



Your Pathway to a Brighter Future

COLLEGE OF NURSING

Carlatan, San Fernando City, La Union

NCM 104

PHILOSOPHY

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

VISION

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

MISSION

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

INSTITUTIONAL OUTCOMES		INSTITUTIONAL GRADUATE ATTRIBUTES
IO1	Internalize the Christian values	GOD FEARING
IO2	Model the Christian values in their personal and professional lives.	
IO3	Generate ideas and insights utilizing appropriate judgment in decision making.	DECISION MAKER, CRITICAL AND CREATIVE THINKER
IO4	Utilize higher order thinking skills in decision making towards innovation and creating new technologies	
IO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively	
IO6	Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language.	EFFECTIVE COMMUNICATOR
IO7	Imbibe the service-orientedness to oneself, to oneself, to one's profession and towards the community.	SERVICE-DRIVEN CITIZEN
IO8	Commitment to continuously upgrade one's education through readings, seminars and trainings	REFLECTIVE LIFE LONG LEARNER
IO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards.	COMPETENT PROFESSIONAL

NURSING PROGRAM OUTCOMES		INSTITUTIONAL OUTCOMES	VISION	MISSION	PHILOSOPHY
After 3-5 years, the Lorma graduate will:					
1	Execute professional and social competence in the fields of specialization in accordance to national and international standards. More specifically, the Lorma graduate will be able to:				
	1.1 apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing;	IO1; IO9	✓	✓	✓
	1.2 provide safe, appropriate, and holistic care to individuals, families, population group and community utilizing nursing process;	IO3; IO4; IO7; IO9	✓	✓	✓
	1.3 apply guidelines and principles of evidence-based practice in the delivery of care;	IO5; IO8; IO9	✓	✓	✓
	1.4 communicate effectively in speaking writing and presenting using culturally appropriate language;	IO6	✓	✓	✓
	1.5 document to include reporting up-to-date client care accurately and comprehensively;	IO9	✓	✓	✓
	1.6 work effectively in collaboration with inter, intra, and multi-disciplinary and multi-cultural teams;	IO5; IO9	✓	✓	✓
	1.7 practice beginning management and leadership skills in the delivery of client care using a systems approach;	IO5	✓	✓	✓
	1.8 conduct research with an experienced researcher; and	IO5; IO9	✓	✓	✓
	1.9 apply techno-intelligent care systems and processes in health care delivery.	IO4; IO5; IO9	✓	✓	✓
2	Develop high level of comprehension for decision-making and critical thinking through continuous educational advancement necessary to personal and professional empowerment. In particular, the Lorma graduate will be able to:				

	2.1 engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular; and	IO3; IO4; IO8	✓	✓	✓
	2.2 apply entrepreneurial skills in the delivery of nursing care.	IO4; IO5	✓	✓	✓
3	Exemplify Cristian values, legal, and ethico-moral principles in serving individual clientele in various cross-cultural settings. Purposely, the Lorma graduate will be able to:				
	3.1 practice nursing in accordance with existing laws, legal, ethical, and moral principles;	IO1; IO2	✓	✓	✓
	3.2 demonstrate responsible citizenship and pride of being a Lorma graduate; and	IO2	✓	✓	✓
	3.3 adopt the nursing core values in the practice of the profession.	IO1; IO2; IO9	✓	✓	✓

COURSE SYLLABUS

- 1. COURSE SYLLABUS COURSE TITLE** : COMMUNITY HEALTH NURSING LECTURE /CHN1 (Individual and Family as Clients)
- 2. COURSE NO.** : NCM 104
- 3. COURSE DESCRIPTION** : This course deals with the concepts, principles, theories in the provision of basic care in terms of health promotion, disease prevention, and maintenance and rehabilitation at the individual and family level. It includes the study concepts of Philippine Health Care Delivery System; national health situation and the global context of public health. The learners are expected to provide a holistic nursing care to individual and family as clients in community setting utilizing the Nursing Process.
- 4. COURSE CREDIT** : Theory ,2 Units (36 hours); Skills Lab-1 Unit (51 Hours) Clinical -1 unit (**51hours**)
- 5. PLACEMENT** : Second Year, First Semester
- 6. PRE – REQUISITE** : NCM 101, NCM 102, NCM 103

7. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES

LEVEL 2 OUTCOMES		NURSING PROGRAM OUTCOMES		
At the end of the 2nd year, given a normal and at risk mother, child, and family in any health setting , as well as the community as client with moderate supervision, the students demonstrate:		1	2	3
1	Apply knowledge of principles and concepts of relevant sciences in maternal and child nursing and community health nursing	✓	✓	✓
2	Utilize the nursing process in providing safe, humane, appropriate and holistic care to clients	✓	✓	✓
3	Demonstrate skills in actual delivery and newborn care	✓	✓	✓
4	Integrate research findings in the delivery of nursing services	✓	✓	✓
5	Apply ethico-legal and moral principles as applied in personal and professional scenarios	✓	✓	✓
6	Communicate effectively in writing, speaking and presenting using culturally appropriate language	✓	✓	✓
7	Work effectively with a group and multicultural teams		✓	✓
8	Display behaviour of an independent learner who is critical, creative and focused	✓	✓	✓
9	Exhibit beginning qualities as a responsible citizen and as a Filipino Lormanian nurse	✓	✓	✓

8. COURSE OUTCOMES AND RELATIONSHIP TO LEVEL OUTCOMES

Course Outcomes		Level Outcomes								
At the end of second year, given a normal and high-risk mother and new born, child, family, population group and community in any health care setting. The learners demonstrate safe , appropriate ,and holistic care utilizing the nursing process.		1	2	3	4	5	6	7	8	9
1.	Apply knowledge of physical, social, natural, health sciences and humanities in the care of individual and family in the community setting.	P	P	P	P	P	P	P	P	P
2.	Provide safe, appropriate, and holistic care to individuals to individuals and families in the community utilizing the family nursing process.	D	P	P	P	P	P	P	P	P
3	Apply guidelines and principles of evidence-based practice in the delivery of care to individual and family in the community setting.	P	P	P	P	P	P	P	P	P
4.	Apply guidelines in the community setting in accordance with law, legal , ethical and moral principles.	D	D	D	D	D	D	D	D	D
5.	Communicate effectively in speaking, writing, and presenting using culturally appropriate language in the community setting.	D	D	D	D	D	D	D	D	D
6.	Document care of individual and family accurately and comprehensively.	D	D	D	D	D	D	D	D	D
7.	Work effectively in collaboration with inter, intra and multidisciplinary and multi	D	D	D	D	D	D	D	D	D

	cultural teams in the care of individuals and family in the community.									
8.	Practice beginning management and leadership skills using system approach in the delivery of care of individuals and family in the community.	D	D	D	D	D	D	D	D	D
9.	Conduct research with an experienced researcher in the care of individual client and family in the community setting	D	D	D	D	D	D	D	D	D
10.	Engaged in lifelong learning with a passion to keep ,current with national and global development in the care of individual and family in the community.	D	D	D	D	D	D	D	D	D
11.	Demonstrate responsible citizenship and pride of being a Filipino	D	D	D	D	D	D	D	D	D
12	Apply techno-intelligent care systems and processes to perform safe and efficient nursing activities for individual and family in the community.	P	P	P	P	P	P	P	P	P
13	Adopt the nursing core values in the delivery of care to individuals and families.	D	D	D	D	D	P	P	P	P
14	Apply intreprenuerial skills in the delievery of nursing care to individuals and families in community setting.	D	D	D	D	D	D	D	D	D

Legend: I – Introduced; P – Perform with supervision; D – Demonstrated

9. COURSE COVERAGE

WEEK	Day	CONTENT	LEARNING RESOURCES	TEACHING LEARNING STRATEGIES (TLS)		ASSESSMENT	COURSE OUTCOMES
				CLASSROOM LOLS: Lorma College of Nursing Online Learning System 36 minutes - synchronous session 1-hour asynchronous session	RLE 3hours first day; 3 hours 2 nd day; 2 hours third day		
1	1	Orientation of the rules, policies, requirement of the course Orientation of the Learning Packet (LP) to be administered by the instructors	Student handbook and other school mandates P8-20 RLE Rules and regulations	Self –introduction telling 2 true details and 1 wrong details about Eg 1. I am k drama fanatic 2.I collect caps and kicks 3. I love biking and running			

<p>2</p> <p>3</p>	<p>2</p> <p>1</p>	<p>Overview of Public Health Nursing in the Philippines</p> <p>A. Global and National Health Situations</p> <p>B. Definition and Focus</p> <p>1. Public Health</p> <p>2. Community health</p> <p>3. Public Health Nursing</p> <p>4. Community health Nursing (CHN)</p> <p>5. Standards of Public Health Nursing in the Philippines</p> <p>6. Evolution of Public Health Nursing in the Philippines</p> <p>7. Roles and responsibilities of a CHN</p>	<p>Famorca, Zenaida U., Nietes, Mary A.; Mc Ewen, Melanie, (2013) Nursing Care in the Community, Elsevier, Singapore p.5-17; 36-44</p> <p>Estrada-Castro, Cecilia; (2012), "Community Health Nursing and Community Health Development" 1st edit.p21-23</p> <p>Untalan, Aaron T. (2005); Concepts and Guidelines in COPAR, 1st ed., , Educ. Publishing House , Manila, p1-6</p>	<p>Interactive Discussion using GCR / Zoom</p> <p>Collage Making by group with instructions given online after grouping the students</p> <p>Jingle Making by group using the group formed during the start of the class</p> <p>Output Presentation</p> <p>Instructor's Time to Supplement</p> <p>Post activity : In making the recap Allow the students to supply word/s</p> <ol style="list-style-type: none"> 1. I claim that _____ 2. I understand that _____ 3. I resolve _____ <p>I realized that _____</p>			
<p>3</p>	<p>2</p>	<p>The Health Care Delivery System</p> <p>A. World Health Organization</p> <ol style="list-style-type: none"> 1. Millenium Development Goals 2. Sustainable Development Goals <p>B. Philippine Department of Health</p> <ol style="list-style-type: none"> 1. Mission –Vision 2. Historical Background 	<p>Famorca, Zenaida U. et.al (2013) Nursing Care in the Community, Elsevier, Singapore, p.182-194</p>	<p>Concept Mapping / Collage Making and to be processed via GCR /Zoom</p> <p>Assignment</p>			

4	1	<p>3. Local Health System and Devolution of Health Services</p> <p>4. Classification of Health Facilities (DOH AO-0012A</p> <p>5. Philippine Health Agenda 2010-2022</p> <p>C. Primary Health Care (PHC)</p> <p>1. Brief History</p> <p>2. Legal basis</p> <p>3. Definition</p> <p>4. Goals</p> <p>5.Elements</p> <p>6. Principles and strategies</p>	Estrada-Castro, Cecilia; (2012), "Community Health Nursing and Community Health Development" 1 st edit.p1-8	<p>Problem Tree- a simple pathophysiology activity (Based on the 5 Most Common health problems of the family</p> <p>Timeline Your History of PHC</p> <p>Eg</p> <p>1972 –Alma Ata Conference in Russia</p>			
4	2	<p>D. Levels of Prevention</p> <p>E. Universal Health Care</p> <p>1. Legal basis</p> <p>2. Background and Rationale</p> <p>3.Objectives and Thrusts</p>		<p>Label Me, Level Me Q and A using flash cards</p> <p>Picture me / Social relevance of health and illness (emphasize on health and illness) – A case analysis</p>			
5	1	<p>THE FAMILY</p> <p>A. Family as a basic Unit of the society</p> <p>B. Types</p> <p>1. Family as a Client</p> <p>2. Family as a System</p> <p>C. Functions and Developmental Stages</p> <p>D. Family Health Task</p> <p>E. Characteristics of a Healthy Family</p>	<p>Schneider, Mary-Jane (2014), Introduction to Pubic Health 4th ed.,Jones and Barlett, Burlington MA,p.4-15</p> <p>Estrada-Castro, Cecilia; (2012), "Community Health Nursing and Community Health Development" 1st edit.p2-7</p>	<p>Advance Reading/ Reading Assignment</p> <p>Group Sharing</p> <p>Lecture Discussions via online (GCR/Zoom)</p> <p>Flipped Classroom on the types of Family</p>	<p>Home visit experience by providing the Minimum Basic needs Form (MBN Form) to gather data from their respective families.</p> <p>Actual Data Collection</p> <p>Data Assesmnt</p>	<p>Rubrics for Data Gathering</p> <p>Testmoz based quiz on PHN/ CHN</p> <p>Online quiz via testmoz</p>	CO 5; CO6; CO7; CO8
	2	<p>Family Nursing Process</p> <p>1. Tools for Assessment</p> <p>a. Initial Data Base</p>	Bailon-Reyes,Salvacion G.(2006), Community	<p>My Family, My Company Activity</p> <p>- My Family is</p>			

6	1	<p>b. Typology of Nursing Problems in Family Nursing Practice</p> <p>c. Family Health Task</p> <p>d. Family Coping Index</p> <p>2. Family Nursing Data Analysis</p> <p>a. Socio-economic and cultural characteristics</p> <p>b. Home Environment</p> <p>c. Family Health Status</p> <p>d. Family Values and Health Practices</p>	<p>Health Nursing ,the basis of Practice 1st ed.,National Bookstore,Mandaluyong City,86-95</p> <p>Untalan, Aaron T. (2005); Concepts and Guidelines in COPAR,1st ed., Educ.Publishing House, Manila, p.7-12</p>	<p>composed of ___</p> <p>-Its a _____ in nature.</p> <p>Identification of a health problem of the family as an activity</p>	<p>Using the MBN Form /Family Assessment Tool</p> <p>Interview of their respective family heads of their immediate families.</p>	<p>Online quiz via testmoz</p>	
7	2	<p>B. Family Nursing Diagnosis</p> <p>C. Formulating Family Nursing Care Plan</p> <p>1. Priority Setting</p> <p>2. Establishing Goals and Objectives</p> <p>3. Selecting Appropriate Family Nursing Interventions/ Strategies</p>		<p>Group Sharing And Interaction</p> <p>Assignment</p> <p>Gallery Walk (Concepts about Health and Illness) with questions to answer by the group members</p> <p>AHA Discovery</p> <ol style="list-style-type: none"> 1. I realized 2. I learned 3. I should 4. I planned to 5. I will advocate <p>Mystery Box on the different contents of the PHN Bag</p> <p>The item , the use of every item of the bag</p>	<p>Virtual Think-Pair and Share (TPS Method)</p> <p>FNCP making individually after identifying the health problem of the family</p>	<p>Online quiz via testmoz</p>	
	1	<p>C. Implementing Family Care Plan</p> <p>1. Categories of intervention</p> <p>a. Promotive</p> <p>b. Preventive</p> <p>c. Curative</p> <p>d. Rehabilitative</p>					
	2	<p>2. Tools of Public Health Nurse</p> <p>a. PHN Bag and Contents</p> <p>b. Principles and Techniques in the Use of PHN Bag</p> <p>3.Types of Family Nurse Contact</p> <p>a. Clinic Visit</p> <p>b. Home Visit</p>			<p>Rubrics for Presentation</p>		

8	1	<p>c. Group Conference d. Telephone Calls e. Written Communication</p> <p>D. Family Health Care Researches 1.Related Studies 2. Evidence- based Practices</p> <p>E. Inter-professional Care in the Community 1. Rural Health Unit Personnel 2. Local Government Units 3. Government Organizations a. DSWD b. Nutrition Council c. Population Commission 4. Non-government Organizations a. Socio- Civic Organizations b. Religious Organizations c. Schools for mhGAP and Tobacco Cessation (ADPCN mandate)</p> <p>F. Evaluation of Family Nursing Care (FNCP) 1. Evaluation Process and Outcomes 2. Re- assessment</p>		<p>Do it , refrain from it approach Identify is it a principle to follow or a principle to refrain from applying in the practice of bag technique .</p> <p>Research Analysis</p> <p>Know them for Them (Population) A familiarization of the different personnel and their functions to the family</p> <p>On line discussions on the concept via GCR / Zoom</p>		<p>Online quiz via testmoz</p> <p>Online quiz via testmoz</p> <p>Online quiz via testmoz</p>	
8	2					Online quiz via testmoz	
9	1					Online quiz via testmoz	
9	2	<p>FILIPINO CULTURE, VALUES AND PRACTICES IN RELATION TO HEALTH CARE OF INDIVIDUAL AND FAMILY</p> <p>A. Family Solidarity B. Filipino Family values 1. Communication 2. Helping others and gratitude 3. Respect 4. Independence</p>		<p>Family values , I will use for a cause Activity Self –awareness activity of the prominent and common values of the family</p>		Online quiz via	

10	1	<p>5. Service</p> <p>6. Trust</p> <p>C. Filipino Family Culture and Tradition</p> <p>NEW TECHNOLOGIES RELATED TO PUBLIC HEALTH ELECTRONIC INFORMATION</p> <p>A. Government Sites</p> <p>B. Nursing and Health Care Sites</p>		<p>I-net what I need to know</p> <p>A visit of the DOH site</p> <p>adpcn-inc.org</p> <p>https://doh.gov.ph</p> <p>https://www.doh.gov.ph/about-us</p> <p>Concept IGP in the community</p>		testmoz	
10	2	<p>NURSING CORE VALUES AS A COMMUNITY HEALTH NURSE</p> <p>HEALTH RELATED ENTREPRENURIAL ACTIVITIES IN THE COMMUNITY SETTING</p>					
11	1	<p>Records in Family Health Nursing Practice</p> <p>A. Importance and Uses</p> <p>B. Types of Records and Reports</p>	<p>Famorca, Zenaida U.,Nietes,Mary A.;Mc Ewen,Melanie , (2013) Nursing Care in the Community, Elsevier, Singapore ;p182-194</p> <p>Estrada-Castro, Cecilia; (2012),”Community Health Nursing and Community Health Development” 1st edit.p20-24</p>	<p>Lecture discussion via on Line /Zoom/ GCR</p> <p>Research Work Focused health care delivery system</p> <p>One (1) Minute Paper</p> <p>TQ Reinforcement Activities / Internet Surfing on the DOH site</p> <p>Knowing The People’s Health : A review of the Health Situation of the City , Province through a visit .</p>	<p>Virtual exposure to a Primary health Facility (Rural Health unit /barangay health Station)</p> <p>Discussion on OCULAR VISIT via GCR</p> <p>A visit and orientation on the different health care facilities like City Health Office, Bacnotan District Hospital, Balaoan</p>	Online quiz via testmoz	

					District Hospital, Lorma Medical Center and Ilocos Training Regional and Medical Center. Health Care Delivery System (HCDS) Ocular Survey		
12	MIDTERM EXAMINATION						
12	1	DOH PROGRAMS RELATED TO FAMILY HEALTH A. Expanded Program on Immunization (EPI) B. Integrated Management of Childhood Illnesses (IMCI)	Famorca, Zenaida U.,Nietes,Mary A.;Mc Ewen,Melanie , (2013) Nursing Care in the Community, Elsevier, Singapore ;p100-123; 128-149	Online discussion on the concepts. Actual Computation and Prioritization of Health Problems of the Family	Actual Computation of Health Problems of the Family		CO26; CO27; CO28
12	2	C. Early Essential Intrapartal and Newborn Care (EEINC) D. Newborn Screening E. BEmONC / CEmONC F. Nutrition			Family Nursing Case Study (FNCP)		
13	1	G. MhGap Program		“ My Family Tree” An activity to trace one’s family roots	Selection of a host family in the community.		
13	2	H. Tobacco Cessation Program Other Related Programs		SWOT on the different health problems of the family My Health Interview, Your Health my Concern	Adopt a Family Program A nursing care plan of the group from the 4 assigned		

				A seminar workshop on FNCP Making	barangays *Use of typology of health program, prioritization and scoring		
14	1	Ethical Consideration in Community Health Nursing	Famorca, Zenaida U.,Nietes,Mary A.;Mc Ewen,Melanie , (2013) Nursing Care in the Community, Elsevier, Singapore ;p62-75	On line discussion via GCR	On line Team Building Activities		
14	2	Public Health Laws Related to Community Health Nursing		Building Towers/ Bridges	Monks Meal /Simple Booodle Fight		
15	1	A. RA 7305 :Magna Carta for Health workers	Estrada-Castro, Cecilia; (2012),”Community Health Nursing and Community Health Development” 1 st edit.	Knowing Your Self – A self-analysis study (POTATO STYLE/ JOHARI WINDOW)	Military Meal -an activity that relates community organization and Communicatio n		
15	2	B. PD 856 Sanitation Act /Sanition Code					
16	1	C. RA 8749 Clean Air Act	Jimenez, Carmen E. (2008); Community Organizing Participatory Action research (COPAR) for Community Development p3-134	Creating Something Beautiful	Visitation for Site Selection		
16	2	D. RA 10606 National Health Insurance Act (PhilHealth)		Amazing COPAR Quiz (QUIZ BEE)	(Longlisting and shortlisting)		
17	1	E. RA 7719 National Blood Services Act 1994	Bailon-Reyes,Salvacion G.(2006), Community Health Nursing ,the basis of Practice 1 st ed.,National Bookstore,Mandaluyong	Mystery Box (Community Diagnosis)			
17	2	F. RA 6675 Generic Act of 1988		Jigsaw Puzzle	Needs Assessment Activities in the Macro Level		
		G. RA 11332 Mandatory Reporting /Laws on Notifiable Diseases (revised 2020)					
		H. RA 9994 amended RA 7432 Senior Citizen Act of 2010					
		I. RA 9165 Revised Comprehensive Dangerous Drugs Act of 2002					
		J. RA 9502 Cheaper Medicine Act of 2008					
		K. RA 7160 Special Protection of Children Against Abuse ,Exploitation and Discrimination Act					
		L. RA 9262 Violence Against Women Act of 2004 (VAWA)					
		M. RA 10121 Disaster Risk Reduction Act of 2010					

	<p>N. RA 7600 Rooming –in and breast Feeding Act of 1992 (Milk Code)</p> <p>O. RA 10354 Responsible Parenthood and Reproductive health Law of 2012</p> <p>P. RA 10666 Children Safety on Motorcycles Act of 2015</p> <p>Q. RA 10821 Children’s Emergency Relief and Protection Act of 2016</p> <p>R. PD 603 Child and Youth Welfare Code of The Philippines</p> <p>S. RA 9211 Tobacco Regulation Act of 2003</p> <p>T. EO 51 -Milk Code of 1986</p> <p>u. Other Related Laws</p> <ul style="list-style-type: none"> ✓ RA 9173 Philippine Nursing Act of 2002 ✓ RA 10173 Data Privacy Act of 2012 ✓ RA 7160 Local government Act 1991 ✓ R.A.7883 is The Barangay Health Workers’ Benefits and Incentives Act of 1995 ✓ Universal Health Care (UHC), also referred to as Kalusugan Pangkalahatan (KP) 	<p>City,p.3-27</p> <p>Untalan,Aaron T. (2005);Concepts and Guidelines in COPAR,1st ed., , Educ.Publishing House ,Manila,p.23-33</p> <p>Ordonia- De Pona, Marie Curie, Community Organization and Participatory Action Research, a manual of Action for Nursing Experience</p>				
18	FINAL EXAMINATION					

10. TEXTBOOK

Estrada-Castro, Cecilia; (2012),Community Health Nursing and Community Health Development;1st ed.

11. SUGGESTED READINGS AND REFERENCES

Bailon-Reyes,Salvacion G.(2006), Community Health Nursing ,the basis of Practice 1st ed.,National Bookstore,Mandaluyong City

Cuevas, Frances Prescilla L. (2007), Public Health Nursing in the Philippines,NLGN Inc., Manila

David,E (2007); Community Health Nursing : An approach to families and population groups, 7th Edi
 De Belen,et al (2008);A praxis in community Health Nursing ,C & E Pub Inc. Manila
 DOH-Department of health national Health Plan
https://doh.gov.ph/sites/default/files/health_magazine/NOH-2017-2022-030619-1%281%29_0.pdf
 Famorca, Zenaida U.,Nietes,Mary A.;Mc Ewen,Melanie , (2013) Nursing Care in the Community, Elsevier, Singapore
 IMCI Chart book
 Maglaya, Araceli S. (2005) , Nursing Practice in the Community;4th ed., Argonaut Corp.
 Jimenez, Carmen E. (2008); Community Organizing Participatory Action research (COPAR) for Community Development
 Ordonia-de Pona , Marie Curie,Primer on Community Health Nursing
 Ordonia-de Pona , Marie Curie, Community Organization and Participatory Action Research (COPAR), A Manual of Action for Nursing Community Experience.
 Palaganas, Erlinda C, (2003), Health Care Practice in the Community, Educ.Publishing House ,Manila
 Reyala, Jean P. (2007), Community Health Nursing Service in the Philippines
 Schneider, Mary-Jane (2014), Introduction to Pubic Health 4th ed.,Jones and Barlett, Burlington MA
 Untalan,Aaron T.(2009);Concepts and Guidelines in Com Dev, (CDx,COPAR, and Comdev) 1st ed., Educ.Publishing House ,Manila
 Untalan,Aaron T. (2005);Concepts and Guidelines in COPAR,1st ed., , Educ.Publishing House ,Manila

12. ONLINE REFERENCES

- <http://www.doh.gov.ph/>
- <http://home.doh.gov.ph/intra/index.php>
- <http://www.nurseupdates.com/laws-nursing-practice-philippines/>

13. COURSE EVALUATION

COURSE REQUIREMENT (Lecture Component)	Total Weight (%)	COURSE REQUIREMENT (RLE Component)	Total Weight (%)
A. Term Grade		A. Term Grade	
1. Class Standing	46.67%	1. Rotation Grades	80%
<ul style="list-style-type: none"> • Attendance (5%) Note: 1.) 6 synchronous classes per term hence a perfect attendance is computed as 6/6 x60%+40% x 5% 2) For every absence, deduct 1 from the 6 total number attendance every term and go on computation using the abovementioned transmutation. 	5%	Rotation grade is computed with the following: FOR SKILLS LAB <ul style="list-style-type: none"> • Competencies (60%) Note: Competency Grade= (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % 	
	15%		

<p>3) Disregarding the minutes, 3 accumulated tardiness is equivalent to 1 day of absence</p> <ul style="list-style-type: none"> Recitation and Other Assessment Tasks (15%) Note: 1) For recitation, .5 points minimum, increment of 1 for every correct answer made by the student (10 points maximum). 2) For other assessment tasks, a standard rubric or pointing system will be followed as agreed upon the nursing faculty. Quizzes (46.67%) <p>Transmutation Formula = $\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%$</p>		<ul style="list-style-type: none"> Requirements (30%) <ul style="list-style-type: none"> ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) Affective (10%) <ul style="list-style-type: none"> ✓ Attendance – 5% <p>Note: There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation</p> <ul style="list-style-type: none"> ✓ Attitude – 5% ✓ Uniform – 5% <ul style="list-style-type: none"> (If with Major Exam, 20% will be added to the 80% of Competencies and Requirements) 	
		<ul style="list-style-type: none"> Average Rotation Grade = $\frac{\text{Rotation Grade 1} + \text{Rotation Grade 2} + \text{Rotation Grade 3} + \dots + \text{Rotation Grade n}}{\# \text{ of Rotation Grades}}$ <p>FOR LEARNING PACKET</p> <ul style="list-style-type: none"> Competencies (50%) Note: Competency Grade = $\frac{\text{total score}}{\text{total \# of items}} \times 60 = \frac{\quad}{5} + 40 = \quad\%$ Requirements (30%) <ul style="list-style-type: none"> ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) Affective (10%) <ul style="list-style-type: none"> ✓ Attendance – 5% There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation <ul style="list-style-type: none"> ✓ Attitude – 5% Completion task – 5% 	

2. Term Examination	33.33% (1/3)	2. Term Examination	20%
TOTAL	100%	TOTAL	100%
B. Final Final Grade		B. Final Final Grade	
1. Preliminary Grade	30%	a. Preliminary Grade	
2. Midterm Grade	30%	b. Midterm Grade	
3. Final Grade	40%	c. Final Grade	100%
TOTAL	100%	TOTAL	100%
C. Semestral Grade	80%		
Final Grade	20%		
Comprehensive Exam			
TOTAL	100%		
NOTE: For professional nursing subjects the final final grade is computed as follows: <ul style="list-style-type: none"> 80% of the Tentative Final Final Grade (Prelim+Midterm+Final) + 20% of the Comprehensive Exam 		Transmutation Formula = (total score) / (total # of items) = _____ X 60 = _____ / 5 = _____ + 40 = _____ % (Score of Competencies) NOTE: Since RLE for this course is only conducted in the latter part of the semester, there will only one (1) rotation which will be the Final grade.	

14. CLASSROOM POLICIES (as per student handbook)

A. Professional Decorum (pg. 15)

Student of Lorma Colleges' College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms and patient's room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.

10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit's telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit's telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community school e, rules and regulations.
17. Students should not loiter around while in school premises. These preceding guidelines professional decorum are not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe.

B. Classroom (pg. 16)

1. The students are required to wear the prescribed college uniform in the given day.
 - Monday/Thursday – institutional uniform with blue slacks
 - Tuesday/Friday – clinical uniform (without apron for females) with black shoes
 - Wednesday/Saturday – clinical uniform (without apron for females) with black shoes
2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviors, etc. will be subjected to disciplinary action.
5. The use of Cellphones during classes are strictly prohibited.
6. If expecting an important call from parents and significant others, inform the instructor.
7. Turn off or put cell phones on silent mode during classes
8. Three consecutive or cumulative absences means dropping your classcard at the office of the Dean of Student Affairs.
9. Always attend the class with prescribed uniform, grooming and Identification.
10. Admission slip is required when incurring absence in the class and should be presented once you enter the subject.

NOTE: Students are advised to read the student handbook from pages 8 – 20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

CONSULTATION HOURS

Instructor	Consultation Hours
EDWIN NIEVERAS ALJENTERA, MAN	330-430 PM THFS

Course Title	Date Effective	Date Revised	Prepared by	Reviewed by	Noted by	Recommending Approval	Approved by
NCM 104 COMMUNITY HEALTH NURSING 1 (Individual and Family as Clients)	1 st Semester SY 2021-2022	August 16,2021	EDWIN ALJENTERA, MAN Instructor	MA. LOURDES G. INADO, MAN Head, Level II	TERESITA A. FERRER, MAN Assistant Dean for Academics	MARITES C. PAGDILAO, MAN, MPA Dean, College of Nursing	PACITA G. APILADO, MAN, Ed.D. Executive Director of Academic Affairs