Course Specification

— (Bachelor)

Course Title:	Health Education and Communication
Course Code:	NUR26226
Program:	Bachelor of Nursing Science
Department:	Nursing
College:	Applied Medical Sciences
Institution:	University of Bisha
Version:	6
Last Revision Date:	20-8-2023

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (2+0)

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (level 4 , 2nd year)

4. Course general Description:

This course introduces the student to concepts that is related to communication and health education in complex, rapidly changing health care environment. It emphasizes Assume the role of the nurse as a health educator for designing and providing health education for clients, their family and caregivers in any place they are found for the purpose of promoting and restoring health and preventing disease.

5. Pre-requirements for this course (if any):

NA

6. Co-requirements for this course (if any):

NA

7. Course Main Objective(s):

To enable the Nursing graduate to identify communities, individuals and patients' needs related to their health preventions, and promote healthy behaviors by providing health information and educational activities using reliable resources with respect to different age groups and cultural backgrounds.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83.3%
2	E-learning	5	16.7%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

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3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	25
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Elearning**	5
5.	**Others (specify)**	45
Total		75

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identifies the concept of communication and health education, related teaching strategies	K1	Interactive lectures, Pre lecture assignments	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
1.2	Describe nurse's role and responsibility of applying the principles of written, verbal, nonverbal and electronic communication and active listening.	K1	Interactive lectures, Pre lecture assignments NCLEX questions	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
1.3	Recognizes health related learning	K1	Interactive lectures,	Written test

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Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	needs of clients with respect to Personal, environmental and community health backgrounds.		Pre lecture assignment	Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
2.0	**Skills**			
2.1	Develop an educational plan for disease prevention and quality of life promotion.	S4	Interactive lectures, Pre lecture assignments NCLEX questions	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
2.2	Demonstrate educational principles and counseling techniques appropriately and effectively with respect to diversity.	S4	Interactive lectures, NCLEX questions	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
...	Demonstrate skills in written, verbal, non-verbal and electronic communication.	S4	Interactive lectures, Pre lecture assignment	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	**Values, autonomy, and responsibility**			
3.1	Take responsibility for lifelong learning, reflective practice and professional development.	V1	Group Discussion Self-directed learning Team based learning	Oral presentation - Group Individual assignment
3.2	Examine the effectiveness of teamwork engagement, inter-agency and collaborative working concerning legal and ethical issues.	V2	Group Discussion Team based learning Self-directed learning	Oral presentation - Group Individual assignment

C. Course Content

No	List of Topics	Contact Hours
1.	Communication definition: purposes, elements, process, Channels, Kinds and types of communication	2
2.	Blocks / barriers to communication	2
3	Strategies to improve communication	2
4	Introduction to health education and meaning of health and illness Definition of health education Purpose and tasks of health education Principles of health education	2
5	Process of health education Assessment of learning needs	2
6	Learning objectives and teaching objectives Characteristics & responsibilities of health educator Roles and functions of nurses in health education	2
7	Common teaching methods	2
8	Counselling and health	2
9	The application of teaching learning process in client education Learning theories as a basis for Client education Learning theories classical or Pavlove condition	2
10	Motivation & learning Theories of motivation	2
11	Individual professional development planning for teachers	2
12	Teaching and evaluation	2

13	Evaluation tools of assessment of health education	**2**
14	Effective nurse's patient relationship	**2**
15	Revision	**2**
	Total	**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous assessment		30%
1.1	Electronic quiz	3rd	10
1.2	Quiz	5th	5
1.3	**E-** Individual assignment	9th	5
1.4	Oral presentation - Group	11th	5
1.5	Oral test	13th	5
2	Mid exam (written test)	7th	20%
3	Final exam (written test)	16th	50%
	Total		100%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	1. Raphael-Grimm, T (2016): The Art of Communication in Nursing and Health Care. An Interdisciplinary Approach
Supportive References	1.The Secrets of Successful Communication: A Simple Guide to Effective Encounters in Business (Big Brain vs. Little Brain Communication), *by Kevin T. McCartney, 2018* 2.Webb, L (2016): Communication Skills in Practice (Prepare for Practice) 1st Edition 4. Thomas Armstrong. The Power of the Adolescent Brain: Strategies for Teaching Middle and High School Students (2016).
Electronic Materials	Blackboard materials – digital library
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities	Lecture Hall Size of class room is appropriate E- learning lab
Technology equipment	Data show/ Projector White board Laptop computer (Desktop with CPU & Keyboard) Power Point Presentation Smart Board

Items	Resources
Other equipment	E- books electronic Saudi Digital Library Online US Library

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program Leaders Peer Reviewer Students Faculty Academic performance follows up committee. Students GPA	Direct Indirect Direct
Effectiveness of Students assessment	Program Leaders Peer Reviewer Students Faculty Academic performance follows up committee. Examination committee	Direct / indirect
Quality of learning resources	Program Leaders Peer Reviewer Students Faculty PLOs assessment committee	
The extent to which CLOs have been achieved	Program Leaders Peer Reviewer Students Faculty Academic performance follows up committee. Examination committee Students Results	Direct / Indirect
Other		

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	**1/44/45**
DATE	**21-8-2023**