

# **In the Name of God**

## **Section I**

**Title: Public Health Nursing**

**Degree: MSc**

### **Introduction**

Public health nursing program has been developed in line with the health-centered policies of the health care system. This program focuses on the health of population, as its graduates, by combining nursing knowledge and other related sciences, are able to identify and resolve problems, and make evidence-based decision in order to respond to the needs of society. This program was first established nationally in 1977 by the name of general population health nursing, and in 1995 was approved as one of the master's degree programs in nursing and was named "public health nursing". Revision of these two programs was delegated to medical sciences universities of Mashhad and Shiraz respectively in 2002. Revised edition of this program, due to passage of time and the need for new revision, was once again placed for another revision in 2010 and finally in 2013 was approved by the High Committee for Planning of Medical Sciences.

### **Definition**

Public health nursing is a branch of nursing that its graduates, by combining nursing knowledge with other related sciences through evidence-based practice, are active at different levels of the society, and deliver their services to public with an emphasis on primary prevention.

### **The Aim of the course**

#### **Vision**

In the next 10 years, this program causes the country to be among the top countries in the region, regarding to education standards, research production and provision of public health nursing.

#### **Mission**

Mission of this program is to train; aware, efficient, responsible and accountable nursing staff who can improve the society's health and quality of life through the use of nursing knowledge and other related sciences in different areas of the society.

#### **Philosophy (values and beliefs)**

In the development of this program, an emphasis has been on following values:

- Man as God's representative has a high dignity, sanctity and position and wellbeing is among his basic rights
- Healthy human is the core of sustainable development

- Health-centered and attention to levels of prevention is among the top priorities in the development of this program
- Preserving social justice ( equality in receiving health service) is essential in providing healthcare for people
- Participation in health related decisions is among the individual, family and society's basic rights
- Preserving professional ethics is the core of public health nursing
- Being Society-centered is the basis of the program

### **General competencies**

- Communication skills ( personal, group)
- Conducting interviews
- Analysis of policies, projects, programs and processes
- Educating individual and family
- Research and writing scientific articles/studies
- Management skills (technical, conceptual, and organizational skills, observation control, using techniques, decision making, assessment, coordination and revision)
- Environmental visit assessment
- Assessment of society's general health
- Home visit
- School visit
- Observation of children's growth
- Assessment of elderly's abilities
- Infection control in hospitals' wards, health centers and nursing fields
- Safety skills
- Triage ability
- Referring to society's resources and follow up
- Writing a report
- Life long self-development

### **Specific Competencies and Skills (Special Qualifications)**

- Provide required nursing service to individual, family and society
- Participate in decision making for solving society's health issues through the use of critical thinking and ethical approaches
- Cooperate with other healthcare disciplines in different situations to provide health services based on the society's needs
- Use technology and evidence-based science efficiently to improve the quality of health services with regard to country's available resources

### **Prevention**

- Participation in screening programs of the healthcare system including; cancer, contagious and non-contagious diseases, environment health and professional health screening

- Participation in the healthcare system prevention programs (programs for improving individual, family and society's health)
- Surveillance in the form of healthcare system's programs and providing report to officials
- Collaboration in the review and analysis of health related issue's situation and diagnosis in the society

### **Caring**

- Providing nursing services to target groups with the priorities of; women, elderly, children and adolescents, disables, workers and etc.
- Providing nursing care in health centers in the family doctor and referral programs
- Following up the condition of patients and families at home through visiting and delivering specific nursing care and required education and referral if needed
- Providing emergency nursing care to injured in accidents and disasters
- Convincing patients and families to participate in all decisions related to the health of society
- Collaboration with other multidisciplinary team members to provide health services
- Collaboration with social organizations to provide health service to disadvantage and isolated groups
- Helping family doctor to provide health service to covered population

### **Education**

- Empowering individual, family and society regarding Health
- Educating individual, family, and society at prevention level based on the needs
- The use of knowledge, methods, and technology in the delivery of educational services
- Participation and collaboration in the education of healthcare students and workers in the areas of healthcare services
- Participation in the development of educational guidelines in clinical governing programs

### **Consultancy**

- Collaboration in the referral of individual and family in health system
- Analysis and identifying nursing issues and problems in the society and providing solutions for related officials

### **Management**

- Participation in the public health nursing policy-making
- Collaboration in the planning and implementing health programs in the society, and emphasizing on the nursing services of the programs

### **Research**

- Participation and collaboration in the development and conduct of health-centered research based on population as well as health system research in the field of nursing.
- Suggestion and implementation of fundamental and practical projects

- Conducting research and presenting article in international conferences related to public health nursing
- Publication and transport of knowledge and the use of research's results to improve the quality of health services and public health nursing

### **The Terms and Conditions of Admission to the Course**

- ✓ Passing entry exam according to the rules and regulations of Minister of Health and Medical Education
- ✓ Having nursing degree (BSc) certificate from one the national or international universities approved by Minister of Health and Medical Education

| No    | Exam's subject                        | Credit |
|-------|---------------------------------------|--------|
| 1     | Medical-Surgical Nursing              | 3      |
| 2     | Pediatric Nursing                     | 2      |
| 3     | Maternity Health and Neonatal Nursing | 2      |
| 4     | Public Health Nursing                 | 3      |
| 5     | Mental health Nursing                 | 2      |
| 6     | English competence at general level   | 2      |
| Total |                                       | 14     |

\*For more information regarding the latest changes in program's requirement in each year, please refer to the medical sciences exams' guide booklet of each particular academic year.

### **Educational Strategies, Methods and Techniques**

This program in based on the following strategies:

- Tasked based learning
- Problem based learning
- Mixture of student and tutor-centered leaning
- Community orientated learning
- Subject directed learning
- Evidence based learning
- Holistic leaning
- Systematic leaning
- Leaning based on specialized professional qualifications
- Disciplinary learning with Thematic assimilation if needed

In this program, following teaching methods and strategies are used:

- Different types of intra-sectional, inter-programs and inter-universities conferences
- Discussion in small group, educational workshops, journal club and case presentation
- Training in health centers and other clinical settings
- Distance learning techniques according to facilities and simulation
- Participation in the education at lower levels
- Self- learning , self-study

- Other methods and techniques according to the needs and educational goals

### **Student assessment**

Comprehensive assessment includes Students are assessed by following methods, Written, Orally, Interactive computerized test, OSCE, OSLE, OSFE, DOPS, 360° test.

Portfolio assessment includes Log book assessment, the results of previous assessments, articles, notice warnings & encouragements, work certification and etc.

### **Ethical issues**

The graduates should,

- Observe the Patient's Bill of Rights<sup>1</sup> when working with the patients.
- Strictly observe Biosafety and Patient Safety Rules\* concerning the patients, personnel and workplace.
- Observe the Rulebook for Dress Code<sup>2</sup>.
- Strictly observe the Regulations of Working with the Laboratory Animals<sup>3</sup>.
- Carefully preserve resources and equipment.
- Truly respect faculty members, the staff, classmates and other students and work for creating an intimate and respectful atmosphere.
- Observe social and professional ethical considerations in criticism.

1, 2 and 3 are contained in the Enclosures.

\* Biosafety and Patient Safety Rules will be set out by the Educational Departments and will be available to the students.

## **Section II**

**Title of the course:** Medical Information Systems

**Code of the course:** 01

**Number of credit:** 1

**Type of the course:** theoretical-practical (0.5 theoretical and 0.5 practical)

**Prerequisite:** -

**Main topics:** (9 hours theory-17 hours practice)

### **Introduction to personal computer:**

1. Introduction to different components of personal computer's hardware and accessories
2. Application and importance of each component of hardware and accessories

### **Introduction to windows:**

1. An overview on history of modern processing system particularly windows
2. Abilities and features of windows
3. How to use window's Help option
4. Introduction to practical programs of windows (word, power point, access, excel, etc...)

### **Introduction to important databases and academic software**

1. An overview and terminology of information system
2. Introduction to reference books software of educational program on CD and how to use it
3. Introduction to databases such as; Biological Abstract, Embase, Medline ... how to search in them
4. Introduction to electronic journals Full-Text on CD and methods of search in them

### **Introduction to internet:**

1. Introduction to information networks
2. Introduction to different aspects of internet main browsers
3. How to use internet browser to connect to network
4. Scientific Search by main search engines
5. Introduction to several scientific websites related to the educational program

### **Principal references:**

1. Finding Information in Science, Technology and Medicine Jill Lambert, Taylor & Francis, Latest Ed
2. Information Technology Solutions for Healthcare Krzysztof Zielinski et al. latest Ed

**Assessment method:**

- Cognitive domain: a comprehensive assessment will take place in the middle and the end of program.
- Psycho-motor domain: practical assessment of student's computer use, window's browser and web search with the use of checklist.

**Title of the course:** statistic and advanced research methodology

**Code of the course:** 02

**Number of credit:** 3

**Type of the course:** theoretical-practical

**Prerequisite:** -

**Principle objectives of the course:** students' introduction to concepts of descriptive-analysis conception, and scientific research methodology in order to conduct a research use the findings in practice

**Course description:** Students will learn about principals of research methodology, how to design a research, and principals of research analysis. Students will obtain problem solving skills through scientific observation and interaction with environmental issues.

**Main topics: (68 hours)**

**A: (theory 34 hours)**

**Part one- statistic**

- An overview on measurements scales ( name, grade, distance, ratio)
- An overview on central tendency indexes of descriptive statistic ( mean, mode, average)
- An overview on dispersion indexes of descriptive statistics ( standard deviation, standard error, variance)
- An overview on hypothesis test
- Introduction to error type 1 and 2, and how to calculate P-Value and confidence interval
- Introduction to trials to compare two or several groups by using qualitative and quantitative data (chi square, Wilcoxon, Kruskal–Wallis, valise, paired t)
- How to determine sample size with software
- Measuring sensitivity and features
- Introduction to SPSS software
- Definition and use of files
- Entry end editing data
- Issuing and entry of data in SPSS
- Amounts search, variables and levels
- Creating variables in SPSS
- Working with SPSS graphs and reports
- Undertaking requires tests, statistical analysis such as T-test, x2, Correlation, Reg

**Part two- research methodology**



- An overview on principals of research methodology
- Introduction to research (history, definitions . . . . ., types of quantitative research, choosing title)
- Theoretical-conceptual framework, and overview on research and how to use principle references
- Principal objective(s) of the course:, questions, hypotheses, prerequisites , research limitation
- Research components (population, sample and sampling methods, research setting, variables and their measuring scale, data collection methods, tool's reliability and validity, findings display, data resources , information statistical analysis, ethical principals in research)
- Conclusion, discussion and suggestion to use findings and future research
- An overview on qualitative research
- How to arrange a research design
- Methods of research utilization to improve nursing practice

**B: (practice 34 hours)**

- Statistical calculation on conceptual or research data
- Working on research project

**Principal references:**

1. Wood, GT, Haber. J, Nursing Research: Methods, Critical Appraisal Utilization, Mosby, (Last edition).
2. Deniz, F. Polit, B. Nursing Research. (last edition)

**Assessment method:**

**Theory:**

- Mid-term and end-term exams
- Student's participations in running the class (seminar)
- Critical analysis of two research
- Written periodic and final exams

**Practice:**

- Presenting a written research project

**Title of the course:** Nursing ethics and professional relationship

**Code of the course:** 03

**Number of credit:** 1.5

**Type of the course:** theory 1 credit and practice 0.5 credit

**Course's description:** Students will learn theoretical principals of nursing ethics and gain required skills to deliver an ethical nursing care for patients and also develop a professional relationships based on human's values. Students will learn how to protect the rights of patients and families, and also how to develop ethical interventions in nursing. In addition to reviewing the nature of nursing ethics' issues, ethical theories will be reviewed and ethical aspects of nurses' performance and professional relationships will be analyzed. Students will be sensitive towards ethical issues related to nursing practice and experience and practice ethical decision makings.

**Principle objectives of the course:** by the end of the course, students will be able to"

1. Name historical aspects and theoretical principals of nursing ethics
2. Discuss the principal of biological ethics and its applications in nursing
3. Analyze ethical perspectives of nursing practice
4. Explain methods of ethical decision making with respect to the human relationships in different disciplines of medical sciences in accordance with nursing ethic
5. Participate in dialogues related to ethical decision making regarding the care of patients
6. Explain methods of nursing ethic development
7. Be sensitive towards ethical issues
8. Be committed to protect patient's rights
9. Critically analyze own professional ethic and work environment
10. Critically analyze ethical values and human dignity in the work environment

**Main topics: (34 hours)**

**A: Theory 1 credit (17 hour)**

1. Definition and importance of nursing ethic
2. Spirituality and ethical philosophy
3. Health and spirituality
4. Human dignity and Islamic ethical values
5. History of nursing ethics and human relationships
6. Principals of biological ethics (autonomy, beneficence, no harming, justice)
7. Ethical sensitivity in nursing education (clinically)
8. Communication models doctor-nurse-patient

9. Principals of ethical decision making in relation to problems of nursing profession
10. Ethical concepts in nursing rules and regulations
11. An overview on basic human rights and respecting patient's rights
12. Professional responsibilities on nurses in accordance with ethical values
13. Ethical issues in nursing of vulnerable groups
14. Ethical codes and professional guidelines
15. Ethics in healthcare system
16. Ethical and legal issues in nursing (professional misconduct, negligence...)
17. The use of ethical principles and preserving human and professional values during care delivery

**B: Practice (17 hours)**

**Services:**

- Presenting an oral and written report (conference) regarding the challenges of nursing ethics and professional relationship in a clinical wards
- Providing solutions based on codes of ethics

**Principal references:**

1. B, Rich K. L (last edition) Nursing Ethics Across the curriculum and into practice, Boston: Jones and Bartlett Publishers
2. Davis A. J, Tschdin V., Rave L. D. Essentials of teaching and learning in nursing
3. Thompson I. E, Melia K. M, Boyd Kenneth M, Horsburgh D. (last edition) Nursing ethics, Edinburgh: Churchill Livingstone.
4. Schedina, A., Islamic biomedical ethics. Principles and Application. Oxford University Press, 2009

**Assessment method:**

**Theory:** periodic and final exams

**Practice:** evaluation of presented oral and written reports

**Title of the course:** Theories and models of public health nursing and their applications

**Code of the course:** 04

**Number of credit:** 2

**Type of the course:** 1 credit theory and 1 credit practice

**Prerequisite:** -

**Principal objective(s) of the course:** Familiarize students with the different theories and models of public health nursing so they can use them in practice

**Course description:** development of nursing profession depends on scientific approach and production of knowledge and theories based on empirical knowledge. Theories and models in fact are nursing knowledge that facilitate and guide the use of nursing practice and skills

**Main topics: (68 hours)**

**A: theory (17 hours)**

- Introduction to definitions and concepts of theory and model
- Main features of a theory and the relationship between the theory and model
- Application of nursing process in nursing practice
- Concept and theories of learning and their application in behavioral change
- Introduction to famous nursing theorists and their models including; Florence Nightingale, Roy, Orem, Johnson, Watson, Freedman, Rogers, Palau, Abdullah)
- Introduction to popular health theories and models of public health nursing such as;
  - Theory of stages of change (Trans-theoretical Model)
  - Theory of reasoned action
  - Health belief model
  - Pender's health promotion model
  - Socio-cognitive theory
  - Health planning models (precede and proceed models)
  - Theory of planned behavior
  - Health communication models
  - Innovation expansion model
  - Basnef model
  - Expectancy value theory
  - Behavioral intention model

**B: Practice (51 hours)**

**Services:** practicing and use of theories and models to evaluate the intended setting, and designing intervention programs in an area of public health, and reporting it orally and in written (practicum project)

**Settings:** Health centers and clinics

**Shift:** according to schedules

**Principle references:**

1. Alligod. M. R. and Tomy, A.M. (Last edition), Nursing Theory Utilization & Application, Mosby, Elsevier
2. Johnson, B. M. and Webber, P. B. (last edition), An introduction to theory and reasoning in nursing, Lippincott Williams & Wilkins
3. Butler, J. T. Principles of health education and health promotion, Belmont, CA: Wadsworth, last edition
4. Naidoo, J and Willis, J (last edition), public health and health promotion: Developing Practice. London, Bailliere Tindall. Last edition
5. Merson, M H Black, R E Millis, A J. International public health, Jones and Bartlett, last edition
6. Seedhouse, D., Health: The foundation for achievement. John Wiley and Sons, Ltd, Last edition
7. Katz L. Pabordy A. and Doughins J. Pronin Health: Knowledge and Practice, The open university, Last edition
8. Stanhope, M. Lancaster J. Foundations of nursing in the community, Mosby, Last edition

**Assessment method:****Theory**

- Primary evaluation with the help of pre knowledge and attitude tests
- Active participation in group discussions
- Presenting summery of articles and conference
- Periodic evaluations using verbal questions and periodic tests
- Periodic and final exams

**Practice**

- Choosing a theory or a model and examining its application in a public health setting and reporting it orally and in written (practicum project)

**Title of the course:** Planning and evaluation of nursing practice for public health

**Code of the course:** 05

**Number of credit:** 2

**Type of the course:** 1 credit theory and 1 credit practice

**Prerequisite:** theories and models of public health nursing and their applications: advanced epidemiology

**Principal objective(s) of the course:** gaining knowledge about need assessment, reviewing issues, design, implementation and evaluation of public health programs for health promotion

**Main topics:** (68 hours)

**A:** (theory 17 hours)

- An overview on health planning and its models with an emphasis on public partnership
- Methods of strategic planning
- Data collection method/ reviewing needs, issues and population priorities
- Interventions in public health
- Identifying and assigning resources for public health programs
- Concept of marketing in public health planning
- Implementation of a public health program
- Evaluation of public health programs
- Documentation and presenting report

**B:** (Practicum 51 hours)

- **Services**
  - ✓ Presence in the settings and reviewing public health needs of society and design, implementation and evaluation
  - ✓ Critical analysis of policies, projects, programs and processes
  - ✓ Public health risk assessment
  - ✓ Assessing general health in society
- **Setting:** Health centers and clinics, homes and schools, factories, family health centers
- **Shift:** according to schedules

**Principal references:**

1. James F McKenzie, Brad L Niger, Jan L Smeltzer. Planning, Implementing and Evaluating Health Promotion Programs: a Primer. San Francisco: Pearson/Benjamin Cummings, last edition

**Assessment method:**

**Theory:**

- Participation in the discussions
- Presenting a seminar
- Presenting project report during the semester regarding a public health program (planning and evaluation)

**Practice:**

- Evaluation of review reports and carried out interventions in regard to society's health need

**Title of the course:** Methods of teaching individual, family and society

**Code of the course:** 06

**Number of credit:** 2 credits

**Type of the course:** 1 credit theory and 1 credit practicum

**Prerequisites:** -

**Principal objective(s) of the course:** developing teaching and educational planning skills in order to design, implement and evaluate an educational program to promote awareness and change behavior of individual, family and society at different levels.

**Course description:** In this course, methods of learning and principles of teaching as well as influential factors on each one will be discussed. Each student provides two educational programs for an individual, family and other society members (one inside and one outside the classroom) in accordance with determined model, and in addition to submission in written, implements and evaluates them in practice.

**Main topics:** (68 hours)

**A:** (theory 17 hours)

- Definitions, theories, principles, processes and influential factors on learning and teaching (education)
- Introduction to education models
- Educational planning, Principal objective(s) of the course:, strategies and educational materials
- Types of learning, mental skills and strategies
- Educational needs assessment in health system
- Training patient, family and groups
- Training colleagues
- Stages of panel, seminar, congress.....
- Selecting and using medias
- The use of long distance education methods
- Continues and lifelong learning
- Designing and organizing a training (individual and group training)
- Education assessment (concepts, principles, types, evaluations and their applications)
- Performance evaluation

**B:** (practicum 51 hours)

**Services:**



- Designing and organizing a training for patient, family and society's groups
- Designing and organizing a training for healthcare workers
- Designing and organizing a training for students
- Communication skills (personal, group)
- Training individual and family

**Setting:** health centers, schools, homes, factories...

**Shifts:** according to schedules

**Principal references:**

1. Bastable, S.B. (last edition), Nurse as educator: Principles of teaching and learning practice, Boston: Jones & Bartlett Publisher
2. Billings, D.M. and Halstead, J,A (Last edition) Teaching in Nursing: A guide for faculty, Saunders, Elsevier
3. Pollard, A. and Collins, J. Maddock, M. and Sinco, N. (Last edition), reflective Teaching, London: Continuum
4. All books and articles related to educational planning and teaching methods

**Assessment methods:**

**Theory:**

- Active participation in classroom
- Staged and final examinations
- Presenting a written copy of an article about effect of continuous learning on quality of services in health system

**Practice:**

- To develop, implement and present a training program for patient, family or society's groups in writing
- To develop, implement and present a training program for colleagues
- To develop, implement and present a training program for students

**Title of the course:** Advanced epidemiology

**Code of the course:** 07

**Number of credit:** 2 credits

**Type of the course:** 1.5 credit theory and 0.5 credit practicum

**Prerequisites:** -

**Principal objective(s) of the course:** at the end of course, it is expected from student to know about concepts and applications of epidemiology, related implemented programs across the country and identify the challenges. Students should also be able to provide interventions proportional to society's cultural and social condition.

**Main topics:** (43 hours)

**A:** (theory 26 hours)

- Epidemiology and its applications
- Epidemiologic view towards patient and disease in society
- How to deal with disease epidemics
- Epidemiologic study
- Epidemiologic models (the epidemiologic trial, the web of causation Dever's epidemiologic model) application of Markov Chain Model and society transfer models
- Epidemiology in health care
- Epidemiologic approach in evaluation of screening programs
- Application of epidemiology in evaluation of health care
- Measurement and outcome of health care
- Experiences of Iran and the world in prevention of injuries and disasters
- Management principles in large communal incidents
- Ethic and professional principles in epidemiology

**B:** (practice 17 hours)

**Services:** having presence in places where services are delivered, clinical assessment and presenting written report

**Principal references: (Last Edition)**

1. Gerstman, B. Burt-Epidemiology Kept Simple: An introduction to traditional and modern epidemiology, last edition
2. Cordis, Leon-Epidemiology, Last edition.

**Student assessment:**

**Theory:**

- Primary evaluation by knowledge, attitude pre-tests
- Active participation in group discussions
- Staged evaluations of the course by staged exams and verbal questions
- Presenting summary of articles and conference regarding selected topics and assessing how they have been used in clinical field verbally or written
- Final assessment of the course by written exam

**Practice:**

- Evaluating one case of health care in regard to public health and presenting a written report

**Title of the course:** women and men's health during reproductive age

**Code of the course:** 08

**Number of credit:** 2

**Type of the course:** 1 credit theory and 1 credit practicum

**Prerequisite:** Advanced epidemiology

**Principal objective(s) of the course:** By the end of course, students can identify women and men's health models. This course focuses on men and women's concerns during pregnancy from teenage to elderly, and explores different issues such as puberty, pregnancy, contraception, infertility and menopause.

**Main topics:** (68 hours)

**A:** (1 credit theory 17hours)

- Definitions of concepts such as; sex, gender, reproductive health
- Disease and health: Gender sex, and disease
- Health and puberty
- Making family
- Effective cultural aspects on health during reproductive age
- Health during reproductive age, child birth and after
- Appropriate time gap between births
- Confronting infertility
- Necessary screenings for women such as; pap smear, breasts self-examination, and testicular examination for men
- Care during menopause
- International efforts for reproductive health

**B: (practice 51 hours)**

**Services:**

- Working with people (men and women) with different circumstances, and presenting results of a case review in clinical field, and its verbal and written report
- Acquiring abilities such as; referral to community centers and follow-up, home visit, and the use of glucometer & coagulometer

**Settings:** Health centers, clinics, hospitals, emergency departments and schools

**Shifts:** According to schedules

**Principal references: (Last Edition)**

1. Valid books and journals related to men and women's health published by the world's valid universities and scientific institutions
2. Women and men's shared responsibilities: Jones & Elsevier
3. Anderson, Barbara A: Reproductive health, Bartlett Learning 2005
4. Payne, Sarah. The health of men and women. John Wiley & Sons, Sep 14, 2006

**Student assessment:**

**Theory:**

- Primary evaluation
- Active participation in discussions
- Staged evaluations of the course by staged exams and verbal questions
- Presenting a case review in clinical fields and its written and oral report
- Final assessment of the course by written exam

**Practicum:**

- Evaluation of reported items orally and in writing
- Evaluation of visits qualitatively and quantitatively and results of delivered care

**Title of the course:** Health promotion and life style

**Code of the course:** 09

**Number of credit:** 2

**Type of the course:** 1 credit theory and 1 credit practical

**Prerequisite:** Public health models and theories and their application

**Principal objective(s) of the course:** By the end of this course, students will be familiar with concepts such as “healthy life style” and “health promotion”, and use health promotion’s applications to develop the community and promote quality of life in society

**Main topics: (68 hours)**

**A: (Theory 17 hours)**

- An overview on concepts related to health and disease
- Health promotion (history, concepts, Principal objective(s) of the course: and values)
- Health promotion and triple domains (health education, health protection and prevention)
- Health promotion’s frameworks
- Healthy life style’s programs
- Factors related to life style
- Life style and gender
- Life style and social inequality
- Assessment of health risks related to life style
- Interventions related to healthy life style
- Politic and health promotion
- Basic strategies in health promotion
- Assessment in health promotion
- Health promotion’s models and strategies
- Ethical issues in health promotion
- Global health promotion’s declarations and human right
- Healthy city project in health promotion
- General health policy making in health promotion
- Positions and places for activities related to health promotion
- Evidence-based activities in health promotion

**B: (practice)**

**Services:**

- Design, implementation and evaluation of health promotion program for one of the society's groups of places such as; work place, school, religious sites, and its oral verbal and written report
- Reviewing educational needs ( needs assessment for patients' education)

**Setting:** health centers, clinics, care homes, schools

**Shifts:** according to schedule

**Principal references:**

1. Butler, JT. Principles of health education and health promotion, Wadworth, Last edition
2. Naidoo, J. Wills J. health promotion, Balliere Tindall, Last edition
3. International public health, M H Merson, R E Balck, A J Millis and Bartlett, last edition
4. Seedhouse D, Health: The foundation for achievement, (Last edition), John Wiley and Sons Ltd, Last edition
5. Katz L. Pabordy A. and doughins J. Promoting Health: Knowledge and Practice, Last edition, Open university
6. Stanhope, M Lancaster, J. Foundation of nursing in the community, Mosby, Last edition
7. Merson, M H Balock, R E Millis, A J. International public health. Jones and Bartlett, Last edition

**Assessment method:**

**Theory:**

- Primary evaluation by knowledge, attitude pre-tests
- Staged evaluations of the course by staged exams and group discussions
- Final assessment of the course by written exam

**Practicum:**

- Student's oral and written evaluation of design, implementation and evaluation of health promotion program for one the society's groups or places such as; work place, school, religious site

**Title of the course:** Nursing and economy

**Code of the course:** 10

**Number of credit:** 1

**Type of the course:** Theory

**Prerequisite:** -

**Principal objective(s) of the course:** This course will introduce basic concepts and principles of economy and methods that can be used to reform and operate healthcare system

**Main topics: (theory 17 hours)**

- Definition and concepts of health economy
- Supply and demand in health system
- Classification of health system
- Prioritizing the needs of public health
- Efficiency and effectiveness in public health nursing practice and health economy
- Marketing and entrepreneurship in public health
- Concepts of equality and justice
- Payment methods and financing in public health system
- Insurances, social welfare, general budget
- Methods and models of allocation of resources
- Problems of health economy
- Challenges in health economy
- Health economy in developed countries
- Cost- profit analysis (CBA)
- Cost-effectiveness analysis (CEA)
- Income of medical personnel and hospital costs

**Principal references:**

1. Folland, S. Goodman A. C & Stano M. (Last edition) the economics of health and health care (Last edition), Pearson Prentice-Hall, new Jersey
2. McPake, B., Kumaranayake, L. and Normand, C. Health economics in international perspective Taylor Francis. (Last edition)

**Assessment method:**

- Primary evaluation using scientific and attitude pre-tests
- Active participation in discussions
- Staged evaluations of the course by staged exams and verbal questions



- Presenting summary of articles and conference regarding course's topics
- Final assessment of the course by written exam

**Title of the course:** Nursing and culture

**Code of the course:** 11

**Number of credit:** 1

**Type of the course:** Theory

**Prerequisite:** -

**Principal objective(s) of the course:** The course helps students to gain information and knowledge about the importance of role and application of culture in field work and public health nursing research

**Main topics:** (Theory 17 hours)

- Definition and concept of culture, race , and ethnicity
- Components of culture and national identity
- Relationship between social condition, economy and culture
- Cultural competence, domains, processes and their obstacles
- Stereotyping behavior
- Discrimination, racism and nationalism
- Cultural imposition
- Cultural conflict
- Cultural shock
- Cultural Invasion
- Healthy culture and behavior
- Methods and strategies to maintain health
- Patient's cultural position
- Cultural conflicts and disease
- Nursing culture
- Lilings' nursing culture model
- Cultural assessment in nursing

**Principal references:**

1. Stanhope, M & Lancaster, J. Community/Public health nursing. Last edition
2. Community health nursing: Promoting and protecting the public health (community health nursing) Barbara Walton Spradley. Judith Ann Allender.....last edition

**Assessment method:**

- Presenting a seminar about culture of a ethnicity
- Midterm and final exams

**Title of the course:** health care systems

**Code of the course:** 12

**Prerequisite:** -

**Number of credit:** 2

**Type of the course:** Theory 1 credit and 0.5 credit practice

**Principal objective(s) of the course:** Students' introduction to healthcare systems with the focus on public health in order to be an effective as an active member of healthcare system and play a role in healthcare policy making

**Main topics:** (Theory 17 hours)

**A:** (theory 17hours)

- History of healthcare systems' development
- Principal objective(s) of the course: and strategies of healthcare services
- Factors that affect delivery of health services in healthcare systems
- Basic health service and primary health care
- Financing health services in accordance with health promotion
- Types of healthcare systems
- Comparison of Iran's healthcare system and other healthcare systems in the world
- Quality control in healthcare system
- Revision strategies in healthcare systems
- Evaluation of "final effect in health" in healthcare systems
- Resource allocation in healthcare system
- Observation and analysis of health status in healthcare systems
- Human resources crisis in healthcare systems
- Health institutions in healthcare systems

**B:** (practice 26 hours)

**Services:**

- Review and critical analysis of a healthcare system in Iran or the world orally or in writing
- Preparing report

**Settings:** health centers, clinics, schools and factories

**Shifts:** According to schedules

**Principal references:**

1. Stanhope, M. Lancaster, J. Foundation of nursing in the community, Mosby, Last edition
2. Talbot, L. Verrinder G. Promoting health: The primary health care approach, Elsevier, Last edition
3. Clark, M. J. Community health nursing: Advocacy for population health, Prentice Hall, Last edition
4. Butler, J. T. Principles of health education and health promotion, Wadworth, Last edition
5. Merson, M H Balck, R E Mills A. International public health, Jones & Bartlett, Last edition
6. Seedhouse D, Health: The foundation for achievement, (Last edition), John Wiley and Sons Ltd, Last edition
7. Katz L. Pabordy A. and doughins J. Promoting Health: Knowledge and Practice, Last edition, Open university

**Assessment method:**

**Theory:**

- Primary evaluation using scientific and attitude pre-tests
- Staged evaluations and active participants in group discussions
- Final assessment of the course by written exam

**Practice:**

- Evaluation of critical analysis orally and in writing

**Title of the course:** Public health nursing (family)

**Code of the course:** 13

**Number of credit:** 2.5

**Type of the course:** 1.5 credits theory and 1 credit practice

**Prerequisite:** Theories and models of public health nursing and their applications, Design and evaluation of nursing care for public health. Individual, family and society's training methods, health promotion and healthy life style, culture and nursing

**Principal objective(s) of the course:** To familiarize students with the important role of public health nurses in family's health behavior promotion, and skills such as; evaluate and analyze family's health issues and problems in order to use them in future activities

**Main topics:** (77 hours)

**A:** (theory 26 hours)

- Concept of family, types of families, stages of family's evolution
- Structure, power, value and communication models in family
- Family performance; understanding of needs, socialization of children, health care and behavior
- Characteristics of Iranian family
- Islam's view towards family
- Issues and challenges of family at present time
- Family nursing theoretical framework
- Public health nurses' role and duties in family
- Nursing process in family and principles of home visit
- Family crisis and methods of adapting to it
- Family members health threats; death, divorce, poverty, immigration, chronic diseases, crisis, and unexpected incidents
- Women's health
- Men's health
- Elderly's health
- Child and teenager's health

**B:** (Practicum 51 hours)

**Services:**

- Students choose a family examine its health issues and problems based on nursing process with the use of special tools and home visit, and based on nursing diagnosis design and implement a nursing programs and assess the results

**Acquiring capability:**

Communication skills (personal, group), conducting interview, training individual and family, research and writing of academic articles, problem solving skills, environmental visit risk assessment, observing children’s growth, assessment of elderly’s abilities, safety skills, ability to triage patients, making referral and follow up, writing a report, preparing ORT, using glucometer, using coagulometer, taking blood sample from infant’s heel, and care of tracheostomy

**Setting:** health centers, clinics, schools and homes

**Shifts:** according to schedules

**Principal references:**

1. Marilyn M. Friedman, Vicky R. Bowden, Elaine Jones. Family nursing: Research, Theory, and Practice
2. Wright, Lorraine M. & Leahy, Maureen. Nurses and Families: A guide to family assessment and intervention. Last edition
3. Barbara Walton Spradley, Judith Allender. Community Health Nursing: Promoting and protecting the public’s health, last edition
4. Frances A. Maurer, Claudia M. Smith. Community/public health nursing practice: Health for families and Populations, last edition
5. Related books, journals, websites

**Assessment methods:**

**Theory:**

- Preparing and delivering a conference regarding one of the course’s topics
- Study, discuss and critically analyze of introduced text books
- Mid-term and final end-term exam

**Practice:**

- Evaluation of oral and written report regarding a family’s health issues and problems and nursing interventions undertaken

**Title of the course:** Public health nursing (vulnerable groups)

**Code of the course:** 14

**Number of credit:** 2.5

**Type of the course:** 1.5 credits theory and 1 credit practice

**Prerequisite:** Theories and models of public health nursing and their applications, Design and evaluation of nursing care for public health. Individual, family and society's training methods, health promotion and healthy life style, culture and nursing

**Principal objective(s) of the course:** By the end of the course, students will be able to identify vulnerable groups of society (pregnant women, children, elderlies, immigrants and chronic diseases such as; diabetes, hypertension), determine their needs and characteristics, and plan to meet their needs

**Main topics:** (77 hours)

**A:** (theory 26 hours)

- Definition of vulnerable population
- Predictors and methods of identifying vulnerable population
- Types of vulnerable population
- General policies affecting
- Justice in delivery of health care service and vulnerable population
- Obstacles of access to health service
- Taking part in decision making for vulnerable groups
- Learning principles of groups' struggles
  - Group's struggle, Principal objective(s) of the course: of group work
  - Types of group (small, big, open, close, homogenous, heterogeneous,.....)
  - Stages of group evolution
  - Group work process
  - Group norms, controversies and conflict
  - Decision making techniques in group work
  - Leadership strategies in group
  - Communication in group
- Application of nursing process in working with vulnerable populations
  - Examining the specific needs of vulnerable populations and providing nursing diagnosis
  - Planning public health nursing interventions in three prevention levels (health promotion, early diagnosis and treatment, preventing problem's escalation and rehabilitation)

- Evaluation of interventions' results
- Making sure vulnerable populations have access to health services (private, public sector)
- Children population: their specific health needs and issues
- Pregnant women: their specific health needs and issues
- Elderlies: their specific health needs and issues
- Poor and homeless: their specific health needs and issues
- Vulnerable families: their specific health needs and issues
- Drug addicts: their specific health needs and issues
- Infectious and Contagious diseases
- Diabetic patients
- Hypertensive patients

**B:** (practicum 51 hours)

**Services:**

- Identifying vulnerable groups in society based of related principles, examining their specific and general needs, providing comprehensive care program for them, implementing and evaluating the program
- Establish and running group meetings regarding public health nursing with the presence of patients, family members, and society members to solve health problems and finding strategies and reporting them
- Conduct interview, train individual, family and society
- Research and writing academic papers
- Problem solving skills
- Environmental visit risk assessment
- Public general health assessment in society
- Home visit
- School visit
- Observation of infant's growth
- Elderlies' ability assessment
- Safety skills
- Ability to triage patients
- Referral and follow up
- Writing report
- Vaccination
- PPD testing
- Preparing ORT
- Managing injured person in skill lab
- Using glucometer and coagulometer



- Taking blood sample from infant's heel
- Care of tracheostomy

**Setting:** health centers, clinics, schools and homes

**Shifts:** according to schedules

**Principal references:**

1. Stanhope, M, Lancaster J. Community & public health nursing. Mosby, USA, last edition
2. Corey, MS., & Corey, G. Groups: Process and public Belmont, CA: Thompson Brooks/Cole, last edition
3. Geoffrey L. Greif, Paul H. Ephross. Group work with populations at risk, Oxford university press, 3<sup>rd</sup> edition, 2010
4. Latest edition of public health nursing book and related articles

**Assessment methods:**

**Theory:**

- Active participation in class and seminar
- Mid-term and final exams

**Practice:**

- Evaluation of oral and written report regarding need assessment, planning and implementation