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| **Suggested Form No. (2) Course Description** |

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| **Faculty** | **Princess Aisha Bint Al-Hussein College for nursing and health sciences** | | | | |
| **Department** | **Nursing** | | | **Level in Framework** | 7 |
| **Course Name** | Communication and Health Education | **Number** | 0901301 | **Prerequisite** | 0901222 |
| **Credit Hours** | 3 | **Theoretical** | 3 | **Practical** | **-** |
| **Course Coordinator** |  | **Email** |  | | |
| **Teachers Educators** |  | **Emails** |  | | |
| **Lecture Time** |  | **Place** |  | **Attendance Type** | Face to face |
| **Semester** |  | **Preparation Date** | 10-12-2024 | **Modification Date** | 11-12-2024 |

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| **Abridged Course Description** |
| This course offers a comprehensive exploration of communication principles and skills vital for effective and ethical nursing practice in healthcare settings. It covers theories and techniques of interpersonal, verbal, and non-verbal communication, emphasizing their practical application in nursing healthcare. This course will enable the students to address communication challenges across diverse populations, including different age groups and individuals facing chronic illness, grief, or loss. The course also introduces core concepts of health education, focusing on strategies and methods for delivering patient-centered education to promote well-being and support recovery. |
| **Course Objectives** |
| 1. Describe to the students the fundamental communication principles relevant to healthcare settings. 2. Empower the student to apply effective interpersonal, verbal, and non-verbal communication techniques to enhance patient care and collaboration with colleagues and multidisciplinary healthcare teams. 3. Explain to the students how to assess communication needs and adapt strategies to meet the diverse requirements of patients across different age groups and cultural backgrounds. 4. Assist students to identify challenges of communicating with patients experiencing chronic illnesses, emotional distress, or loss, fostering empathy and support. 5. Explain to the students the importance of nursing health education and its impact on enhancing patient health outcomes and well-being. |

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| **CILOs (Learning Outcomes)** |
| **Knowledge** |
| 1. Discuss the key theories, models, and principles of communication and health education within diverse healthcare settings. 2. Identify digital tools and platforms for effective communication and health education in contemporary nursing practice. 3. Discuss the impact of communication and learning strategies on patient care outcomes 4. Explain the impact of cultural, social, and psychological factors on communication strategies and health education approaches in nursing practice. 5. Identify challenges in communicating with different age group patients, patients experiencing chronic illnesses, emotional distress, or loss. |
| **Skills** |
| b1. Apply advanced problem-solving skills to develop tailored communication and education strategies for individuals and communities with diverse health needs.  b2. Analyze the ethical and legal implications of communication in healthcare, ensuring adherence to professional standards and patient rights.  b 3. Analyze communication barriers when interacting with patients experiencing chronic illnesses, emotional distress, or loss, demonstrating empathy and providing appropriate support. |
| **Competences** |
| c1. Design evidence-based health promotion programs targeting specific populations, addressing prevalent health issues within a community or region.  c2. Synthesize evidence-based practices and emerging technologies to create innovative solutions for enhancing health education and patient engagement. |
| **Teaching & Learning Methods** |
| 1. Lecture-based learning 2. Case-based learning 3. Concept maps 4. Flipped classroom |
| **Assessment Tools** |
| **1.** Quizzes  2. Written examinations  3. Written Assignments |

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| **Course Content** | | | | | |
| **Week** | **Hours** | **Learning Outcomes** | **Subjects** | **Teaching & Learning Methods** | **Assessment Tools** |
| Week 1 | 3 | a1, a2, a3, a4 | Introduction to the course. Overview of education in health care and interpersonal communication | Lecture-based learning, concept maps | Written examinations |
| Week 2 | 3 | a1, a2, a3, a4, b1, b2 | Principles of communications & Non-Verbal Communication | Lecture-based learning, concept maps, case-based learning | Written examinations |
| Week 3 | 3 | a1, a2, a3, a4, b1, b2 | Verbal Communication | Lecture-based learning, concept maps, class discussion | Written examinations |
| Week 4 | 3 | a2, a3, a5, b1, b2, b3 | Clinical communication skills | Lecture based learning, case-based learning | Written examinations |
| Week 5 | 3 | a1, a2, a3, a5, b1 | Communicating with different age group | Lecture based learning, concept maps, case-based learning, Flipped classroom, | Quizzes,  written examinations |
| Week 6 | 3 | a1, a4, b3 | Communication with clients experiencing loss | Lecture-based learning, concept maps, case-based learning | Written examinations |
| Week 7 | 3 | a1, a3, a5, b1, b3 | Communicating with chronically ill patient | Lecture-based learning, case- based learning, | Written examinations |
| Week 8 | 3 | a1, a2, b2, c1, c2 | Communication with health care members | Lecture-based learning, | Written examinations, written assignments |
| Week 9 | 3 | a1, a2, b1, c1, c2 | Learning & health education | Lecture-based learning | Written Assignments |
| Week 10 | 3 | a3, a4, a5, b2, b3 | Determinants of Learning | Lecture-based learning, concept maps | Written examinations |
| Week 11 | 3 | a4, a5, b1, b2 | Behavioral Objectives | Lecture-based learning, concept maps | Written examinations |
| Week 12 | 3 | a2, a5, b1 | Instructional Methods - Part One | Lecture-based learning, concept maps | Written examinations |
| Week 13& 14 | 6 | a2, a5, b1 | Instructional Methods - Part Two | Lecture-based learning, concept maps | Written examinations |
| Week 15 | 3 | a1, a2, a3, a4, b1, b2, b3 | Course Review & Class discussion | Case-based learning, class discussion | written examinations |
| Week 16 | 1.5 | a1, a2, a3, a4, a5, b1, b2, b3 | Final exam |  | Written exam |

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| **Constituents Components** | |
| Component | Details |
| Textbook | Bastable, S. B. (2003). *Nurse as educator: Principles of teaching and learning for nursing practice* (2nd ed.). Jones and Bartlett Publishers. |
| References | - |
| Recommended for Reading | DeVito, J. A. (2016). *Essentials of human communication* (9th ed.). Pearson. |
| Electronic Material | Textbook website: <https://www.amazon.com> |
| Other Sites | - |

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| **Assessment tools** | | **Grade** |  |  | |  |  | | | | | | |
|  | | a1. | | a2. | a3. | a4. | a5. | b1. | b2. | b3. | c1. | c2. |
| First examination (Mid) | | 30 | 3 | | 4 | 4 | 4 | 4 | 4 | 4 | 3 |  |  |
| Final examination | | 50 | 5 | | 7 | 7 | 7 | 7 | 7 | 5 | 5 |  |  |
| Semester works | | 20 |  | |  |  |  |  |  |  |  |  |  |
| **Semester work** | Written assignment | 10 | 2 | | 2 |  |  |  | 2 |  |  | 2 | 2 |
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| Quizzes | 10 | 2 | | 2 | 2 |  | 2 | 2 |  |  |  |  |
| Total | 100 | 12 | | 15 | 13 | 11 | 13 | 15 | 9 | 8 | 2 | 2 |