



DOCUMENT: SYLLABUS	COURSE CODE: NUNCM13C/ NUNCM13R	COPIES ISSUED TO: College of Allied Health Learning Resource Center Quality Management Office
EFFECTIVITY: AY 2023 - 2024	COURSE TITLE: NCM113 - COMMUNITY HEALTH NURSING 2	

VISION	CORE VALUES	
We are National University, a dynamic private institution committed to nation-building, recognized internationally in education and research.	1. Integrity 2. Compassion 3. Innovation 4. Resilience 5. Patriotism	
MISSION	GRADUATE ATTRIBUTES INTENDED FOR NATIONALIANS (GAINs)	INSTITUTIONAL LEARNING OUTCOMES (ILO)
Guided by the core values and characterized by our cultural heritage of Dynamic Filipinism, National University is committed to providing relevant, innovative, and accessible quality education and other development programs. We are committed to our: STUDENTS, by molding them into life-long learners, ethical and spiritual citizens, and self-directed agents of change. FACULTY and EMPLOYEES, by enhancing their competencies, stimulating their passions, cultivating their commitment, and providing a just and fulfilling work environment. ALUMNI, by strengthening their sense of pride through engagement, loyalty, and love for their alma mater. INDUSTRY PARTNERS and EMPLOYERS, through active collaborations, providing them Nationalians who will contribute to their growth and development. COMMUNITY, by contributing to the improvement of life's conditions and well-being of its members.	1. Leadership and Teamwork 2. Responsible Citizenship 3. Innovative, Creative, and Critical Thinking 4. Academic and Professional Competence 5. Effective Communication 6. Whole Person Character 7. Life and Career Skills Orientation 8. Technological Literacy	a. Exhibit moral, ethical, and competent leadership. b. Collaborate effectively in teams of different cultures. c. Participate actively in community-oriented advocacies that contribute to nation-building. d. Develop an entrepreneurial mindset. e. Provide solutions to challenges in various fields of specialization and society in general. f. Demonstrate mastery of foundational skills and specific areas of specialization. g. Express ideas meaningfully, accurately, and appropriately in multicultural and multidisciplinary contexts. h. Practice NU Core Values in personal and professional life. i. Engage in continuing personal and professional development. j. Exemplify the capacity for self-reflection. k. Demonstrate adaptability, flexibility, productivity, and accountability in diverse settings. l. Exhibit mastery in navigating various technological tools and techniques.

Program Educational Objectives (PEO)	ILO											
The BSN program aims to develop a professional nurse who can assume entry-level positions in health facilities or community settings. The professional nurse is capable of providing safe, humane, quality, and holistic care to individuals in varying age, gender and health-illness status; healthy or at-risk families; population groups; and community; singly or in collaboration with other health care providers to promote health, prevent illness, restore health, alleviate suffering and provide end of life care.	a	b	c	d	e	f	g	h	i	j	k	l
1. Client Care - Utilize the nursing process in the care of: mothers, newborns, children, adolescents, adults, and older persons; family, community, population groups, and persons with special needs.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
2. Leadership and Management - Serve as managers and leaders of Nursing service units and health services and programs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Research - Engage in nursing and health-related research; evaluate research studies; apply research process in improving client care.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Program Outcomes (PO) At the time of graduation, the student must be able to:	PEO		
	1	2	3
1. Apply knowledge of physical, social, natural, and health sciences and humanities in the practice of nursing.	✓	✓	
2. Provide safe, appropriate, and holistic care to individuals, families, population groups, and communities utilizing the nursing process.	✓	✓	✓
3. Apply guidelines and principles of evidence-based practice in the delivery of care in any setting.		✓	
4. Practice nursing by existing laws, legal, ethical, and moral principles.	✓	✓	✓
5. Communicate effectively in writing, speaking, and presenting using culturally appropriate language.			✓
6. Document and report on client care accurately and comprehensively.	✓		✓
7. Work effectively in teams, in collaboration with other disciplines, and in multi-cultural teams.	✓	✓	✓
8. Practice beginning management and leadership skills in the delivery of client care.	✓	✓	✓
9. Conduct research with an experienced researcher.	✓	✓	✓
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, particularly nursing and health developments.	✓	✓	✓
11. Demonstrate responsible citizenship and pride in being a Filipino.	✓	✓	✓
12. Design and apply intelligent care systems and processes in health care delivery.			✓
13. Adopt the nursing core values in the delivery of nursing care.			✓
14. Apply entrepreneurial skills in the delivery of nursing care.	✓		✓
15. Integrates the concepts, principles, and elements of Universal Health Care and Primary Health Care in the delivery of comprehensive nursing care.	✓	✓	✓
16. Exhibit Nationalian attributes in their personal and professional development.			

COURSE DESCRIPTION

This course covers the concepts and principles in the care of communities and population groups across the lifespan utilizing community organizing strategies toward health promotion, disease prevention and community development.

PRE-REQUISITE(S)

NCM 104 Community Health Nursing 1(Individual and Family as Clients)

COURSE OUTCOMES (CO)

At the end of the course, the student must be able to (CLO):

1. Apply the concepts and principles of community health development in the care of the communities and population groups
2. Utilize the community health nursing process in the care of the communities and population groups.
3. Identify the different DOH programs in the care of the communities and population groups.
4. Assess the health status of communities and population groups to identify existing and potential problems.
5. Plan relevant and comprehensive interventions and programs based on identified priority problems.
6. Implement appropriate plan of care to improve the health status of the communities and population groups.

CREDIT

[2] [Lecture] units
[1] [Laboratory] units

TIME ALLOTMENT

Lecture Hours/Week	:	54 Lecture hours
Laboratory	:	51 RLE hours

COURSE REQUIREMENTS

1. Written Outputs (Quiz)
2. Assignments
3. Community Diagnosis/ COPAR Group Presentation
4. Community Diagnosis/ COPAR Paper Presentation
5. Self-Directed Learning (20% Total Midterm Grade, 20% of Total Finals Grade)

CLASS POLICIES

1. Face-to-face form of learning environment will be used. MS Office 365 is the preferred platform. Faculty and students may also agree on some supplemental platforms (YouTube, Facebook Messenger, Email, Purpose Games, etc.) that suits their context.
2. Submission of requirements will be based on the timetable for activities. All required deliverables should be submitted within the given timeline. However, faculty may consider time, internet accessibility, resources, and student difficulty when requiring students to submit their output.
3. Students have the right to ask about their grades. The instructor will show the class record at the end of the grading period. All clarifications must be addressed to the instructor.
4. Strictly no communication, in any form, during quizzes and major examinations. (Please refer to the student handbook) Actions include, but are not limited to looking at notes, searching the internet for answers, and taking screenshots of the questions while taking the examination are strictly prohibited. Such actions are considered cheating, and the student/s shall receive a grade of zero (0) in the exam for the first offense and a grade of 0.00 in the course for the subsequent violations.
5. No special quizzes, in general, shall be given. If a student misses a quiz due to a reasonable absence, he/she must immediately inform the instructor and present valid proof. Considerations are subject to instructor discretion.
6. No special activity will be given to individual students for grade enhancement.
7. Students are expected to be present for at least 80% of the synchronous sessions.
8. Face-to-Face Major Examinations are given for Midterm and finals. Students are Required to be at the test room at least 15 minutes prior the examination. Any student arriving after 15 minutes of the scheduled time will not be given an exam, e.g., the schedule is by 1:00PM thus the student is expected to be at the room at least 12:45pm and if there would be any student arriving by 1:16PM they will not be allowed to take the exam and be given a grade if INC. If in case the exam will be via online, an open camera is required for major examinations if done via online platform and should be according to the prescribed setup of the department.

GRADING SYSTEM

Midterm

Major Examination	40%
Quizzes	30%
Self-Directed Learning (SDL)	20%
Reflective Journal	10%

Finals

Major Examination	40%
and CDx/ Plan Action & Implementation	
Quizzes	20%
Group Presentation (Oral/Paper)	20%
Self-Directed Learning (SDL)	20%

Grade	Equivalent	Grade	Equivalent
4.00	96 - 100	R	Repeat
3.50	90 - 95	0.00	Failure
3.00	84 - 89		Cheating
2.50	78 - 83		Excessive Absences
2.00	72 - 77	Dr	Dropped
1.50	66 - 71	Inc	Incomplete
1.00	60 - 65		

COURSE CONTENTS / COURSE OUTLINE

WEEK	COURSE OUTCOMES	TOPIC OUTCOMES	TOPICS	METHODOLOGY		RESOURCES	ASSESSMENT (Performance Evaluation)
				CLASSROOM	RLE		
1			Orientation on the Course and Course Materials	Description of Course Orientation Course Materials / Course Pack Student Guide and Reference Course Material (CM) Prescribed Textbooks, Reference books			
2	CLO1 CLO3	Given an assigned community, the students will be able to: 1) Define community health nursing 2) Explain the principles and strategies of primary health care (PHC). 3) Identify the challenges for the implementation of PHC.	Brief Introduction to Community Health Nursing (CHN) Primary Health Care (PHC) as an Approach towards Healthy Filipinos a) Introduction to PHC b) History of PHC c) Objectives, principles, and pillars of PHC d) Elements and components of PHC e) Importance of PHC f) Challenges in implementing PHC g) Strategies for ensuring effective PHC	Powerpoint presentation on the existing PHC system being implemented in the country Discussion on the factors affecting implementation of PHC will be brought out; participation of the students will be sought	Community Organizing Lectures and Activities: ACTIVITY 1 — ‘Brgy. O + Brgy. K + etc...’ (Division of students by groups or communities or barangays; and present work plan x mixture into groups) ACTIVITY 2 -FWFWFLFH (Fight, Win, Fight, Win, Fight, Lose, Fight Harder. (Any group that can pick its issues- and this is sometimes impossible- needs to take this process seriously). ACTIVITY 3 – FANCY DRESS (1. To promote bonding within teams. 2. To encourage people to become involved.)	Textbook/ Reference Books PowerPoint Slides Internet Information Rubric for Worksheet Paper and pen MS Teams	1 st Quiz (Week 2) Worksheet Evaluation Reflective Journal Self-directed Learning (SDL)
3	CLO1 CLO4	Given an assigned community, the students will be able to: 1) Enumerate the steps in COPAR Process 2) Discuss the activity per steps in the COPAR process. 3) Identify and discuss the strategies in community organizing.	Community Action Participatory Action Research Organizing towards Community Participation in Health / Community Diagnosis a) Definition of Community Organizing b) Characteristics of Community Organizing c) Community Organizing Process d) Community Organizing Phases e) Community Organizing Goals	Powerpoint and video presentation on the basic concepts of Community Organizing and Participatory Action Research Process (COPAR)	ACTIVITY/ EXERCISE: After the discussion, an SDL activity will be initiated. The CBMS tool will be presented the class. It will be finalize to be used for community nursing diagnosis. The FIC will group and assign the students for community assignment.		2 nd Quiz (Week 3) Reflective Journal Self-directed Learning (SDL)

			<p>Community Organizing Strategies</p> <ul style="list-style-type: none"> a) Partnership-building b) Collaboration c) Networking d) Linkage-building e) Multi-sectoral collaboration f) Interdisciplinary collaboration <p>Community Diagnoses</p> <ul style="list-style-type: none"> a) Steps b) Phases c) Processes 		<p>Area: Skills Laboratory Introduction on the use of community health survey for community diagnosis (CBMS tool)</p>		
4	<p>CLO1 CLO2</p>	<p>Given an assigned community, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain Universal Health Care (UHC) and discuss RA 11223 2. Enumerate the Millennium Development Goals (MDGs) 3. Enumerate the Sustainable Development Goals (SDGs) 	<p>Universal Health Care (UHC)</p> <ul style="list-style-type: none"> a) Republic Act 11223 b) UHC in the Philippines c) Major Strategic Thrusts <ul style="list-style-type: none"> - Health facilities enhancement - Financial risk protection - Attainment of health-related SDGs d) Instruments <ul style="list-style-type: none"> - Health financing - Service delivery - Policy, standards, and regulations - Governance for health - Health information system - Human resources for health e) Legal mandates f) Roles of the LGU to localize Kalusugang Pangkalahatan (KP) <p>Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)</p> <ul style="list-style-type: none"> a) Background, history/origin, and purpose 	<p>Powerpoint presentation on the UHC and its impact to Filipino health care system.</p> <p>Millennium Development Goals (MDG) and Sustainable Development Goals (SDG) strategies will be identified.</p>		<p>Textbook/ Reference Books PowerPoint Slides Internet Information Rubric for Worksheet Paper and pen MS Teams</p>	<p>3rd Quiz (Week 4) Worksheet Evaluation Reflective Journal Self-directed Learning (SDL)</p>

			<p>b) Strategies of attaining MDGs and SDGs</p> <p>c) Roles of LGUs</p>				
5-6	<p>CLO1</p> <p>CLO3</p> <p>CLO5</p>	<p>Given an assigned community, the students will be able to:</p> <ol style="list-style-type: none"> Identify and familiarize the DOH national vision, mission, objectives, and services. Identify and familiarize the DOH Programs across lifespan. Identify the DOH programs on the prevention and control of non-communicable diseases 	<p>National Health Programs of the Department of Health</p> <ol style="list-style-type: none"> National Vision, Mission, and Objectives for Health DOH Programs across Lifespan 7 Healthy Habits para sa Healthy Pilipinas <p>National Programs on Control of Non-communicable Diseases</p> <ol style="list-style-type: none"> Introduction to non-communicable or lifestyle-related diseases in the Philippines Prevention of Blindness Program Mental Health Program Chronic Kidney Disease Prevention and Control Program Community-based Rehabilitation Program 	<p>Powerpoint presentation on the national health objectives for the Filipino people.</p> <p>Moreover, current DOH programs across lifespan will be identified.</p> <p>Students will be asked about their awareness on those programs.</p>	<p>Area: Adopted Community</p> <p>Pre-entry Phase</p> <ol style="list-style-type: none"> Community consultation Setting of issues/ consideration related to site selection. Site selection/ ocular survey Preparation for the courtesy call Networking with LGUs, NGOs, and other stakeholders <p>Entry Phase</p> <ol style="list-style-type: none"> Courtesy call with the Barangay Officials Integration with Community Core Group Formation 	<p>Textbook/ Reference Books</p> <p>PowerPoint Slides</p> <p>Internet Information</p> <p>Rubric for Worksheet</p> <p>Paper and pen</p> <p>MS Teams</p>	<p>4th Quiz (Weeks 5-6)</p> <p>Worksheet Evaluation</p> <p>Reflective Journal</p> <p>Self-directed Learning (SDL)</p>
7	Midterm Examination						
8-9	<p>CLO3</p> <p>CLO4</p>	<p>Given an assigned community, the students will be able to:</p> <ol style="list-style-type: none"> Identify the DOH programs on the prevention, control, and elimination of communicable diseases 	<p>National Programs on Control of Communicable Diseases</p> <ol style="list-style-type: none"> Introduction to communicable or infectious diseases in the Philippines National Tuberculosis Control Program National Leprosy Control Program Schistosomiasis Control and Elimination Program National Filariasis Elimination Program National Malaria Control and Elimination Program 	<p>Powerpoint presentation</p> <p>Online poster presentation.</p> <p>The class will be divided into four and will be assigned for a group presentation of DOH programs as to:</p> <ol style="list-style-type: none"> Objectives Goals Strategies Roles and Responsibilities 	<p>Organizing and Building Phase</p> <p>Community Survey using Community-Based Monitoring System modified Household Profile Questionnaire (Parts 1 and 2)</p>	<p>Textbook/ Reference Books</p> <p>PowerPoint Slides</p> <p>Internet Information</p> <p>Rubric for Worksheet</p> <p>Paper and pen</p> <p>MS Teams</p>	<p>5th Quiz (Weeks 8-9)</p> <p>Worksheet Evaluation</p> <p>Reflective Journal</p> <p>Self-directed Learning (SDL)</p>

			<ul style="list-style-type: none"> g) National Dengue Prevention and Control Program h) National Rabies Prevention and Control Program i) National HIV/AIDS and STI Prevention and Control Program j) COVID-19 Emergency Response 				
10-12	<p>CLO4 CLO6</p>	<p>Given an assigned community, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the health indicators and statistics on the leading cases of mortality and morbidity in all Filipino age groups. 2. Compute for the vital and health indicators of a community. 	<p>Health Statistics and Epidemiology</p> <ol style="list-style-type: none"> a) Application of public health tools in CHN b) Introduction to health statistics and epidemiology <ul style="list-style-type: none"> - Leading causes of morbidity and mortality c) Demography <ul style="list-style-type: none"> - Sources of demographic data - Population size - Population composition - Population distribution d) Measures of Disease Frequency and Indices of Community Health <ul style="list-style-type: none"> - Crude birth rate - Crude death rate - Specific rates of mortality - Life expectancy - Other measures and health indicators e) Epidemic Investigation <ul style="list-style-type: none"> - Types of epidemics - Objectives of epidemic investigation - Steps of epidemic investigation 	<p>Powerpoint Presentation</p> <p>Identify the health indicators and statistics on the leading cases of mortality and morbidity in all Filipino age groups using the vital health statistics computation.</p>	<p>Organizing and Building Phase</p> <ol style="list-style-type: none"> 1. Community Survey using Community-Based Monitoring System modified Household Profile Questionnaire (Part 3) 2. Presentation of Findings with the Barangay Officials <p>Sustenance and Strengthening Phase</p> <ol style="list-style-type: none"> 1. Preparing for COPAR presentation 2. Community Phase Out 	<p>Textbook/ Reference Books</p> <p>PowerPoint Slides</p> <p>Internet Information</p> <p>Rubric for Worksheet</p> <p>Paper and pen</p> <p>MS Teams</p>	<p>6th Quiz (Weeks 10-12)</p> <p>Worksheet Evaluation</p> <p>Reflective Journal</p> <p>Self-directed Learning (SDL)</p>
13	<p>CLO5 CLO6</p>	<p>Given an assigned community, the students will be able to:</p>	<p>Public Health Laws and Policies</p> <ol style="list-style-type: none"> a) Philippine Nursing Act of 2002 (RA 9173) b) Magna Carta for Public Health Workers (RA 7305) 	<p>Powerpoint presentation of the different laws and policies in public and community health nursing</p>	<p>COPAR Presentation</p> <p>The students will be grouped according to their cluster/ assignment. Each group will present the COPAR findings</p>	<p>Textbook/ Reference Books</p> <p>PowerPoint Slides</p> <p>Internet Information</p> <p>Rubric for Worksheet</p> <p>Paper and pen</p>	<p>Group Presentation Evaluation</p> <p>(Oral/Paper) Rubric</p> <p>Reflective Journal</p> <p>Self-directed Learning (SDL)</p>

		<ol style="list-style-type: none"> 1. Identify the different laws and policies related to public health. 2. Discuss the implications of different laws and policies related in public health. 	<ol style="list-style-type: none"> c) National Health Insurance Act of 2013 (RA 10606) d) Universal Health Care Act (RA 11223) e) Traditional and Alternative Medicine Act of 1997 (RA 8423) f) Generics Act of 1988 (RA 6675) g) Universally Accessible Cheaper and Quality Medicines Act of 2008 (RA 9502) h) Comprehensive Dangerous Drugs Act of 2002 (RA 9165) i) National Blood Services Act of 1994 (RA 7719) j) Mandatory Reporting of Notifiable Diseases and Health Events of Public Health Concern Act (RA 11332) k) Data Privacy Act of 2012 (RA 10173) l) Other Laws related to Medicine, Nursing, and Public Health 		before a panel and will be subject to question and answer for clarification. A paper regarding the findings will be prepared by each group.	MS Teams	
13.5	Final Examination						

RESOURCES

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1. Anderson, E. T. & McFarlane, J. (2019). *Community as partner: Theory and practice in nursing, 8th edition*. Wolkers Kluwer.
2. Cuevas, F., Reyala, J., Cruz-Earnshaw, R., Bonito, S., Sitoco, J., & Serafica, L. C. (2007). *Public health nursing in the Philippines, 10th edition*. National League of Philippine Government Nurses, Inc.
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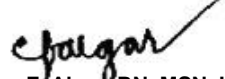
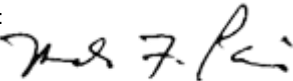
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Further Readings

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4. Canete, J. J. O., Rocha, I. C., & Dolosa, J. D. P. (2022). The Filipino community pantries: a manifestation of the spirituality of 'Alay Kapwa' in the time of the pandemic. *Journal of Public Health*, 44(2), e295–e296. <https://doi.org/10.1093/pubmed/fdab210>
5. Raj, T., MacKenzie, A., Lohman, K., Mead, R., & Popay, J. (2023). The role of community development in achieving health equity. *Community Development Journal*, 58(4), 589–594. <https://doi.org/10.1093/cdj/bsad025>
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<p>PREPARED:</p>  <p>Ian Christopher N. Rocha, MD, MHSS, RN, LPT Faculty, Department of Nursing</p>  <p>Charina F. Algar, RN, MSN, LPT, MEd Faculty, Department of Nursing</p>	<p>CHECKED:</p> <p>Jeojilyn G. Nabor, RL, MLIS University Librarian</p>	<p>RECOMMENDED FOR APPROVAL:</p> <p>Dennis B. Brosola, RN, MSN Program Chair, Department of Nursing</p>	<p>APPROVED:</p>  <p>Marilen F. Pacis, RM, RN, MAN Dean, College of Allied Health</p>
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