



Al-Ahliyya Amman University

Bachelor Degree

Faculty: Nursing

Major: Nursing

JNQF- Level (7)

Course Syllabus

Community Health Nursing (Clinical)

(A0614302)

Semester:

Academic year...../.....

This Course Syllabus is to be kept in the course file for this course. All changes, update and/or modifications should be reflected on the form.



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1. Course & Instructor Information:

Course Information	
Course Name	Community Health Nursing (Clinical)
Course Number	A0614302
Credit Hours	3
Course Nature	☐ Theoretical ☒ Practical
Course Type	☒ Face to Face ☐ Blended ☐ Full Online
Prerequisites	A0613104, A0613202, A0613204
Concurrent	A0614301

Course Description & Objectives	
Course Description	This course introduces students to population-based nursing practice, focusing on primary health care principles, health promotion strategies, and epidemiological concepts. Students will develop the skills to provide preventive, curative, and rehabilitative care while considering legal, ethical, economic, cultural, and environmental factors in community health nursing. Through home visits, school health programs, and community assessments, students will apply theory to practice, enhancing their ability to address diverse population health needs.
Course Objectives	This clinical course is designed to synthesize community-based nursing and community/public health nursing to promote and preserve populations' health. The ability to prevent disease, maintain well-being and promote health through organized community effort is derived from public health.

Educational Sources	
Required Text(s)	1. Nies, M. A., & McEwen, M. (2018). Community/Public Health Nursing: Promoting the Health of Populations 7th Edition, Saunders; 2. Marcia, Stanhope , Lancaster, Jeanette : (2022). Foundations for Population Health in Community / Public Health Nursing, 6th ed. Elsevier; Lippincott Procedures
Supportive References	1- Anderson, E. T., & McFarlane, J. (2019). Community as partner: Theory and practice in nursing (8th ed.). Wolters Kluwer - Taliaferro, Vicki, Resha, Cheryl. 2020. School Nurse Resource Manual 2020: A Guide to Practice. 10th ed. School Health Alert.

Instructor's Information	
Instructor's Name	
E-mail	
Office Hours	

Course Place & Time		
Lecture Days		Lecture Time
Hall place		



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2. Correlation Matrix: Program Learning Outcomes (PLOs), National Qualification framework descriptors (NQF), and Competencies.

PLO#	Program Learning Outcomes (PLOs)	Competencies (Outcomes Competency areas) JNC	NQF Level Descriptors
PLO:1	Integrate physical, psychosocial, cultural, knowledge and technology with nursing sciences in the provision of comprehensive nursing care.	1. Knowledge (Reflects JNC Standard 2)	knowledge
PLO:2	Provide comprehensive, systematic, prioritized client-centered care for people across the lifespan to improve the quality of nursing care and health outcomes.	2. Provision of Clients Centered care (Reflects JNC Practice Standard 7)	Skill
PLO:3	Perform ethical, safe, accountable practices relevant to legislative and regulatory national and international frameworks.	3. Performance, Safety, and Accountability (Reflects JNC Standard 1)	Competency
PLO:4	Demonstrate updated evidence-based practice, analytical skills, clinical judgment, critical thinking, and self-appraisal in providing nursing care.	4. Critical Thinking / Clinical Judgment / Evidence-Based Practice (Reflects JNC Standard 2 Sub-areas)	Skill
PLO:5	Communicate professionally with individuals, groups, and interdisciplinary healthcare teams in providing holistic nursing care.	5. Relationships, Communication, and Collaboration (Reflects JNC Standard 3)	Competency
PLO:6	Assume leadership roles and care concepts in decisions regarding cost-effective resources and smart technology in the planning and provision of safe, effective, and high-quality nursing services.	6. Leadership, Management, Quality, and Resource Utilization (Reflects JNC Standards 5 & 6)	Competency

3. Correlation Matrix: Course Learning Outcomes (CLOs) and NQF descriptors

CLO#	Course Learning Outcomes (CLOs)	NQF Level Descriptors
CLO:1	Assess community health needs and risks among individuals, families, and populations.	Skills
CLO:2	Design promotive, preventive, curative, and rehabilitative interventions for various community settings using the nursing process.	Competency
CLO:3	Adapt evidence-based health education strategies to promote wellness and disease prevention in community populations.	Skills
CLO:4	Adapt advanced communication and collaboration strategies to effectively engage with colleagues, healthcare teams, and community stakeholders	Competency
CLO:5	Defend clinical decisions and professional accountability in accordance with national/international frameworks and the Jordanian Code of Ethics	Competency
CLO:6	Propose change initiatives as a community health advocate by acting as a role model and collaborating within interdisciplinary teams.	Competency

4. Commitment to Sustainable Development Goals (SDGs)

This course incorporates the principles of the 2030 Agenda for Sustainable Development by fostering students' awareness of the socio-economic, cultural, and environmental factors influencing health and healthcare delivery. It emphasizes the nurse's role as a global citizen and advocate for sustainable, equitable health systems.

- SDG [Good Health and Well-being]
- SDG [Clean Water and Sanitation]
- SDG [Sustainable Cities and Communities]

5. Correlation Matrix: Course learning outcomes (CLOSs), Program Learning Outcomes (PLOs), Competencies, Teaching Methods and Assessment Methods.

PLO #	CLO #	Competency #	Teaching Methods	Assessment Methods
PLO 2	CLO1	2	Lectures / Interactive Lectures Direct Patient Care	- Family assessment report - School assessment form - Occupational health report
PLO 2	CLO2	2	Direct Patient Care Problem-Solving / Clinical Case Studies	Nursing Care Plan (NCP)
PLO 4	CLO3	4	Assignments	- Health education at health care center - Health education at Schools - Human Care Home Visit (Health Education)
PLO 5	CLO4	5	Group Discussions Direct Patient Care	- Evaluation for Student's Performance at health care center - Evaluation for Student's Performance at Schools



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				Written final exam
PLO 3	CLO5	3	Direct Patient Care Group Discussions	- Evaluation for Student's Performance at health care center - Evaluation for Student's Performance at Schools - Occupational health report
PLO 6	CLO6	6	Group Discussions Assignments	- Health education at health care center - Health education at Schools - Human Care Home Visit (Health Education) Role-Playing - Evaluation for Student's Performance at health care center - Evaluation for Student's Performance at Schools

6. Course Schedule:

Weeks	Topics	Assignment/ Exam Due Dates	Textbook Units covered	Linked CLO(s)
1,2	- Orientation lab at Faculty of nursing - General description for the course requirements and papers - Community health nursing process - Home visits - Family assessment			CLO 1, 2, 5
3	Health care centers - Health assessment for patients in different age groups -Perform different nursing skills according to patients' needs -Provide health education according to patients' needs		Unit 4	CLO 1, 2, 3, 4
4	Health care centers Health assessment for patients in different age groups -Perform different nursing skills according to patients' needs -Provide health education according to patients' needs - apply creative ideas to promote health care provided for patients in the health care center	Health Education	Unit 4	CLO 1, 2, 3, 6
5	Health care centers Health assessment for patients in different age groups -Perform different nursing skills according to patients' needs -Provide health education according to patients' needs -apply creative ideas to promote health care provided for patients in the health care center		Unit 4	CLO 1, 2, 3, 6
6	Health care centers Health assessment for patients in different age groups -Perform different nursing skills according to patients' needs	Evaluation for Student's Performance at health care center	Unit 4	CLO 1, 2, 3, 4, 5



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	-Provide health education according to patients' needs -apply creative ideas to promote health care provided for patients in the health care center			
7	School health -Assess the school's health environment -Apply physical assessment to the students -Plan appropriate health education program		Unit 7	CLO 1, 2, 4
8	School health -Assess the school's health environment -Apply physical assessment to the students -Plan appropriate health education program			CLO 1, 2, 4
9	School health -Assess the school's health environment -Apply physical assessment to the students -Plan appropriate health education program	Health Education	Unit 7	CLO 1, 2, 3
10	School health -Assess the school's health environment -Apply physical assessment to the students -Plan appropriate health education program	Evaluation for Student's Performance at Schools	Unit 7	CLO 1, 3, 4, 5
11	Home visits -family health -Set family needs according to priorities -Provide nursing care for family members -Health education according to family needs	Community Assessment Guide	Unit 6	CLO 1, 2, 3
12	Home visits -family health -Set family needs according to priorities -Provide nursing care for family members -Health education according to family needs	Family Assessment Evaluation Criteria	Unit 6	CLO 1, 2, 5
13	Home visits -family health -Set family needs according to priorities -Provide nursing care for family members -Health education according to family needs	Family Assessment Evaluation Criteria Health Education	Unit 6	CLO 1, 2, 3, 4
14	Occupational health - observe and assess the worker's health status - give health education for workers to prevent health effects from hazardous exposures and to prevent	Occupational health report	Unit 7	CLO 1, 3, 5
15	workers' injuries/illnesses - Discuss the occupational health issues and safety policy used in the industry -health education about First Aid and emergency service			CLO 2, 5, 6
16	Final Exam			All CLOs (1-6)

7. Course Component and Contact Hour Breakdown

This section outlines the course components, allocated credit hours, and the breakdown of contact hours and learning activities. The structure aligns with the University's Blended Learning Policy and applicable clinical education standards			
Course Component	Academic Setting*	Total Contact Hours (per Semester – 16 Weeks)	Setting / Learning Mode
Theoretical Sessions	Didactic	None	None



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E-Learning Activities	Didactic	None	None
Skills Laboratory	Skills	2 weeks (24 Hrs)	Lab
Simulation Sessions	Simulation	None	None
Clinical Practice	Clinical	14 weeks (168 Hrs)	Clinical practice Area
* Didactic is equivalent to a one-to-one ratio of credit hours to contact hours, while laboratory, simulation, and clinical learning environments all require four contact hours for every one credit hour earned			

8. Teaching Methods:

Instruction in this course blends passive and active learning. The teaching methods listed below will be used.		
Method	Description	Used in this Course
Lectures / Interactive Lectures	Structured presentation of foundational knowledge; may include brief active segments or discussions.	☒
Assignments	Individual or group tasks designed to reinforce course content and assess understanding.	☒
Flipped Classroom	Students review digital or recorded lectures before class; class time is used for discussions, case studies, and application activities.	☐
Clinical Simulation / Scenario-Based Training	Use of simulated environments (low to high fidelity) to develop clinical skills, teamwork, and decision-making.	☐
Problem-Solving / Clinical Case Studies	Application of theoretical knowledge to real or simulated patient cases to enhance critical thinking and clinical reasoning.	☒
Concept Mapping	Visual mapping of relationships among patient data, diagnoses, and interventions to deepen understanding.	☐
Role-Playing	Students act out professional scenarios to practice communication, ethics, or conflict management.	☐
Pre/Post Conferences & Reflection	Structured sessions before and after clinical practice to set learning goals, analyze events, and reflect on experiences.	☒
Peer Teaching / Role Reversal	Students teach or demonstrate concepts to peers, reinforcing mastery and communication.	☐
Think-Pair-Share	Students reflect individually, discuss with a peer, and share with the group to enhance comprehension and reasoning.	☐
Group Discussions	Small groups discuss a clinical topic, case study, or ethical issue and share insights with the class.	☒
Jigsaw Technique	Each group learns about a different aspect of a complex topic and then teaches their part to the rest of the class.	☐
Peer Assessment	Students assess peer performance using structured rubrics to develop evaluative judgment.	☐
One-Minute Papers / Reflection Journals	Brief reflective writing to summarize key learning or raise questions for clarification.	☐
Digital Resource Integration	Use of online tools and evidence-based digital resources (e.g., EHRs, Lippincott Advisor, videos).	☐
Direct Patient Care	Supervised care activities with patients in various settings.	☒
Clinical Practice in Hospital Settings	Structured, assigned practice in various hospital departments.	☐
Bedside Discussion	Informal, focused discussion with students and faculty, often at the patient's bedside or immediately post-intervention.	☐
Other (please specify)	Any additional method specific to the course's context or objectives.	☐



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9. Methods of Assessment:

#	Assessment Method	Weight%	Description	CLO 1 (%)	CLO 2 (%)	CLO 3 (%)	CLO 4 (%)	CLO 5 (%)	CLO 6 (%)	Total
1	Primary health care and home visits	30	Evaluation for Student's Performance at health care center 10% (Appendix A)	0	3	3	4	0	0	10%
			Health education at Rehabilitation Center 10% (Appendix B)	0	3	4	3	0	0	10%
			Family assessment report 10 % (Appendix C)	4	2	2	0	0	2	10%
2	School health	30	Evaluation for Student's Performance at Schools 10% (Appendix A)	0	3	3	4	0	0	10%
			Health education at Schools 10% (Appendix B)	0	3	4	3	0	0	10%
			School assessment form10 % (Appendix D)	5	0	0	3	2	0	10%
3	Occupational health report & Final Exam	40	Occupational health 5% (Appendix E)	3	0	0	0	0	2	5%
			Health education at health care area 10% (Appendix B)	0	3	4	3	0	0	10%
			Final Exam 25% - Multiple-choice questions - True/False - Problem-solving	5	4	4	4	4	4	25%
	Total	100%		17%	21%	24%	24%	6%	8%	100%



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10.Regulations of the University (It shall be Explained to the Students in the First Meeting):

1. Attendance	- Students must attend all classes for this course. - Any student with absences exceeding 15% of the classes for any course will be ineligible to sit for the final exam and will be assigned a university zero (35%) in this course. - In the above-mentioned case, if a student submits an official sick report authenticated by the university clinic or an excuse accepted by the Dean of the faculty, the student will be considered as withdrawn from the course, and a "W" will appear in the transcript for this course.
2. Turning up late for a lecture	Students are not allowed to arrive late to classes. Any student arriving late will not be permitted to attend the class and will be marked absent.
3. Exams	- Failure to attend a course exam other than the final exam, will result in zero mark unless the student provides an official acceptable excuse to the instructor who may approve a make-up exam. - Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
4. Assignments & projects	Assignments and projects must be submitted to the instructor on the due date. A zero mark will be given for late submissions unless the student has an acceptable excuse approved by the instructor of the course.
5. Exam Attendance/ Punctuality:	- A student who is late by more than 15 minutes will not be permitted to sit for the exam (first, second or midterm exams). - A student who is late by more than 30 minutes will not be permitted to sit for the final exam, and no student is allowed to leave the examination hall before half of the exam time has elapsed.
6. Academic dishonesty	Academic dishonesty is defined as any attempt to gain an unfair academic advantage. This includes, but is not limited to, the following offenses: - Unauthorized Copying: Copying from another student's academic work or assessment. - Unauthorized Materials: Using resources, notes, or materials not explicitly authorized by the university or course instructor. - Unauthorized Collaboration: Collaborating with another student during an examination or individual assignment without prior permission. - Compromising Assessments: Knowingly obtaining, distributing, buying, selling, or stealing the contents of an examination. - Plagiarism: Presenting another person's work, ideas, data, or intellectual property as one's own without proper citation and attribution. - Unauthorized Devices: Possessing or utilizing unauthorized electronic media or devices (including mobile phones and smartwatches) during an examination."
7. Penalty of Academic dishonesty	Any instance of cheating or attempted cheating will be documented by the examination invigilator and formally reported to the Examination Committee for review. The incident will be recorded, and appropriate disciplinary measures will be determined and applied as stated by university policies and procedures.
8. Using the mobile phone	Mobile phones should be kept turned off or on silent while in class. The use of mobile phones is not allowed in classes in any form (talking, texting, or browsing).
9. Use of Artificial Intelligence	- For any assignment where AI tools are permitted, students are required to submit a 'Process Disclosure' statement along with their submitted work. This statement is a mandatory part of the submission. It must detail: a) The specific AI tool(s) used (e.g., ChatGPT, Gemini, etc.). b) The exact prompts submitted to the tool to generate content. c) A description of how the AI-generated output was used, verified for accuracy, and integrated into the final work. d) An explanation of the student's original contributions and how they adapted, modified, or built upon the AI-generated content to make the work their own. - Failure to provide a complete and accurate 'Process Disclosure' statement will be considered a violation of academic integrity

Appendix A: Clinical Evaluation Form

Student's Name: _____ Student's No.: _____
 Semester/Year: _____ Clinical Setting: _____
 Training Period: _____ to _____
 Total Training Hours: _____ Absent Days: _____ Late & Absent Hours: _____
 Sick Leaves: _____

Evaluation Criteria & Mark Distribution (Total: 60 Marks)

No.	Criteria	Standard Met (3)	Almost Met (2)	Partially Met (1)	Not Met (0)
1	Professionalism & Accountability (15 marks)				
A	Punctuality: Arrives & leaves on time, no unexcused absences				
B	Adheres to dress code and grooming standards				
C	Demonstrates professional behavior and defends ethical practice in accordance with national/international frameworks				
D	Shows responsibility in handling assignments and paperwork on time				
E	Accepts constructive criticism and self-reflects for improvement				
2	Therapeutic Nurse-Client-Family Relationship (12 marks)				
A	Introduces self professionally to clients, families, and staff				
B	Demonstrates active listening and empathy				
C	Respects and protects client/family dignity and rights				
D	Builds trust by explaining nursing procedures and actions scientifically				
3	Communication & Collaboration (15 marks)				
A	Encourages family participation in health discussions				
B	Uses appropriate verbal and nonverbal communication with clients and staff				
C	Communicates professionally with healthcare team members				
D	Explains health procedures in an understandable and culturally appropriate manner				
E	Acts as a role model and demonstrates leadership in interprofessional teamwork to propose change initiatives				
4	Safety & Infection Control (6 marks)				
A	Ensures and applies safety measures for self, clients, and families				
B	Adheres to infection control and standard precautions				
5	Community Health Nursing & Technical Skills (12 Marks)				
A	Performs comprehensive physical assessment and health screenings				
B	Designs and delivers promotive, preventive, and curative interventions for clients/families				
C	Engages in disease prevention programs and screening initiatives				
D	Implements nursing process in identifying community health needs				
E	Adapts and implements evidence-based health education tailored to the community's specific wellness needs				

Final Score = Total Marks / 60 × 100



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Clinical Evaluation Form Rubric (60 Marks)

Criteria	Standard Met (3)	Almost Met (2)	Partially Met (1)	Not Met (0)	Marks
1. Professionalism & Accountability (CLO 2)	Maintains exemplary professionalism and time management; acts as a role model for peers; confidently defends clinical and ethical decisions in accordance with the Jordanian Code of Ethics.	Mostly punctual, follows dress code, generally professional, accepts feedback and basic ethical guidelines.	Occasionally late, minor dress code/professionalism issues, needs reminders for accountability and ethical defense.	Frequently late, unprofessional behavior, does not accept feedback or adhere to ethical standards.	15
2. Therapeutic Nurse-Client-Family Relationship (CLO 2&3)	Establishes trust with clients and families, applies nursing skills with high competency, ensures dignity and respect.	Forms positive relationships, applies nursing skills effectively with minor gaps.	Has difficulty building trust, applies skills but lacks confidence.	Unable to establish trust, lacks required skills.	12
3. Communication & Collaboration (CLO 4)	Adapts advanced communication strategies to effectively engage diverse stakeholders; demonstrates clear leadership in interprofessional collaboration and change initiatives.	Mostly clear communication and standard collaboration; minor teamwork issues.	Communication is inconsistent, occasional teamwork challenges; struggles to adapt strategies.	Poor communication, unable to collaborate effectively or engage stakeholders.	15
4. Safety & Infection Control (CLO3)	Always adheres to safety protocols and infection control measures, ensures a safe environment.	Follows most protocols, occasional lapses.	Sometimes neglects safety or infection control measures.	Disregards safety procedures, puts others at risk.	6
5. Community Health Nursing & Technical Skills (CLO4)	Accurately assesses health needs; designs comprehensive interventions; and successfully adapts evidence-based health education strategies for diverse community populations.	Executes most technical tasks and basic educational plans competently with minor gaps.	Needs frequent supervision, struggles with designing interventions or adapting education.	Cannot perform basic nursing assessments or educational tasks independently.	12

Instructor Signature: _____ **Date:** _____



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Appendix B

Student Evaluation for Health Education

Student Information:

- Clinical Area: _____
- Student Name: _____
- Student ID: _____
- Subject Title: _____
- Evaluator Name: _____
- Total Grade: /100
- Date: _____

Evaluation Criteria & Mark Distribution

No	Criteria	Standard Met (3)	Almost Met (2)	Partially Met (1)	Not Met (0)
1	Professionalism & Appearance				
2	Relevance to Nursing & Community Health				
3	Appropriateness for Audience				
4	Content Organization & Flow				
5	Competency & Knowledge Base				
6	Vocabulary & Terminology				
7	Discussion Management				
8	Use of Audiovisual Aids				
9	Time Management				
10	Quality of Written Materials				
11	Evaluation of Health Education Process				

Total Score: (____ / 33) X100



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Student Evaluation for Health Education Rubric

No	Criteria	Standard Met (3)	Almost Met (2)	Partially Met (1)	Not Met (0)
1	Professionalism & Appearance (CLO 4)	Maintains exemplary professional accountability and attire; acts as a role model and confidently defends ethical conduct during the session.	Professional attire and conduct; meets standard accountability expectations with minor grooming/prep issues.	Needs improvement in professional appearance, accountability, or preparation.	Unprofessional appearance, unprepared, or lacks ethical accountability.
2	Relevance to Nursing & Community Health (CLO 2)	Thoroughly assesses community needs and designs highly relevant, evidence-based health interventions directly applicable to the population.	Mostly relevant to assessed needs; applies standard nursing concepts with minor gaps in connection to the community.	Limited relevance to the assessed community health needs; needs improvement.	Topic lacks connection to nursing or the specific community's health needs.
3	Appropriateness for Audience (CLO 3)	Expertly adapts evidence-based strategies to perfectly match the target audience's health literacy, culture, and age level.	Mostly appropriate for the audience; standard strategies used with minor adjustments needed for cultural/literacy fit.	Some content is too advanced or too simple; struggles to adapt to the audience.	Content is completely inappropriate or inaccessible for the target audience.
4	Content Organization & Flow (CLO 2)	Designs a highly organized, logical progression of ideas; seamlessly adapts communication to transition smoothly between complex topics.	Mostly organized logical flow; standard communication used with minor structural issues.	Some disorganization; lacks smooth transitions or logical progression.	Disorganized, hard to follow, lacks a cohesive structure.
5	Competency & Knowledge Base (CLO 3)	Demonstrates advanced mastery of evidence-based practice; answers questions confidently and acts as a community health advocate.	Knowledgeable about standard practices, but exhibits minor gaps during questioning.	Shows basic understanding but struggles to answer audience questions accurately.	Lacks fundamental subject knowledge; provides incorrect health information.
6	Vocabulary & Terminology (CLO 4)	Adapts advanced professional terminology perfectly, ensuring complex concepts are easily understood by the community.	Uses correct terminology generally; minor errors in translating medical jargon for the public.	Uses some incorrect, unclear, or overly complex terms that confuse the audience.	Uses completely incorrect or inappropriate vocabulary.
7	Discussion Management (CLO 4)	Demonstrates advanced collaboration strategies; expertly engages stakeholders, leads discussions, and inspires community participation.	Encourages discussion and engages the audience adequately, but with minor gaps in management.	Struggles to maintain audience engagement or manage group dynamics.	No audience interaction; purely passive delivery.
8	Use of Audiovisual Aids (CLO 3)	Designs and implements highly engaging, evidence-based audiovisual aids that significantly elevate the educational impact.	Uses visuals effectively to support standard health education, with minor gaps in clarity.	Some visuals are unclear, distracting, or ineffective for the topic.	No audiovisual aids used, or aids are of very poor quality.
9	Time Management (CLO 4)	Demonstrates strong professional accountability by expertly pacing the session, allowing ample time for questions, and finishing exactly on time.	Mostly well-paced and finishes on time; minor delays or slightly rushed segments.	Poor time management; session is severely rushed or dragged out too long.	Major time issues; fails to cover material or severely overruns allotted time.
10	Quality of Written Materials (CLO 3)	Designs flawless, evidence-based written materials (brochures, handouts) that are highly professional and perfectly tailored to the audience.	Written materials are mostly clear and well-prepared; minor formatting or structural issues.	Materials contain some errors, lack clarity, or are slightly off-target for the audience.	Poorly written, unclear, disorganized, or completely lacking written materials.
11	Evaluation of Health Education Process (CLO 3)	Critically evaluates the session's effectiveness and independently proposes change initiatives to improve future community interventions.	Evaluates the basic effectiveness of the session but lacks depth or actionable insights.	Minimal evaluation conducted; lacks insight into the educational outcomes.	No evaluation of the health education process conducted.



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Appendix C

Family assessment Form / Home Visit

1- Student name, ID

2- Schedule content of family members: (10 marks total)

name	age	Level of education	Occupation

3- Genogram (10 marks)

- Instructions:
 - Draw a genogram representing family relationships and significant health history.
 - Include at least three generations if possible.



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4- Ecomap (10 marks)

Instructions:

Create an ecomap illustrating environmental, social, and community influences on the family.
Identify key relationships with community institutions (e.g., schools, workplaces, healthcare centers).

5- Family Structure and Development (10 marks)

- Type of family.....

- Developmental stages description. (Provide a detailed narrative of the family's developmental stages, roles, and interactions.)

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6- Environment description: (10 marks)

– House: rented/owned:.....

– No. of rooms.....

– Kitchen (describe):

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– Toilet (describe):

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– Electricity (describe):

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– Ventilation:

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– Water: tap/pumped /other:

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– Light (describe) :

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– Cleanliness (describe) :

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– Sewage:

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7- Health assessment: (15 marks)

Family member Name/ age /sex	Health problem or needs	Objectives

8. Nursing Process Documentation (30 marks)

For one selected community diagnosis, document the following steps:

- Assessment:

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- Diagnoses:

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- planning:

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- Implementation:

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- Evaluation:

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9- Student recommendations: (5 marks) Provide actionable, evidence-based recommendations addressing the identified problems.

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Mapping for Appendix C: Family Assessment Form / Home Visit

Section	Marks	Linked CLO(s)	Alignment Rationale
2. Schedule content of family members	10	CLO 1	Gathers baseline demographic and educational data required to effectively assess the family's foundational health risks and literacy levels.
3. Genogram	10	CLO 1	Utilizes visual mapping to assess intergenerational health history and identify genetic/familial risk factors.
4. Ecomap	10	CLO 1	Assesses external environmental and social influences and requires analyzing the family's communication and collaboration pathways with community stakeholders.
5. Family Structure and Development	10	CLO 1	Assesses psychosocial dynamics and roles while requiring the student to navigate complex family structures with professional accountability and ethical boundaries.
6. Environment description	10	CLO 1	Evaluates physical living conditions, sanitation, and safety hazards tying into ethical frameworks of safe human habitats.
7. Health assessment	15	CLO 2	Directly identifies specific health problems/needs to establish clear objectives for future preventive and curative interventions.
8. Nursing Process Documentation	30	CLO 2, CLO 3	The core clinical competency test. Requires students to design interventions, adapt health education during implementation, and defend their clinical decisions throughout the evaluation phase.
9. Student recommendations	5	CLO 6	Requires students to synthesize their findings to recommend targeted education, coordinate with broader healthcare teams, and act as a community advocate to propose change initiatives for the family.
Total	100		



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Appendix D

School Assessment Form

Section 1. General School Information (7 marks)

Name of the school:.....

- Location:.....
- Shape:.....
- Structure:.....
- Number of the student:.....
- Number of floors:.....
- Play Yard/Garden:.....

Section 2. Classroom Environment (7 marks) Evaluate physical conditions that affect learning and health.

Classroom status:

- No. of the student per classroom:.....
- Lightening:.....
- Ventilation:.....
- Wall status:.....
- Size of the class:.....
- Cleanliness:.....
- Temperature & Air Quality (e.g., air filters, noise levels):.....

Section 3. Sanitation & Hygiene (8 marks): Review sanitary conditions and hygiene practices

- Number of student s/ toilet:.....

1. Toilet status:

- Lighting:.....
- Ventilation:.....
- Wall status:.....
- Privacy:.....
- Cleaning Facilities & Frequency:.....
- Water Supply & Quality:.....
- Handwashing Stations: Availability (with soap and running water)
.....

Section 4. Refuse Disposal & Waste Management (4 marks)

Waste Disposal:

- Method of Collection:
- Method of Disposal:
- Number of Waste Baskets:
- Frequency/Duration of Disposal:

Section 5. Water Supplement & Additional Facilities (9 marks)

Assess drinking water facilities:

- Number of Students per Fountain :.....
- Location & Accessibility:.....
- Status (Functionality, Cleanliness):.....



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- Drainage/Disposal Status:.....
- Height of fountain:.....
- Students remarks:.....

Additional Facilities:

- Canteen:.....
- Library:.....
- Art/Painting Room:.....

Section 6. School Health Services (5 marks)

the availability and quality of health-related services:

- Health Services Offered:
- Presence of a School Nurse/Health Officer:
- First Aid Facilities & Emergency Care Access:
- Routine Health Screenings/Vaccination Programs:
- Health Education/Promotion Activities:

Section 7. Safety & Emergency Preparedness (4 marks)

Safety Features:

- Emergency Exits & Signage:
- Fire Drill Frequency & Protocols:
- Emergency Equipment (e.g., fire extinguishers, first aid kits):
.....
- Security Measures (e.g., visitor check-in procedures):
.....

Section 8. Social & Mental Health Environment (4 marks)

Support Services:

Availability of Counseling Services/Mental Health Support:

.....

Anti-bullying Policies & Peer Support Programs:

Observations of Social Interactions & Student Engagement:

.....

Evidence of Health Promotion (e.g., posters, programs):

.....

Section 9. Student & Staff Feedback & Policy Compliance (5 marks)

Feedback:

Student and Staff Perceptions of the Health Environment:

.....

Policy & Regulatory Compliance:

Compliance with Local Health and Safety Regulations:

Evidence of Recent Inspections/Accreditations:



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Mapping for Appendix D: School Assessment Form

Section	Marks	Linked CLO(s)	Alignment Rationale
1. General School Information	10	CLO 1	Gathers foundational baseline data to assess the physical community boundaries.
2. Classroom Environment	15	CLO 1	Directly assesses the physical health risks and conditions affecting the population.
3. Sanitation & Hygiene	15	CLO 1	Evaluates infrastructure related to disease transmission risks.
4. Refuse Disposal & Waste Management	10	CLO 1	Identifies environmental health hazards.
5. Water Supplement & Additional Facilities	10	CLO 1	Assesses resource availability and basic human needs within the facility.
6. School Health Services	10	CLO 1	Assesses existing interventions and identifies gaps where the student might need to adapt new health education strategies.
7. Safety & Emergency Preparedness	10	CLO 5	Evaluates safety risks and checks alignment with national safety frameworks/accountability.
8. Social & Mental Health Environment	10	CLO 1	Assesses psychosocial needs which provides the data needed to design future promotive interventions .
9. Student & Staff Feedback & Policy Compliance	10	CLO 4	Gathering feedback requires advanced communication/collaboration. Evaluating regulatory compliance directly ties to professional accountability/frameworks.



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Appendix E

Occupational Health Assessment Form

Student name :

Section I. Agency Information (10 marks)

Name of the agency :-----.

Address -----

Major product- -----

Section II. Organizational Information (15 marks)

- a) Total Number of employees _____ :
- b) Length of work time / shift _____ :
- c) Length of work / week _____ :
- d) Age of entry _____ :
- e) Age of retirement _____ :

Section III. Support Services / Welfare Programs (10 marks)

Determine the availability of employee support and welfare initiatives.

Mark each item as Yes or No and, if applicable, add details.

Welfare Program	Yes	No	Comments/Details
Insurance Programs	☐	☐	_____
Educational Programs	☐	☐	_____
Retirement Benefits	☐	☐	_____



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Section IV. Work Environment (25 marks)

Assess physical work conditions and risk control measures.

A. Physical Environment

- **a) Space:** (Check one)
 - Adequate ☐ / Isolated ☐ / Crowded ☐
- **b) Working Facilities:**
 - **Standing/Sitting Facilities:** Adequate ☐ / Not Adequate ☐
- **c) Safety Equipment:**
 - Are safety devices used?
 - Yes ☐ / Not used ☐
 - If in use, list types and adequacy (e.g., Safety Glasses, Face Mask, Gloves, Gowns):
 - Safety Glasses: _____ (Adequate/Not Adequate)
 - Face Mask: _____ (Adequate/Not Adequate)
 - Gloves & Gowns: _____ (Adequate/Not Adequate)
 - *(Add additional items as needed.)*

B. Risk Control Measures

- **a) Total Enclosure (e.g., machine guards):**
 - Present ☐ / Absent ☐
- **b) Ventilation:**
 - Present ☐ / Absent ☐
- **c) Machine Guards:**
 - Present ☐ / Absent ☐

Section V. Sanitary Facilities (10 marks)

Examine the adequacy of sanitary facilities and related support.

- **a) Safe Drinking Water:**
 - Present ☐ / Absent ☐
- **b) Handwashing Facilities:**
 - Adequate ☐ / Inadequate ☐
- **c) Rest Room:**
 - Present ☐ / Absent ☐
- **d) Lockers:**
 - Present ☐ / Absent ☐
- **e) Toilet Facilities:**
 - Present ☐ / Absent ☐



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Section VI. Suggestions & Recommendations (30 marks)

Provide a detailed analysis of the findings and propose evidence-based recommendations for improvement.

- **Analysis:**

- Summarize the key issues identified regarding the occupational health environment.

- **Recommendations:**

- Propose actionable, evidence-based interventions and strategies to enhance workplace safety and employee well-being.



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Mapping for Appendix E: Occupational Health Assessment Form

Section	Marks	Linked CLO(s)	Alignment Rationale
I. Agency Information	10	CLO 1	Establishes the baseline demographic and structural data of the occupational setting.
II. Organizational Information	15	CLO 1	Assesses population dynamics (shifts, ages, sheer volume) to understand worker exposure times.
III. Support Services / Welfare Programs	10	CLO 1,	Assesses existing support structures while evaluating the agency's compliance with ethical and national welfare standards.
IV. Work Environment	25	CLO 1	The core diagnostic section; identifies direct physical, environmental, and mechanical risks to the population.
V. Sanitary Facilities	10	CLO 1	Evaluates basic hygiene infrastructure and infection control risks.
VI. Suggestions & Recommendations	30	CLO 6	Students must synthesize their findings to design preventive interventions and propose change initiatives as health advocates.



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