impact on the economics of healthcare systems.**

<b>Course Intended Learning Outcomes (CILO)</b>	1.Practice professional community nursing roles to manage different global health issues such as epidemics, chronic diseases, communicable diseases, vulnerable population, environmental problems, and community issues.
<b>Concept-based competency 5: (Global and Health Economics)</b>	Health care policy, Global disease burden, Migration/ Refugee health, Social determinants of health, Value-based care, Health reform, Health informatics, Health insurance, Equity- justice, Health as a human right, and Fiscal Responsibility.
<b>Relevant Competency (JNC)</b>	Implicitly covered through performance, knowledge, resource utilization, and provision of client-centered care
<b>National framework</b>	MC4
<b>Weight</b>	15%
<b>Learning Methods</b>	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Assignments and class participation Short Exam Mid-Term Exam</li> <li>Final Exam</li> </ul>

**Mechanisms for direct evaluation of learning outcomes**

Type of assessment / learning style	Fully electronic learning	Blended learning	Traditional Learning (Theory Learning)	Traditional Learning (Practical Learning)
Mid exam		30%		
Participation		10%		
Assignment1		10%		
Quiz1		10%		
Final exam		40%		



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### Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity/Purpose	Covered PILO & CILO(s)	Mark	Topic(s)	Period (Week)	Platform
Midterm Exam	1, 4, 5, 7	30%	<ul style="list-style-type: none"> <li>✓ Introduction to Community Health Nursing</li> <li>✓ Roles and settings for community health nursing</li> <li>✓ Transcultural nursing in the community</li> <li>✓ Community as Client</li> <li>✓ The Family as Client</li> </ul>	8 <sup>th</sup>	<a href="https://exams.zuj.edu.jo">https://exams.zuj.edu.jo</a>
Interactive activities Assignment Quiz	VARIES	30%		Weekly All semester	
Final exam	1, 4, 5, 7	40%	<ul style="list-style-type: none"> <li>✓ Introduction to Community Health Nursing</li> <li>✓ Roles and settings for community health nursing</li> <li>✓ Transcultural nursing in the community</li> <li>✓ Community as Client</li> <li>✓ The Family as Client</li> <li>✓ Promoting and protecting the health of school-aged population</li> <li>✓ Promoting and protecting the health of older adult population; Home care and hospice</li> <li>✓ Promoting and protecting the health of the working population</li> </ul>	16 <sup>th</sup>	<a href="https://exams.zuj.edu.jo">https://exams.zuj.edu.jo</a>





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			<ul style="list-style-type: none"> <li>✓ Vulnerable population &amp; Care of People with Disabilities</li> <li>✓ Violence and abuse</li> <li>✓ Communicable disease &amp; Non-communicable/Chronic diseases</li> <li>✓ Epidemiology in Community health care</li> <li>✓ Environmental Health and Safety</li> </ul>		
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**Note 1:** Asynchronous interactive activities are activities, tasks, projects, assignments, research, studies, projects, and work within student groups ... etc, which the student carries out on his own, through the virtual platform without a direct encounter with the subject teacher.

**Note 2:** According to the Regulations of granting Master's degree at Al-Zaytoonah University of Jordan, 40% of final evaluation goes for the final exam, and 60% for the semester work (examinations, reports, research or any scientific activity assigned to the student)

**Schedule of simultaneous / face-to-face encounters and their topics**

Week	Subject	learning style*	Reference **
<b>1</b>	Introduction to Community Health Nursing	Lecture, Questions and Answers, Group Discussion,	Rector & Stanely Chapter One
<b>2</b>	Roles and settings for community health nursing	Lecture, Questions and Answers, Group discussion,	Rector & Stanely Chapter 3
<b>3</b>	Transcultural nursing in the community	Lecture, Questions and Answers, Group Discussion, Problem Solving	Rector & Stanely Chapter 5
<b>4&amp;5</b>	The Community as Client	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	Rector & Stanely Chapter 15
<b>6&amp;7</b>	The Family as a Client	Lecture, Questions and Answers, Group Discussion,	Rector & Stanely Chapter 14



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		Problem Solving, Small Groups, Collaborative Learning	
8		<b>Midterm Exam</b>	
9	✓ Promoting and protecting the health of school-aged population	Lecture, Questions and Answers, Problem Solving, Small Groups, Collaborative Learning	Neis & McEwen Chapter 29 Stanhope & Lancaster 928-957
10	✓ Promoting and protecting the health of older adults population ✓ Home care and Hospice	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	Rector & Stanely Chapter 22 & Chapter 30 Neis & McEwen Chapter 33
11	✓ Promoting and protecting the health of the working population	Lecture, Questions and Answers, Problem Solving, Small Groups	Neis & McEwen Chapter 30
12	✓ Vulnerable population & Care of People with Disabilities ✓ Violence and abuse	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	Rector & Stanely Chapters 23, 24, 26, 27 Neis & McEwen Chapter 21 Rector & Stanely Chapter 18
13& 14	✓ Communicable disease & Non-communicable/ Chronic diseases ✓ Epidemiology in Community health care	Lecture, Questions and Answers, Problem Solving, Small Groups	Rector & Stanely Chapter 8 Rector & Stanely Chapter 7
15	✓ Environmental Health and Safety	Lecture, Questions and Answers, Group Discussion	Rector & Stanely chapter 9 Neis & McEwen Chapter 14
16		<b>Final exam</b>	



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\* Learning styles: Lecture, flipped learning, learning through projects, learning through problem-solving, participatory learning ... etc.

\*\* Reference: Pages in a book, database, recorded lecture, content on the e-learning platform, video, website ... etc.

Course Intended Learning Outcomes Matrix	
Course Name: Community Nursing/Theory	
Course Number: 0301431	
<b>PILO #1 Comprehend the basic nursing knowledge needed to provide a safe and effective care environment, and comprehensive nursing care based on research and scientific evidence.</b>	
CILOS	1. Recognize the importance of community nursing in providing safe and effective care in different community settings.
	2. Identify the recommended community nursing principles, guidelines, and interventions based on current theoretical community health evidence for the care of individuals, families, aggregates, and populations in different relevant contexts.
<b>PILO # 4: Show the ability to communicate and develop effective strategies to promote and maintain health and prevent diseases, while considering social and cultural diversity.</b>	
CILOS	1. Develop health promotion and preventive interventions and programs based on current evidence to meet individuals, aggregate, and community health needs with respect to social and cultural diversity.
<b>PILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while providing high-quality nursing care.</b>	
CILOS	1. Provide assistance for individuals, families, groups in performing self- management and care based on evidence-base practice.
<b>PILO # 6: Demonstrate the ability to maintain the psychological and social integrity of patients and to communicate effectively with clients and healthcare professionals while considering cultural diversity.</b>	
CILOS	1. Propose a plan to develop appropriate community intervention and services to promote psychosocial health and related issues for individuals, families, and communities.
<b>PILO # 7: Assume responsibility for the development of professional nursing roles that commensurate with global health issues such as pandemics and challenging threats and their impact on the economics of healthcare systems.</b>	



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<b>CILOS</b>	1. Practice professional community nursing roles to manage different global health issues such as epidemics, chronic diseases, communicable diseases, vulnerable population, environmental problems, and community issues.
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Week	Course contents		Intended Learning Outcomes					
		PILOS	PILO 1		PILO 4	PILO 5	PILO 6	PILO 7
		CILOS	1	2	1	1		1
1	Introduction to Community Health Nursing		x	x				
2	Roles and settings for community health nursing			x	x			x
3	Transcultural nursing in the community				x		x	x
4&5	The Community as Client			x	x	x	x	x
6&7	The Family as Client				x	x	x	x
8		Midterm Exam						
9	Promoting and protecting the health of school-aged population				x	x	x	x
10	✓ Promoting and protecting the health of older adults population; ✓ Home care and Hospice			x	x	x	x	x
11	Promoting and protecting the health of the working population			x	x	x	x	x
12	✓ Vulnerable population & Care of People with Disabilities ✓ Violence and abuse				x	x	x	x



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13&14	✓ Communicable disease & Non-communicable/ Chronic diseases ✓ Epidemiology in Community health care		X	X			X
15	Environmental Health and Safety		X	X			X
16		Final Exam					
Head of Department:				Course coordinator:			

Learning Methods Matrix						
Course Name: Community Nursing/ Theory						
Course Number: 0301431						
Learning Methods: Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning						
Week	Course contents	Course Learning Methods				
		Lecture, Q & A	Group discussion	Problem Solving	Small Groups	Collaborative Learning
1	Introduction to Community Health Nursing	X	X			
2	Roles and settings for community health nursing	X	X			
3	Transcultural nursing in the community	X	X	X		
4&5	The Community as Client	X	X	X	X	X
6&7	The Family as Client	X	X	X	X	X
8	Midterm Exam					



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9	Promoting and protecting the health of school-aged population	X		X	X	X
10	✓ Promoting and protecting the health of older adults population ✓ Home care and Hospice	X	X	X	X	X
11	Promoting and protecting the health of the working population	X		X	X	
12	✓ Care of People with Disabilities ✓ Violence and abuse	X	X	X	X	X
13&14	✓ Communicable disease & Non-communicable/ Chronic diseases ✓ Epidemiology in Community health care	X		X	X	
15	Environmental Health and Safety	X	X			
16	<b>Final Exam</b>					
<b>Head of Department:</b>				<b>Course Coordinator:</b>		