



**Philadelphia University**  
**Faculty of Nursing**  
**Second Semester 2020/2021**  
**Course Syllabus**

<b>Course Title: Health Education</b>	<b>Course code: 0 910246</b>
<b>Course Level: 2<sup>nd</sup> year</b>	<b>Course prerequisite(s) and/or co-requisite(s):0911111</b>
<b>Lecture Time: Thursday 13:10:00-16:00</b>	<b>Credit hours: 3 hours</b>

<b><u>Academic Staff Specifics</u></b>			
<b>Name</b>	<b>Rank</b>	<b>Office number and location</b>	<b>E-mail address</b>
Mrs. Hayat Abu-Shaikha	Lecturer: RN, MSN PHD©	501 3 <sup>rd</sup> floor	<a href="mailto:habushaikha@philadelphia.edu.io">habushaikha@philadelphia.edu.io</a>

**Course Description:**

This course has two main elements; one directed toward helping students to build and focus on basic communication skills essential for working with clients of various age groups, and essential for effective health education requirement.

The second element aims to provide the nursing students with the knowledge and skills significant to health education by focusing on the principles and main concepts of the teaching and learning process used in raising health awareness of clients/ patients and empowering them to change their behavior. Strategies of teaching and learning are explored to help the students to identify the learning needs of their clients/patients, initiate a participatory teaching-learning process, and prepare a health education plan for them. Emphasis will be on assessment, planning, developing and evaluating a health education program applied to the well and sick individual, family, group and community, to improve their knowledge, attitude and health behaviors.

**Course aims and objectives:**

The first component aims to develop students' knowledge and understanding of the communicative process as an important pre-requisite for the quality of patient care.

The second component aims to prepare the student to identify the physical, mental, and social characteristics of the target audience that affect their health. Based on that assessment, the students in teams will develop health education programs using the health education process and present lesson plans which include behavioral objectives, content, teaching methods and materials.

## **Course Learning Outcomes:**

### **1. Knowledge and understanding**

- 1.1. Describe modes, process, and components of communication.
- 1.2. Discuss how behavioral communication styles influence nurse-patient relationship.
- 1.3. Discuss levels of, factors influencing, and types of, communication.
- 1.4. Identify principles, elements, and techniques, of therapeutic communication.
- 1.5. Discuss therapeutic communication helping model, and how to resolve conflict between nurse and patient.
- 1.6. Define health education and related definitions.
- 1.7. Interpret the total concept of health and health education
- 1.8. Explain the objectives of health education
- 1.9. Describe the characteristics of the health educator.
- 1.10. Explain: needs assessment, goal settings.
- 1.11. Discuss the steps of evaluating a health education program.

### **2. Intellectual Skills**

- 2.1. Discuss the concepts of health promotion and levels of prevention
- 2.2. Interpret the philosophy, goals and approaches of health education
- 2.3. Recognize the different scopes/ areas of health education
- 2.4. Compare the health education process to the nursing process
- 2.5. Identify the different teaching-learning strategies

### **3. Professional and practical Skills**

- 3.1. Explore the phases of the teaching-learning process
- 3.2. Describe qualities of a good communicator, tools, skills and types.
- 3.3. Describe effective interpersonal communication,
- 3.4. Explore the steps of the communication process, and consultation techniques in health promotion activities.
- 3.5. Conduct a health education session

### **4. Transferable Skills**

- 4.1. Prepare teaching plans including the writing of objectives using the three types of learning domains.
- 4.2. Discuss the major types of instructional media.
- 4.3. Describe the instructional methods, (types, selection and evaluation).
- 4.4. Use some instructional media equipment such as overhead projector, laptop and LCD.

## **Contribution to Program Learning Outcomes:**

Students should have knowledge and understanding of the most common health problems in their community as well as cultural competence by being familiar with the traditions and cultural beliefs prevailing in their community.

**Course Components: Module Outline:**

<b>Week</b>	<b>Subject</b>	<b>ILOs</b>	<b>Evaluation</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Introduction to the course syllabus</li> <li>• Introduction to communication skills part</li> </ul>	1.1	Mid & final exams
<b>2</b>	<ul style="list-style-type: none"> <li>• Modes of communication (verbal &amp; nonverbal).</li> <li>• The process and components of communication.</li> <li>• Factors influencing communication, levels and types of communication.</li> </ul>	1.2, 1.1, 1.3, 3.2, 3.3, 3.4,	Mid & final exams
<b>3</b>	<ul style="list-style-type: none"> <li>• Principles, techniques, and elements of therapeutic communication</li> <li>• Barriers to communication. Cultural variations related to communication.</li> <li>• Therapeutic communication skills</li> </ul>	1.4, 1.5	Mid & final exams
<b>4</b>	<ul style="list-style-type: none"> <li>• Overview of education in health care</li> <li>• Ethical, legal, and economic foundations of the educational process</li> </ul>	2.1, 2.2, 2.3	Mid & final exams
<b>5</b>	<ul style="list-style-type: none"> <li>• Applying learning theories to healthcare practice</li> </ul>	4.1, 4.4	Mid & final exams
<b>6</b>	<ul style="list-style-type: none"> <li>• Philosophy, goals and approaches of health education-Definitions, terms relating to health education</li> <li>• The process of health education</li> </ul>	1.6, 1.7, 2.2, 3.1	Mid and final exams
<b>7</b>	<ul style="list-style-type: none"> <li>• Health education objectives, scopes and areas.</li> <li>• Health promotion and the three levels of prevention</li> <li>• Principles of health education- Barriers to health education.</li> </ul>	1.8, 2.3, 2.1, 2.5	Mid and final exams
<b>8</b>	<ul style="list-style-type: none"> <li>• Characteristics of the health educator</li> <li>• Learning styles</li> </ul>	1.9	Mid and final exam
<b>9</b>	<ul style="list-style-type: none"> <li>• Ethics and Health Education</li> </ul>	1.8	final exams
<b>10</b>	<ul style="list-style-type: none"> <li>• The Health Educator: Roles, Responsibilities, Certifications, Advanced Study</li> </ul>	1.9	final exams
<b>11</b>	<ul style="list-style-type: none"> <li>• The Settings for Health Education</li> </ul>	2.3	Final exam
<b>12</b>	<ul style="list-style-type: none"> <li>• Agencies/Associations/Organizations Associated with Health Education</li> </ul>	1.11	Final exam

13	<ul style="list-style-type: none"> <li>The Literature of Health Education</li> </ul>	4.1, 4.2, 4.3	Final exam
14	<ul style="list-style-type: none"> <li>Future Trends in Health Education</li> </ul>	1.10, 1.11	Final exam
15	<ul style="list-style-type: none"> <li><u>Final exam</u></li> </ul>		

### **Teaching Methods & Supporting Materials:**

Lecture  
Classroom discussions  
Handouts  
Project

### **Modes of Assessment:**

Modes of Assessment:	Score
Midterm Exam	30 Points
Participation, quiz, assignments	30 Points
Final Exam	40 Points
<b>Total</b>	<b>100</b>

*\* Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.*

### **Attendance Policy:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

### **Documentation and Academic Honesty**

Submit your home work covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).

Any completed homework must be handed in to my office (room IT...) by 15:00 on the due date. After the deadline “zero” will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

You should hand in with your assignments:

- 1- A printed listing of your test programs (if any).
- 2- A brief report to explain your findings.
- 3- Your solution of questions.

### **• Protection by Copyright**

1. Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such.
2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another

person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.

3. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work.

• **Avoiding Plagiarism.**

1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.
2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).

**Textbooks & References:**

- James T. Girvan, James F. McKenzie (2012). *Principles and Foundations of Health Promotion & Education (4th Edition)*
- Arnold, E. and Boggs, K. (2003). *Interpersonal Relationship: Professional Communication Skills for Nurses*. 4<sup>th</sup> edition. St. Louis: Saunders.
- DeLaune, S. and Ladner, P. (2002). *Fundamentals of Nursing: Standards & Practice*. 2<sup>nd</sup> edition. Clifton Park, NY: Delmar.