



<b>Shahid Beheshti University of Medical Sciences</b> <b>School of Nursing and Midwifery</b> <b>Education Development Office</b>	<b>Document ID</b>
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<b>Information about the course</b>
Department: community health nursing Name of Course: Community health nursing (vulnerable groups) Type and number of credits: 1 theoretical unit, 1 internship unit Pre-requirement/co-requirement: Nursing theories and models of community health and their application - Education to the individual, family, and society - Health promotion and healthy lifestyle - Culture and nursing Course and level of study: Master's in community health nursing Class day and time: Sundays from 3 to 5 pm

<b>The information of the person in charge of the course</b>	<b>Information on associate professors</b>
Name of the person responsible for the course: dr Dabaghi Science ranking: assistant professor Major: community health nursing Workplace: the school of nursing and midwifery Phone Call: E-mail: Sahar.dabbagh@gmail.com	Collaborating Lecturers: dr Javaheri Meeting time and place: the school of nursing and midwifery Phone Call: E-mail of Professors: fereshte.javaheri@yahoo.com
The date of the last revision of the lesson plan: 2023-2-4	



## **Lesson Description**

This course includes abnormal cases and vulnerable situations in different stages of fertility (pregnancy, childbirth, postpartum, newborns, and infertility problems), in which students are given the opportunity to acquire the necessary abilities by actively participating in theoretical education and various fields of services. to investigate and recognize the family in critical situations, especially the mother and baby at risk, diagnose their actual and potential health problems, and carry out evidence-based nursing measures in special situations. Considering the importance of virtual education and the effectiveness of combined education, especially in the category of nursing in maternal and newborn health disorders, this lesson will be presented in a combined way. This course provides theoretical foundations and necessary skills for care interventions in maternal and newborn health disorders based on professional and evidence-based principles. In this lesson, students will learn about the general principles of maternal and newborn health disorders and the necessary strategies to maintain the health and life of mothers and newborns in various fields of health and treatment. This course has been developed in the form of 2 theoretical units for undergraduate nursing students. It is expected that dear students, in addition to familiarizing themselves with the principles, concepts, and knowledge related to the topic of maternal and newborn health disorders, with persistent study and active participation in discussions and timely completion of assigned assignments, will acquire the ability to apply theoretical material in practice.

### **Main Goal:**

After the end of the course, the student is expected to be able to define the group, its types and characteristics and to identify the groups at risk in society and special social groups. Determine their characteristics and needs and plan to meet their needs.

### **Specific Goals: (expected competencies)**

After the end of the course, the learner is expected to be able to:

- Define the group, its types and characteristics and describe the goals of group work.
- Explain the stages of group development, group work process, group norms and different methods of communication in the group
- Define and explain the concepts related to group dynamics (conflict, conflict and conflict in the group, negotiation and influence and leadership) and explain the functional and non-functional roles of the group members.



- Discuss different leadership styles in the group
- Discuss the decision-making techniques in group work
- Describe vulnerable populations and their types and discuss predictive factors and methods for determining the population at risk.
- The necessity and method of identifying groups at risk (pregnant women, children, the elderly) and special social groups of vulnerable families (divorce history, single parent, with a member involved in drug addiction and abuse, tobacco use) people with chronic diseases such as diabetes, high blood pressure, etc.) to analyze in society
- Explain how to determine the needs and examine the problem in each of the above groups
- Discuss social laws and public policies affecting vulnerable populations, justice in the supply of health services, obstacles and facilitators of access to health services in these groups.
- Analyze the concept of social participation in policy making for groups at risk.
- Explain how to check and ensure the access of vulnerable populations to services (public or private sector).

Based on the information and concepts of group dynamics, for each of the vulnerable groups, provide the community health nursing process in three levels of prevention.

## Educational Approach

<p><b>Virtual class</b></p> <p>Related teaching-learning method</p> <p>Simultaneous online class <input type="checkbox"/> non-simultaneous online class <input type="checkbox"/> inverted class <input checked="" type="checkbox"/></p> <p>simulation methods <input type="checkbox"/> gamification <input type="checkbox"/> discussion <input checked="" type="checkbox"/></p> <p>forums <input type="checkbox"/></p> <p>Other</p>
<p><b>In-person class</b></p> <p>Related teaching-learning methods:</p> <p>Lecture <input checked="" type="checkbox"/> small group discussion <input type="checkbox"/> question and answer <input checked="" type="checkbox"/></p> <p>solution-based learning <input type="checkbox"/> problem-based learning <input checked="" type="checkbox"/> scenario-based learning, <input type="checkbox"/></p> <p>project presentation <input checked="" type="checkbox"/></p> <p>Other (name):</p>
<p><b>Hybrid</b></p>



Please name the method used from all face-to-face and virtual methods: Lectures, questions and answers, group discussions

### Tentative Lesson Plan

Session Number	Date	Topic	Teaching-learning method	Lecturer
1	۱۴۰۱/۱۱/۱۶	The group of types and its features	Lectures, questions and answers, group discussions	Dr. Dabaghi
2	۱۴۰۱/۱۱/۲۳	Stages of group development, group work process, group norms	Lectures, questions and answers, group discussions	Dr. Dabaghi
3	۱۴۰۱/۱۱/۳۰	Group work effort and functional roles	Lectures, questions and answers, group discussions	Dr. Dabaghi
4	۱۴۰۱/۱۲/۷	Leadership styles	Lectures, questions and answers, group discussions	Dr. Dabaghi
5	۱۴۰۱/۱۲/۱۴	Decision-making techniques in group work	Lectures, questions and answers, group discussions	Dr. Dabaghi
6	۱۴۰۱/۱۲/۲۱	Vulnerable populations, their types, predictive factors, and methods of determining the population at risk	Lectures, questions and answers, group discussions	Dr. Dabaghi
7	۱۴۰۲/۱/۲۱	The necessity and method of identifying at-risk populations and special groups	Lectures, questions and answers, group discussions	Dr. Javaheri
8	۱۴۰۲/۱/۲۸	Social laws and policies affecting vulnerable populations, justice in the supply of services, obstacles, and facilitators of access to health services	Lectures, questions and answers, group discussions	Dr. Javaheri
9	۱۴۰۲/۲/۴	Social participation in policy-making for vulnerable groups	Lectures, questions and answers, group discussions	Dr. Javaheri
10	۱۴۰۲/۲/۱۱	Ensuring access to services in vulnerable populations (public and private sector)	Lectures, questions and answers, group discussions	Dr. Javaheri
11	۱۴۰۲/۲/۱۸	Children, pregnant women, the poor and the homeless: their special issues and needs	Lectures, questions and answers, group discussions	Dr. Javaheri



12	۱۴۰۲/۲/۲۵	Vulnerable families, substance dependence and tobacco use, infectious and contagious diseases, diabetic patients, hypertensive patients, their special issues and needs	Lectures, questions and answers, group discussions	Dr. Javaheri
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## Student Expectations/Course Rules

- Regular and timely attendance and interaction in face-to-face and virtual classes
- Presenting the conference by creating a space for group interaction in one of the subjects of the lesson based on the following framework:
- Statement of the problem and the necessity of the subject under discussion by mentioning up-to-date statistics
- Using the latest reliable sources and scientific articles in preparing content
- The plan of nursing interventions in three levels of prevention by mentioning the different roles of community health nurses
- Mentioning the methods and methods of evaluating nurses' interventions in society
- Adhering to the content framework and using the teaching method appropriate to the topic of the minute
- Presentation within a maximum of 30 minutes
- Sending the conference materials to all students one week before the presentation time
- Oral presentation of a published article related to the course topics based on the following framework:
- Selection of new articles from approved scientific journals
- Presenting the summary of the article in maximum of 20 minutes and answering the questions in the next 10 minutes. Sending the paper to all students one week before the presentation time

## Evaluation Method

**Formative assessment: 10**

**Summative assessment: 10**

No.	Evaluation method	The contribution of the method to the student's final grade
1	<i>Attending and participating in class discussions and critical thinking and problem-solving exercises</i>	3
2	Compilation and presentation of conference related to course topics	4



3	Presenting an article related to the course topics	3
4	Final exam	10

### Lesson Resources:( last edition)

#### A. Books

- Greif, G. and C. Knight (2016). Group Work with Populations At-Risk, Oxford University Press.
- 2- Corey, M. S., et al. (2016). Groups: Process and Practice, Cengage Learning.
- 3- Stanhope, M. and J. Lancaster (2015). Public Health Nursing - E-Book: Population-Centered Health Care in the Community, Elsevier Health Sciences.

#### B. Article

- Articles available in reliable databases (updated)

#### C. E-learning materials

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