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| Course title | Community Nursing I | | | | |
| Course Code | NURS209 | | | | |
| Course type | Compulsory | | | | |
| Level | Degree (1st Cycle) | | | | |
| Year / Semester of study | 2 nd / Fall | | | | |
| Instructor's Name | Dr. Despina Sapountzi - Krepia and Dr. Alexandros Argyriadis | | | | |
| ECTS | 6 | Lectures / Week | 3 | Clinical Teaching / Week | 6 |
| Course Objectives | The aim of the course is to familiarize students with the concepts and principles of Community Nursing, to provide students with in-depth knowledge of theories and methodologies related to Community Nursing and to assist in the development of critical analysis of its situations. | | | | |
| Learning Outcomes | <p>After the completion of the course the students are expected to:</p> <ul style="list-style-type: none"> - Analyze definitions, concepts, the philosophical framework of community nursing, the social foundations of community nursing, historical data on the development of community nursing, the role of the nurse in the community, the diversity of community nursing practice, differences from nursing in-hospital practice, nursing process and theoretical nursing models in Community Nursing. - Describe the classification of communities, the evaluation of a community and the collection of data and health care systems. - Discuss primary health care, definitions, concepts and philosophical context, Alma - Ata 's statement on primary health care, disease prevention and health promotion, prevention levels and health maintenance. The community. Health Education of individuals, families and population groups. - Emphasize the theoretical framework of family nursing care, the purpose of home visits, the recognition of family problems, family health, problems and solutions, the advantages and disadvantages of home visits. - Explain the relationship between nurses and families during the home visit, the phases of the relationship and the characteristics of nurses' relationships with families, the usefulness and expediency of developing the nursing community in modern society. - Assess the community and potential barriers coming from the community, and family's level of health - Analyze the data to determine the priorities of nursing care. | | | | |
| Prerequisites | - | Required | - | | |
| Course Content (Syllabus) | <ul style="list-style-type: none"> - Introduction to Community Nursing: definitions, concepts, philosophical framework. The social foundations of community nursing. Historical data on the development of community nursing. The role of the nurse in the community. The diversity of Community nursing practice. Differences between a community nurse and a hospital practitioner. | | | | |

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| | <p>Nursing process and theoretical nursing models</p> <ul style="list-style-type: none"> - Community Nursing: Definition of community. Classification of communities. Community evaluation and data collection. Assessment of Community opportunities and barriers from the community. Analysis and synthesis of data and setting priorities. The usefulness and expediency of the development of the nursing community in modern society. - Primary health care: definitions, concepts and philosophical framework. The Alma - Ata Statement on Primary Health Care. "Primary Health Care" and "Primary Care: Nursing and Primary Health Care. Disease prevention and health promotion. Prevention levels. Maintaining health. Health - Illness - Illness. Factors that influence thoughts about health prevention and the practices followed. - Health Promotion and Community Health Education: Health Education for individuals, families and population groups. Targeting health promotion. Setting goals and priorities. - Family and community nursing care: Types of families. Nursing care for families. Reasons for choosing a family approach to community nursing. Assessment of the health status of a family. Relationship between community nurses and family during the home visit, phases of the relationship. - Characteristics of nurses' relationships with families. - Home visit: Aim. Identify the problems faced by families. Health, problems and solutions. - Advantages and disadvantages of visiting home. <p>Clinical Teaching: Students under the guidance of clinical instructors' practice in nursing procedures related to the course content and provide individualized nursing care <i>in Community Health Centres, Vaccination Centres, School Nursing Services</i> according to the Clinical Education Guide.</p> |
| Teaching Methodology | <p>Theory</p> <p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals are also used to follow the latest developments related to the subject of the course.</p> <p>Clinical Teaching</p> <p>In clinical teaching, the method of demonstration and guided and supervised by the clinical instructors is used to implement various nursing operations / procedures and application of personalized nursing care.</p> |
| Bibliography | <p>(a) <u>Textbooks:</u></p> <p>Stanhope, M., & Lancaster, J. (2021). <i>Foundations for Population Health in Community / Public Health Nursing-E-Book</i> . Elsevier Health Sciences.</p> <p>Stanhope M. & Lancaster J. (2015). <i>Κοινωνική Νοσηλευτική</i>. Πασχαλιδης.</p> |

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| | <p>(b) References :</p> <p>Blay , N., Sousa, MS, Rowles, M., & Murray - Parahi , P. (2022). The nurse community in Australia. Who are they? A rapid systematic review. <i>Journal of nursing management</i> , 30 (1), 154-168.</p> <p>Coe, NB, & Werner, RM (2022). Informal Caregivers Provide Considerable Front-Line Support In Residential Care Facilities And Nursing Homes: Study examines the informal caregivers' considerable frontline support in residential care facilities and nursing homes. <i>Health Affairs</i> , 41 (1), 105-111.</p> <p>De Groot, K., De Veer, AJ, Munster, AM, Francke , AL, & Paans , W. (2022). Nursing documentation and its relationship with perceived nursing workload: a mixed-methods study among community nurses. <i>BMC Nursing</i> , 21 (1), 1-12.</p> <p>Zlotnick , C., & McDonnell- Naughton , M. (2022). “Thinking outside the box”: social innovations emerging from academic nursing-community partnerships. <i>Social Innovation in Higher Education</i> , 245.</p> <p>MA Nies , M.McEwen , Editor : Sapountzi - Krepia. (2012). (Greek Translation) <i>Community Nursing. Public Health Nursing</i>. Athens: Lagos.</p> <p><i>Through the services of the university library, access is provided to electronic repositories of scientific journals and articles, indicatively ProQuest, Cambridge University Press and Science Direct with thousands of scientific journals in the fields of health sciences.</i></p> |
| Evaluation | <p>The evaluation of the course consists of continuous assessments (coursework: mid-term examination, clinical teaching evaluation, written assignment) and final examination.</p> <p>Midterm exam: 30%. The written mid-term exam consists of multiple-choice questions, short answer questions and open questions.</p> <p>Written assignment: 10%. Development of a literature review according to course content.</p> <p>Clinical Teaching assessment: 10%. It is applied by daily assessment of student performance when providing personalized nursing care to individuals, families and communities, in accordance with the course’s clinical goals. (Absences of up to 15% are replenished, and beyond this percentage the student fails the entire course. Students must succeed an assessment of at least 50%, otherwise the student fails the entire course.)</p> <p>Final exam: 50%. The written final exam includes multiple-choice questions, short answers and open questions.</p> |
| Language | Greek and English |