

## Course Syllabus

1	<b>Course title</b>	Health Education & Promotion	
2	<b>Course number</b>	0703202	
3	<b>Credit hours</b>	2 credit hours (Theory)	
	<b>Contact hours (theory, practical)</b>	2 contact hours (Theory)-online	
4	<b>Prerequisites/co-requisites</b>	Fundamentals of Nursing + Adult Health Nursing I	
5	<b>Program title</b>	B.Sc. in Nursing	
6	<b>Program code</b>		
7	<b>Awarding institution</b>	The University of Jordan	
8	<b>School</b>	School of Nursing	
9	<b>Department</b>	Maternal and Child Health Nursing	
10	<b>Course level</b>	Second Year	
11	<b>Year of study and semester (s)</b>	Second Semester 2022-2023	
12	<b>Other department (s) involved in teaching the course</b>		
13	<b>Main teaching language</b>	English	
14	<b>Delivery method</b>	<input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Fully online	
15	<b>Online platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others	
16	<b>Issuing/Revision Date</b>	26.2.2023	

### 17 Course Coordinator:

Name: Hala Bawadi, PhD, RN.

Contact hours: 11:30-12:30 Sunday, Tuesday, or by appointment

Office number: 307

Phone numbers: + 962 6 5355000 - Ext: 23192

Email address: [h.bawadi@ju.edu.jo](mailto:h.bawadi@ju.edu.jo)

**18 Other instructors:**

Name:

Phone number:

Email address:

Contact hours: by appointment

**19 Course Description:**

This course is designed to introduce the students to the theory's issues and techniques of health education, teaching skills, methods in health and health promotion to clients, families and community. The course is planned to facilitate integration, application and evaluation of specific information regarding to health promotion theory, research and practice. Emphasis would be on preventive aspects of health as well as client education. Students will have the opportunity to apply course materials to design and implement health education programs to clients with common health problems.



## 20 Course aims and outcomes:

### A- Aims:

The main aim of this course is to provide students with the essential knowledge required for conducting health education programs for people to promote, maintain and restore their health.

### B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

<b>PILO #1: Demonstrate competency in performing and providing the role of a professional nurse in quality care provision for individuals, families, and groups.</b>	
<b>SLOs of the course</b>	<ul style="list-style-type: none"> <li>Utilize the concepts of health promotion models, and learning theories in designing an education program</li> <li>Discuss the educational process in planning an education program for individuals, groups and community.</li> <li>Discuss the recent trends in health education and health promotion.</li> <li>Explain the role of health educator in promoting clients' health</li> </ul>
<b>PILO #2: Apply principles of effective communication with peers, individuals, families, groups, and health care team.</b>	
<b>SLOs of the course</b>	<ul style="list-style-type: none"> <li>Communicate effectively with peers, colleagues, health care providers and client in promoting clients and community's health</li> <li>Demonstrate the ability to write educational, behavioral and instructional objectives</li> </ul>
<b>PILO 3: Utilize critical thinking and problem solving in planning and implementing nursing care for individuals, families, and groups.</b>	
<b>Course Intended Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Analyze the concepts, principles, and the process of continuous quality improvement in health care services.</li> <li>Evaluate the effective learning method that could be used to implement an education program</li> </ul> <p>Distinguish between basic types of evaluation</p>
<b>PILO # 4: Apply professional standards, values, and behaviors in providing nursing care</b>	



<b>for individuals, families, and groups.</b>	
<b>SLOs of the course</b>	<ul style="list-style-type: none"> <li>• Adhere to professional ethics when carryout and running an interactive lecture</li> <li>• Design a health education program to clients to promote, resort and protect their health</li> <li>• Explain the role of health educator</li> </ul> <p>Identify the most common health problems that are facing the Jordanian population.</p>
<b>PILO # 5: Demonstrate safety measures to protect self, individuals, families, and groups.</b>	
<b>SLOs of the course</b>	<ul style="list-style-type: none"> <li>• Integrate an appropriate instructional materials and methods in conducting an effective health education program</li> <li>• Discuss the determinant of learning in relation to care giver and care receiver</li> </ul>
<b>PILO # 6: Translate organizational, leadership, inter professional collaboration, and management concepts into nursing care for individuals, families, and groups.</b>	
<b>SLOs of the course</b>	<ul style="list-style-type: none"> <li>• Analyze trends affecting the health care system and nursing practice</li> <li>• Utilize Bloom's taxonomy in structuring different types of objectives</li> </ul>
<b>PILO #7: Utilize evidence-based practice in providing care for individuals, families, and groups.</b>	
<b>SLOs of the course</b>	Integrate the results of evidence-based practice in health promotion and health education in educating clients and their families

## 21. Topic Outline and Schedule:

Week	Lecture	Topic	ILOs	Learning Methods*/platform	Evaluation Methods**	References
1 26/2- 2/3	1.1	<b>Introduction to the Course</b> Discuss the course syllabus and the Program Intended Learning Outcomes	1-7	Synchronized meetings through Microsoft Teams/ Interactive Learning	Online Group Activities  Midterm and final exams and course assignments	
	1.2	Overview of health Education in Health care	1-7	Synchronized meetings through Microsoft Teams/ Interactive Learning		Textbook Chapter # 1
2 5/3-9/3	2.1	Overview of health Education in Health care	1-7	Synchronized meetings through Microsoft Teams/ Interactive Learning		Textbook Chapter # 1
	2.2	Overview of health Education in Health care	1-7	Online activity (Asynchronous online activities)		Textbook Chapter # 1
3 12/3- 16/3	3.1	Determinants of Learning	1-7	Synchronized meetings through Microsoft Teams/ Interactive Learning		Textbook Chapter # 4
	3.2	Determinants of Learning	1-7	Online activity (Asynchronous		Textbook

				online activities)		Chapter # 4
4 19/3- 23/3	4.1	Determinants of Learning	1-7	Synchronized meetings through Microsoft Teams/ Interactive Learning		Textbook Chapter # 4
	4.2	Determinants of Learning	1-7	Online activity (Asynchronized online activities)		Textbook Chapter # 4
5 26/3- 30/3	5.1	Behavioral Objectives	1-7	Synchronized meetings through Microsoft Teams		Textbook Chapter # 10
	5.2	Behavioral Objectives	1-7	Online activity (Asynchronized online activities)		Textbook Chapter # 10
6 2/4-6/4	6.1	Behavioral Objectives	1-7	Synchronized meetings through Microsoft Teams		Textbook Chapter # 10
	6.2		1-7	Online activity (Asynchronized online activities)		Textbook Chapter # 11
7 9/4-	7.1	Instructional Methods	1-7	Synchronized meetings through Microsoft Teams /Interactive		Textbook Chapter # 11

13/4				Learning		
	7.2	Instructional Methods	1-7	Online activity (Asynchronized online activities)		Textbook Chapter # 11
	8.1	Instructional Methods	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning		Textbook Chapter # 11
	8.2	Discussion of the Project assignment with all instructions		Online activity (Asynchronized online activities)		
<b>Midterm Exam: To Be Announced</b>						
9 23/4- 27/4	9.1	Instructional Materials	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning		Textbook Chapter # 12
	9.2	Instructional Materials	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning		Textbook Chapter # 12

10 30/4- 4/5	10.1	Health Promotion and wellness	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning	Handout & Textbook Chapter # 1
	10.2	Health Promotion and wellness	1-7	Online activity (Asynchronized online activities)	Handout & Textbook Chapter # 1
11 7/5- 11/5	11.1	Assignment Presentation	1-7	Synchronized online presentation /Microsoft Teams	--
	11.2	Assignment Presentation	1-7	Synchronized online presentation /Microsoft Teams	--
12 14/5- 18/5	12.1	Assignment Presentation	1-7	Synchronized online presentation /Microsoft Teams	--
	12.2	Assignment Presentation	1-7	Synchronized online presentation /Microsoft Teams	--
13 21/5- 25/5	13.1	Assignment Presentation	1-7	Synchronized online presentation /Microsoft Teams	--
	13.2	Assignment Presentation	1-7	Synchronized online presentation	--



			/Microsoft Teams		
14 28/5- 1/6	14.1	Health promotion and behavior change	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning	Handout & Textbook Chapter # 1
	14.2	Health promotion and behavior change	1-7	Online activity (Asynchronous online activities)	Handout & Textbook Chapter # 1
15 4/6-6/6	Discussion of the Assignments Marks				
<b>16</b>	<b>Final Exam: To Be Announced</b>				

## 22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

<b>Evaluation Activity/Purpose</b>	<b>Covered PILO SLOs</b>	<b>Mark</b>	<b>Period (Week)</b>	<b>Platform</b>
<b>Midterm Exam</b>	All 1-7	30%	9 <sup>th</sup>	TBA
<b>Course Work</b> (Term-Project presentation, online activities, quizzes, etc)	All 1-7	30%	10 <sup>th</sup> -13 <sup>th</sup>	Microsoft Teams
<b>Final</b>	All 1-7	40%	15 <sup>th</sup> -16 <sup>th</sup>	<b>TBA</b>

## 23 Course Requirements

Computer/ Laptop/ Smart phone, speakers internet connection, webcam, account on a Moodle and M-Teams platform, official JU email

## 24 Course Policies:

Please refer to the university policies as published up-to-date in the link below:



<http://units.ju.edu.jo/ar/LegalAffairs/Lists/Regulations/DispForm.aspx?ID=246&ContentTypeId=0x0100C7850F392E786A439F935E088708707E>

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

## 25 References:

### A- Required book(s), assigned reading and audio-visuals:

Bastable S.B. (2017) Nurse as Educator: Principles of Teaching and Learning for Nursing Practice (5<sup>th</sup> edition. USA: Jones & Bartlett Publisher.

### B- Recommended books, materials and media:

Fertman, C. & Allensworth, D. (2017). Health Promotion Programs: From Theory to Practice (2<sup>nd</sup> ed). USA: Jossey-Bass

Sharma, M. (2017) Theoretical Foundation of Health Education and Health Promotion. Jones and Bartlett Learning, Burlington, MA.

### C- Electronic resources, materials, and media

Latest version of the following software: Abode reader, JAVA script, and Real player



Access via internet to, JU E-learning /platform website, Quizlet

Synchronized meetings through Microsoft Teams and Interactive Learning Online teaching (because of the COVID-19 Pandemic). Exams will be conducted through LM System

## 26 Additional information:

Name of Course Coordinator: <b>Hala Bawadi</b> Signature: _____	Date: <b>28.2.2023</b>
Head of Curriculum Committee/Department: -----	Signature: -----
Head of Department: ----- <i>diana Arabiat</i> -----	Signature: -- <i>Diana</i> --
Head of Curriculum Committee/Faculty: -----	Signature: -----
Dean: -----	Signature: -----

## Appendix #1

**Term Project and Assignment (30%)**

## The University of Jordan

### School of Nursing

#### Maternal and Child Health Nursing Department

#### Health Education and Promotion (0703202)

Purpose :	The purpose of this assignment is to promote the students' skills of preparing and delivering health education sessions in health promotion topics.
Intended Learning outcomes :	<p>The students, as small groups, are expected to:</p> <ol style="list-style-type: none"> <li>1. Construct a systematic teaching plan on a health promotion topic using the designated template</li> <li>2. Implement at least one traditional and one nontraditional instructional methods in a health education session about a selected health promotion topic that delivered to students in class</li> <li>3. Utilize technology to prepare and upload an online video presentation about a selected health promotion topic</li> </ol>
Description :	<p>A health promotion topic is assigned for each student</p> <p>The assignment consists of three parts :</p> <ol style="list-style-type: none"> <li>1. Written Teaching Plan,</li> <li>2. In-class Health Education Presentation with real audience</li> <li>3. Power-point Video Presentation for online upload.</li> </ol>
Description of Written Teaching Plan :	Use the designated template – Form 1, adopted from Bastable et al (2014) – to completely and correctly plan a health education session on a health promotion topic. The topic will be assigned to your group by the course instructor.

#### General instructions:

1. **Select** one topic from the attached document
2. **Choose** your group, each group consists of 4-5 students
3. The group should select a group leader, with the following responsibilities:
  - Assigning the roles and contributions for each student
  - Making sure all students collaborate accordingly

- Conducting frequent meetings with the group to discuss the work
- Contacting the instructor for further clarifications/ suggestions related to the presentation
- Preparing a backup plan in case any of the students were unable to participate in the presentation (e.g., due to sickness)
- Presenting the topic (oral presentation) in front of the classmates through the Microsoft Teams

4. **Use** more than one valid scientific references to prepare the contents (at least one textbook)

Criteria for presentation with real audience:

The students, in small groups, actually implementing a health education session to their class-mates or population of interest

The students, in small groups, should effectively apply at least on traditional and one non-traditional methods of teaching

Preparing the presentation slides:

1. The presentation should consist of power point slides that covers: Course name and number, Presentation Title, Objectives, Scientific Contents, a summary of a recent research study, and References
2. The online presentation should not exceed 20 -25 minutes in total time
3. The power point presentation should not exceed 15 slides, and suggested distribution of slides may be:
  - o Slide #1: School Name, Semester and Academic year, Course name, number, and section, Presentation's title, Day and date of presentation,
  - o Slide # 2: Students' names and ID #
  - o Slide #3: Objectives
  - o Slide #4-13: Contents
  - o Slide #14: Summary
  - o Slide #15: References
5. The contents of the slides should be concise and direct to the point
6. Each slide should have a clear title or heading

7. Follow the 6x6 rule in each slide as possible (6 sentences x 6 words for each sentence), and avoid distracting or overcrowded slides as possible.
8. Successful presentations often utilize more verbal explanations and narrations than what is written on a slide.
9. Use pictures, figures, and images to illustrate specific objectives of the presentation
10. All students should be present during the presentation day and should be prepared to answer any questions

Criteria for the  
Power-point video  
presentation :

Clearly record voice into at least 5 power point slides on the topic

Transform the power point presentation on the health education topic to a video presentation that can be uploaded online

Upload the video-presentation to a YouTube channel

Forms:

Form-1: Written Teaching Plan Template

Form-2: Written Teaching Plan Evaluation

Form-3: Health Education Presentation Evaluation

Form-4: Power-point video presentation Evaluation



<b>The University of Jordan</b>				
<b>School of Nursing</b>				
<b>Department of Maternal and Child Health Nursing</b>				
<b>Health Education and Promotion (0703202)</b>				
<b>2021-2022</b>				
<b>Form-1: Written Health Education Plan Template (Bastable et al., 2017)</b>				
<b>Students Names:</b>			<b>Title of the presentation:</b>	
1.			<b>Evaluator:</b>	
2.				
3.				
4.				
5.				
<b>Date:</b>				
<b>Title:</b>				
<b>Purpose:</b>				
<b>Goal:</b>				
<b>Objectives</b>	<b>Content outline</b>	<b>Method of instruction</b>	<b>Material for instruction/ resources</b>	<b>Method of evaluation</b>

<b>The University of Jordan</b> <b>School of Nursing</b> <b>Department of Maternal and Child Health Nursing</b> <b>Health Education and Promotion (0703202)</b> <b>Form-2: Written Health Education Plan Evaluation ( /6)</b>				
<b>Students Names:</b>		<b>Title of the presentation:</b>		
1)		<b>Evaluator:</b>		
2)				
3)				
4)				
5)				
		<b>Date:</b>		
	<b>2</b>	<b>1</b>	<b>0</b>	<b>Notes</b>
<b>1. Create at least one general purpose</b>	Purpose is well-written and is related to the overall topic	Purpose is not well-written and/or is not related to the overall topic	No Purpose was written	
<b>2. Create at least one general goal</b>	Goal is well-written and is related to the overall topic	Goal is not well-written and/or is not related to the overall topic	There is no goal written	
<b>3. Use SMART objectives</b>	All objectives are written using SMART guidelines	Objectives are missing some elements of SMART guidelines	No objectives were provided and/or SMART guidelines were not used	
<b>4. Create detailed and coherent teaching plan including content outline, method of instruction,</b>	There is obvious match between the teaching	Mismatch present between the	Teaching plan element/s	

<b>and time allotted.</b>	plan elements	teaching plan elements	is/are missing	
<b>5. Create detailed and coherent teaching plan with appropriate content materials and methods from trusted references.</b>	Full citation provided for all resources using citation style	Citation/s is/are missing elements and/or no reference style was used	No citation/s provided for resources	
<b>6. Evaluation methods</b>	Evaluation methods are varied and appropriate for each objective	Use single evaluation method for all objectives and/or evaluation methods are not appropriate for each objective	No evaluation method was provided	
		<b>Total</b>	<b>(---/12) =</b>	<b>(---/6)</b>

## Course E-Syllabus

### Form-3: Evaluation Criteria of Oral Presentation (18%)

**Title of Presentation:** .....

**Day and Date of Presentation:** .....

**Student's Name:** ..... **ID #:** ..... **Student's Name:** ..... **ID #:** .....

**Student's Name:** ..... **ID #:** ..... **Student's Name:** ..... **ID #:** .....

**Student's Name:** ..... **ID #:** ..... **Student's Name:** ..... **ID #:** .....

	<b>Excel (4)</b>	<b>V. Good (3)</b>	<b>Good (2)</b>	<b>Poor (1)</b>	<b>Missed / NA (0)</b>	<b>Mark</b>
<b>Contents</b>	<ul style="list-style-type: none"> <li>Content was comprehensive and there was a complete coverage of information</li> <li>Presentation had an exceptional amount of valuable material</li> </ul>	<ul style="list-style-type: none"> <li>Content covered the most important information; but some information was irrelevant.</li> <li>The overall presentation provided a very good amount of material</li> </ul>	<ul style="list-style-type: none"> <li>Much of the content was irrelevant. The contents covered some but not all of major points.</li> <li>The presentation was informative but several elements went unanswered and not</li> </ul>	<ul style="list-style-type: none"> <li>Majority of the content was irrelevant and significant points left out.</li> <li>The presentation was a brief look at the topic and many important contents</li> </ul>	<ul style="list-style-type: none"> <li>Major and a whole content of the topic was lacking.</li> <li>Presentation contained very few to no valuable material</li> </ul>	

	<b>Excel (4)</b>	<b>V. Good (3)</b>	<b>Good (2)</b>	<b>Poor (1)</b>	<b>Missed / NA (0)</b>	<b>Mark</b>
			covered.	were left uncovered.		
<b>Presenters' Comprehension</b>	<ul style="list-style-type: none"> <li>• Presenters showed extensive knowledge and complete understanding of topic.</li> <li>• Accurately answered all questions posed.</li> </ul>	<ul style="list-style-type: none"> <li>• Most presenters showed a good understanding of topic.</li> <li>• All members able to answer most of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Few presenters showed good understanding of some parts of topic.</li> <li>• Only some members accurately answered questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenters had very little understanding of the topic.</li> <li>• Majority of questions were answered by only one member</li> </ul>	<ul style="list-style-type: none"> <li>• Presenters didn't understand topic.</li> <li>• Majority of questions were answered wrong</li> </ul>	
<b>Organization and adherence to presentation guidelines</b>	<ul style="list-style-type: none"> <li>• The presentation was well organized and is well prepared per the guidelines.</li> <li>• Preparation is very evident</li> <li>• Information is clear and concise on each slide.</li> <li>• Visually appealing and engaging presentation and easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation had organizing ideas but could have been much stronger with better preparation and adherence to presentation guidelines</li> <li>• Too much information on two or three slides.</li> <li>• Significant visual appeal</li> </ul>	<ul style="list-style-type: none"> <li>• There were minimal signs of organization or preparation, especially about the presentation guidelines.</li> <li>• Too much information was contained on many slides.</li> <li>• Minimal effort made to make slides appealing.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation had little evidence of preparation</li> <li>• The slides were difficult to read and too much information had been copied onto them.</li> <li>• Evidence of little planning prior to presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• The presentation lacked organization.</li> <li>• Evidence of very poor planning prior to presentation</li> <li>• There are many errors in spelling, grammar and punctuation.</li> <li>• Slides have no visual appeal.</li> </ul>	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Presenter were all very confident in delivery and they did an excellent job of engaging the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter were occasionally confident with their presentation however the presentation was not as engaging as it</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter showed some strong moments but were not consistent with the level of confidence Significant controlling</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter was frequently unconfident and demonstrated Unbalanced presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter was unconfident</li> <li>• Evident lack of preparation/rehearsal.</li> </ul>	

	<b>Excel (4)</b>	<b>V. Good (3)</b>	<b>Good (2)</b>	<b>Poor (1)</b>	<b>Missed / NA (0)</b>	<b>Mark</b>
	<ul style="list-style-type: none"> <li>• All presenters participated equally, and helped each other as needed.</li> <li>• Appropriate speaking volume &amp; body language.</li> <li>• Extremely prepared and rehearsed.</li> </ul>	<p>could have been for the class.</p> <ul style="list-style-type: none"> <li>• Slight domination of one presenter.</li> <li>• Members helped each other.</li> <li>• Very well prepared.</li> </ul>	<p>by some members with one minimally contributing.</p> <ul style="list-style-type: none"> <li>• Primarily prepared but with some dependence on just reading off slides.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter spoke too quickly or quietly making it difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependence on slides with seldom</li> </ul>	
<b>Total</b>	Out of 16 x 1.125					<b>18%</b>

Instructor Comments: -----  
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<b>Form-4: Power-point Video Presentation Evaluation ( / 6)</b>					
	<b>Completely</b>	<b>Sometimes missed</b>	<b>Frequently missed</b>	<b>Missed / not applied</b>	<b>Note</b>
1. Recorded voice is in synchrony with the slides	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
2. Recorded voice is clear with correct language					
3. Appropriate number of words and items on slides					
4. Used font sizes that could be seen easily					
5. Images suited purpose, not excessive in detail					
6. Animations/transitions don't distract from presentation					
<b>Total</b>			<b>(---/18) =</b>		<b>(---/6)</b>