



N-12 Public Health Nursing I
Theoretical Component
Second Semester, AY 2023-2024

Course Description:

This course primarily focuses on the care of families across variant family forms using the concepts and principles from community/public health nursing, environmental health, and subfields of community health nursing, namely, school health nursing, occupational health nursing, and others. It highlights the steps of the family health nursing process in the context of global and local healthcare systems and the socio-economic and cultural realities of society. Further, this course introduces the concepts and principles of public health nursing, and the roles of nurses in this field in promoting better health outcomes.

Course Credit:

5 units (3 lecture units, 0.5 laboratory units and 1.5 field practice units)

Pre-requisites:

N-5, N-8, N-9, N-10, N-11, Micro-2, and Para-10

Course Team:

Assoc. Prof. Luz Barbara P. Dones, MPH, RN
Asst. Prof. Jan Vincent T. Delos Santos, MAEd, RN
Asst. Prof. Earl Francis R. Sumile, PhD, RN – Course Coordinator

Course Outcomes:

1. Integrate knowledge from the physical, social, natural, and related health disciplines, and the humanities in understanding the family as a unit of society.
2. Perform safe, quality, holistic and compassionate care to healthy, well, and at-risk members of the family utilizing the family health nursing process.
3. Assess the health status of the family and its members using appropriate family assessment models and tools.
4. State the health and nursing problems of the family.
5. Rank the health and nursing problems of the family based on a specific scale or criteria.
6. Develop a family nursing care plan.
7. Implement nursing interventions in the context of basic public health programs and services to maintain family wellness and achieve family competence.
8. Evaluate the effectiveness of family health nursing interventions.
9. Adhere to standards and practice guidelines in the provision of care to the family and its members who are well, at-risk, or with mild physiologic alterations and psychosocial concerns.
10. Demonstrate beginning skills in health promotion and disease prevention towards a higher level of wellness of the family and its members.
11. Adhere to existing laws, policies, regulations, ethico-legal, and moral principles in the provision of nursing care to the family and its members.
12. Demonstrate integrity, respect for human dignity, gender and culture sensitivity and social justice in the practice of family health nursing.
13. Communicate effectively with clients emphasizing shared decision-making throughout the nurse-family working relationship.

14. Document nursing care, family's response to interventions and other pertinent information using appropriate forms in a timely, complete, and accurate manner.
15. Demonstrate skills in nurse-family relationship toward achievement of health goals, client empowerment and family competence.
16. Recognize the role of a nurse in facilitating and coordinating the delivery of safe, quality care to the family and its members in the home and community setting.
17. Recognize the importance of evidence-based practice in the provision of care to the family and its members.
18. Appreciate the value of lifelong learning and keeping current with national and global developments in nursing and health for better care of the family and its members.
19. Appreciate the significance of being a caring and competent family health nurse in improving the health care of Filipino families.
20. Describe the value of a functional health system in improving the health of families.

Course Outline:

	Topics
Unit 1 Basic Concepts and Principles of Public Health Nursing Practice	<ul style="list-style-type: none"> • Definition of public health nursing practice • Nature and scope of public health nursing practice • Roles, functions, and activities of a Public Health Nurse • Fields of Public Health Nursing • School Health Nursing • Occupational Health Nursing • Others
Unit 2 Public Health Nursing in the Philippines	<ul style="list-style-type: none"> • Building Blocks of the Health System • The Department of Health and Public Health Programs and Services • Factors affecting public health nursing practice at the global and local contexts (Primary Health Care, Sustainable Development Goals, Universal Health Care)
Unit 3 Environmental Health	<ul style="list-style-type: none"> • Water Sanitation • Food Sanitation • Solid Waste Management • Proper Excreta and Sewage Disposal • Environmental Pollution • Vector Control • Proper Housing

Course Outline (cont.)

<p>Unit 4 Family Health Nursing</p>	<p>Introductory concepts on family and family health</p> <ul style="list-style-type: none"> ● Basic purposes of the family ● Family structure, function, and process ● Forms of and the contemporary Filipino family ● Socio-cultural and economic factors influencing family health beliefs and behaviors ● Family coping processes and strategies ● Nature of family health nursing practice ● Importance of working with the family ● Concept of family-centered care ● Family health nursing process
	<p>Assessing the Family Health Status</p> <ul style="list-style-type: none"> ● Data and information needed to establish the health status of the family and its members ● Tools and methods to obtain data and information about the family and its members ● Categories of family health nursing problems ● Prioritizing family health nursing
	<p>Implementing Family Health Nursing Interventions</p> <ul style="list-style-type: none"> ● Goals of family health nursing interventions ● Types of family health interventions ● Public health programs and services to maintain family wellness and achieve family competence.
	<p>Evaluating Effectiveness of Family Health Nursing Interventions</p> <ul style="list-style-type: none"> ● Stating outcomes of care ● Criteria and standards of evaluation ● Tools and methods of evaluation
	<p>Documenting relevant and significant entries and outcomes of care</p>

Mode of Delivery:

Course Site	<p>This course will be delivered face-to-face. Thus, the University Virtual Learning Environment (UVLE) will only serve as a repository for this course's learning resources. The course site will be accessed through this link: https://vle.upm.edu.ph/course/view.php?id=1956. Students are manually enrolled in the course site by the faculty.</p>
Communication Plan	<p>We intend to communicate with you regularly through the following means:</p> <ul style="list-style-type: none">• Face-to-face sessions We will hold onsite sessions with you every weekday (7:00 AM to 12:00NN), primarily for discussion, group work, output presentations, monitoring, and feedback.• Course Site The video recordings and learning resources are uploaded on the UVLE course site for viewing and for your reference. Announcements or updates about the course will be posted as often as necessary.• Individual Consultation You can consult with the faculty for any course-related concerns during the class hours or set on an agreed time. <p>We highly encourage you to regularly communicate with your classmates and with us, your faculty, not only to show support for each other but also to optimize your learning in the course.</p>
Teaching Strategies and Learning Activities	<p>This course uses strategies to help you process/apply the theoretical inputs provided through lecture recording and other course materials. The learning materials are uploaded in the course site in advance for you to review before attending the face-to-face sessions. There will be learning activities every session that seek to put you and your classmates at the center of the learning process. The activities which are designed and conducted based on this principle, will help you to be engaged in class discussions, group activities, and presentations.</p> <p>Site visits on environmental health and occupational health shall foster learning opportunities to engage with actual public health nursing settings.</p>
Assessment Strategies and Activities	<p>Varied assessment strategies and activities are used to document learning achieved in this course. You will get to assess yourself, and your classmates and we will assess you as well. All activities are meant to facilitate learning and/or self-reflection and will all contribute to your final grade. You will be graded using corresponding rubrics. These are concrete ways by which it will be determined how well you (and the rest of the class) have achieved the course outcomes.</p>
Primary Reference	<p>Maglaya, AS (2009). Nursing Practice in the Community 5th edition. Argonauta Corporation. Marikina City.</p>
Other resource:	<p>Nies, McEwen, and Sumile (2020). Community and Public Health Nursing, 2nd Philippine Edition. Elsevier Singapore.</p>

Course Requirements and Grading:

Class Participation/ Peer Evaluation	It refers to the student's participation in the different course activities and is connected to all course content and outcomes. This is also meant to measure the extent of your participation in accomplishing a shared task with your classmate and will consist of 20% of your final grade.
Family Case Study	This requirement is meant to demonstrate the ability to apply the concepts and principles in the Family Health Nursing process to a hypothetical family. The case study will be accomplished in groups. A rubric/checklist will be provided to guide the assessment of the family case study. Your case study will account for 10% of your final grade.
Environmental Health Presentation	This requirement is meant to determine the extent of knowledge and understanding of the different environmental health concepts. The group presentation of findings from the site visit is equivalent to 10% of your final grade.
Written Tests	This requirement is meant to measure the depth of knowledge you have gained from all the concepts and principles covered in all the course units and consists of 60% of your final grade. Scope of the written test shall be as follows: <ul style="list-style-type: none"> • 20% - Basic Concepts and Principles of Public Health Nursing; Public Health Nursing in the Philippines • 40% - Environmental Health • 40% - Family Health Nursing The passing grade is 60%. Failure in each of the components would mean retesting of the failed component/s.

The table below shows you the graded requirements in this course:

Unit	%	Family Case Study	Written Exam	EH Site Visit Group Presentation	Peer Evaluation Class Participation
Unit 1 Basic Concepts and Principles of Public Health Nursing	10	-	10	-	-
Unit 2 Public Health Nursing in the Philippines	10	-	10	-	-
Unit 3 Environmental Health	40	-	20	10	10
Unit 4 Family Health Nursing	40	10	20	-	10
Total	100	10	60	10	20

Course Policies:

1. Examinations

- Students are advised not to miss long exams. Make-up examinations will not be given, unless there is an excused absence.
- A removal exam shall be administered for students who incurred an average grade of below 60% on the final exams. The minimum passing level for the removal exam is 70%.

2. Classroom Attendance and Conduct

- University rule on absence shall apply. Students who are absent (excused or unexcused) for 20% or more of the class sessions will be given a grade of 5.0. This is equivalent to 2 or more days of absences.
- Please come to class promptly. A student is considered late if arrival is 1-15 minutes after the designated time of lecture, and clinical rotation. Three (3) incidences of tardiness during all academic activities is equivalent to one (1) unexcused absence.
- A student is considered absent if arrival is >15 minutes after the designated time of all scheduled activities.
- Video/voice recording or photography of any kind of the lectures, laboratory sessions, or any activities, is NOT allowed.
- Any form of replication/copying of examinations or its distribution are NOT allowed, and will be sanctioned based on implementing rules reflected on the UPCN Catalogue of Information/Student Handbook/UP Manual.
- University/College of Nursing rules apply on issues of intellectual/academic dishonesty, cheating or misconduct.

3. Clinical Rotation/Duty Conduct

Please refer to the UNDERGRADUATE STUDENT POLICIES FOR CLINICAL PRACTICE (Teaching Program, 2011)