



Course Specifications

Course Title:	Health Education
Course Code:	5602342-2
Program:	Bachelor of Nursing program.
Department:	Community Health Nursing and
College:	Health Care for Mass Gathering Dpt.
Institution:	Faculty of Nursing

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A. Course Identification

1. Credit hours:			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 3rd year			
4. Pre-requisites for this course (if any):			
<ul style="list-style-type: none"> English Nutrition in health and illness Medical surgical nursing "1" 			
5. Co-requisites for this course (if any):			
<ul style="list-style-type: none"> Medical surgical nursing "1" Medical surgical nursing "2" 			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	√	70
2	Blended	√	10
3	E-learning		
4	Distance learning		
5	Other	Mini –health education	20

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	2
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	

B. Course Objectives and Learning Outcomes

1. Course Description The Health Education course will help students to develop their knowledge and understanding of health education using mini-health education units that based on: <ul style="list-style-type: none"> Application of learning theories, education strategies, education methods and evaluation. Application of patient safety according to the guidelines of W.H.O.
2. Course Main Objective

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Define education and learning.	
1.2	List characteristics of effective education.	
1.3	Identify the principles of learning theories.	
1.4	Recognize the principles of education strategies	
2	Skills :	
2.1	Explain the education and learning process.	
2.2	Explain education skills, techniques, media and educational technology.	
2.3	Subdivide education skills, techniques, media and educational technology.	
2.4	Evaluate the health education needs for healthy and sick individuals.	
3	Values:	
3.1	Diagram health education plans for healthy and sick individuals.	
3.2	Perform a mini-health education session / unit.	
3.3	Employ health education process and principles into health education sessions for clients and families in various clinical settings.	
3.4	Diagram health education plans for healthy and sick individuals.	

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to course syllabus and patient safety	
2.	Introduction to health education in nursing	
3.	Educational Objectives	
4.	Learning theories	
5.	Education learning principles	
6.	Education, and learning process	
7.	Health education needs	
8.	International standard for education	
9.	Education strategies	
10.	Education skills, media	
11.	Educational technology	
12.	Methods of evaluation	
Total		

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Define education and learning.	<ul style="list-style-type: none">• Lectures:<ul style="list-style-type: none">- Introductory lecture.- Subsequent lectures.• Tutorials review (to clarify any matters not understood). Mini-health education units / sessions	<ul style="list-style-type: none">• Written Midterm (60 minute), they are objective paper and pencil tests on the course content carrying 30 % of students' final evaluation weight).• Semester activities (students are divided into groups and each group simulates a mini – health education session with their peers. It carries 20 % of students' final evaluation weight).
1.2	List characteristics of effective education		
1.3	Identify the principles of learning theories.		
1.4	Recognize the principles of education strategies		
2.0	Skills		
2.1	Explain the education and learning process.	<ul style="list-style-type: none">• Lectures:<ul style="list-style-type: none">- Introductory lecture.- Subsequent lectures.• Tutorials review (to clarify any matter not understood). Mini-health education units / sessions	<ul style="list-style-type: none">• Written quizzes (30 minute /quiz), they are objective paper and pencil tests on the course content carrying 30 % of students' final evaluation weight).• Semester activities (students are divided into groups and each group simulates a mini – health education session with their peers. It carries 20 % of students' final evaluation weight). Final written (2 hours), it is an objective paper and pencil test on the
2.2	Explain education skills, techniques, media and educational technology.		
2.3	Subdivide education skills, techniques, media and educational technology.		
2.4	Evaluate the health education needs for healthy and sick individuals.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			course content carrying 50 % of students' final evaluation weight).
3.0	Values		
3.1	Diagram health education plans for healthy and sick individuals.	<ul style="list-style-type: none"> Group discussion (students' interpersonal communications and discussions during course completion). Group discussion (students / course teachers' interpersonal communications and discussions during course completion). <p>Simulation and role play through applying the mini health education sessions / units.</p> <ul style="list-style-type: none"> Using the updated audiovisual aids (data show and plasma screen) in their presentations during the mini-health education sessions / units they are signed to. <p>Using multiple internet resources for updated knowledge and / or skills.</p>	A check list (included in the students' guide) for evaluating the mini-health education sessions / units.
3.2	Perform a mini-health education session / unit.		
3.3	Employ health education process and principles into health education sessions for clients and families in various clinical settings.		
3.4	Diagram health education plans for healthy and sick individuals.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm exam	8 th week	30%
2	Semester activities	13,14&15 th week	20 %
3	Final written exam.	18 th week	50 %

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- Academic office hours: Lecturers announce 2 hours per week to answer course related questions.

- Academic advisor: Each student has an individual academic advisor who can provide any help in academic progression and address any related issues.
- Referral system: For those students who do not respond to academic advising and need more help are referred to the head of the department

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>List Required Textbooks</p> <p>Nursing: Health Education and Improving Patient Self-Management Barbara Sassen.Springer International Publishing AG 2018</p> <p>Theoretical foundation of health education &health promotion2nd ed,2018 Manoji Sharm& John A.Romas, Jones Bartlett. LLc: Canada library of congress cataloging.</p> <p>Bastable S.B. Nurse as Educator: Principles of Education and Learning For Nursing Practice.2ndedJones and Bartlett Publishers, Boston, 2015.</p> <p>List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>Billings, D.M., & Halstead, J.A. (2015). Education in nursing: A guide for faculty (4th ed.). St. Louis, MO: Elsevier Saunders.</p> <p>•Gaberson K.B. & Oermann M.H. (2014). Clinical education Strategies in Nursing, (3 rd ed.). USA: Springer Publishing Company.</p> <p>BillingsD. M. and Halstead,J. A. Education in Nursing: A Guide for Faculty. 3rd ed., Saunders, U.S.A., 2014</p>
Essential References Materials	<p>Nursing research Journal.</p> <ul style="list-style-type: none"> • Advanced Nursing Journal. • WHO reports and publications
Electronic Materials	<ul style="list-style-type: none"> • www.Yahoo.com. • www.findarticle.com. • www.pupmed.com. • www.google.com. <p>www.healthology.com</p>
Other Learning Materials	<p>Computer programs for self-learning.</p> <p>Using self-instructions modules</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	large lecture room's75 students' capacity with appropriate spaces.
Technology Resources	Plasma screen for data show. internet

Item	Resources
(AV, data show, Smart Board, software, etc.)	
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Availability of internet

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Student Feedback	Students	<p>Strategies for Obtaining Student Feedback on Effectiveness of Education</p> <ul style="list-style-type: none"> Confidential completion of standard course evaluation questionnaire. Oral feedback from students about weaknesses, strengths and satisfaction. Online survey which allow students to express their opinions and evaluation in the educational process following these criteria: <ul style="list-style-type: none"> Content of the course Methods of instruction Media that has been used during the course Lecturers' performance <p>Educational environment.</p>
Instructor or by the Department	Staff	<ul style="list-style-type: none"> Confidential completion of standard course evaluation questionnaire. <p>Head department evaluation.</p>
Processes for Improvement of Education	Staff	Analyzing student's results of semester quizzes and mini-health education activities as an indirect way for assessing effectiveness of education.
Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member education staff of a sample of student work, periodic	Staff	<ul style="list-style-type: none"> Reviewing the health education exams by an independent committee, examination board.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
exchange and remarking of tests or a sample of assignments with staff at another institution)		<ul style="list-style-type: none"> The results of exams are reviewed by a committee rather than the teachers of the course. The Students' mini – health education assignments are marked by the lecturers of the course. In the future, there will be cooperation process with staff from other certified institutes.
Periodically reviewing course effectiveness and planning for improvement.	Staff	<p>Confidential completion of standard course evaluation questionnaire by the center of evaluation in the university.</p> <ul style="list-style-type: none"> Students' exam results. Students' feedback about the course. Results of teacher self-evaluation. Writing course report based on the previously mentioned items. Modify course specification based on action plan in the course reports. The modifications will be presented the teachers of the course and department supervisor for approval.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	23/6/42