

## Course Description Template

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|--|---|
| <b>1.Course Name:</b>  |   |
| Perspectives and professional issues in nursing  |   |
| <b>2.Course Code:</b>  |   |
| NUR405   |   |
| 3.(Semester-based)   |   |
| 2024 / 2025 (Semester-based)   |   |
| 4.Description preparation date:  |   |
| 20/1/2025  |   |
| 5.Available Attendance Modes: In-person  |   |
| 6.Total Study Hours / Total Credits:   |   |
| Theoretical: 2 hours/week<br>Practical: -----<br>Number of study hours (total)/ 30 theoretical hours<br>Number of units (total): 2 units   |   |
| 7.Course Coordinator(s) (if more than one, please specify):  |   |
| Name: Samia Farouk Mahmoud<br>Email: prof.samia.zag@gmail.com  |   |
| 8-Course Objectives  |   |
| <p><b>I. Cognitive Objectives</b></p> <p>By the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Define</b> health education and its objectives in nursing practice.</li> <li>2. <b>Recognize</b> the importance of health education in promoting health and preventing diseases.</li> <li>3. <b>Explain</b> the basic educational principles that should be followed in patient education.</li> <li>4. <b>Distinguish</b> between different types of health education (individual, group).</li> <li>5. <b>Identify</b> strategies to enhance learning for patients based on their health needs.</li> <li>6. <b>Understand</b> the educational role of nurses in health education for patients and the community.</li> <li>7. <b>Identify</b> factors that affect effective communication with patients (language, culture, social background).</li> <li>8. <b>Identify</b> strategies to improve communication with patients and their families.</li> </ol> | <p style="text-align: center;"><b>Learning Objectives</b></p> |
| <p><b>II. Skills-Based Objectives:</b></p>   |   |



1. **Apply** skills to design health education programs that match the patient's needs, age, and health condition.
2. **Train** students to provide health education clearly and understandably, using aids such as models and illustrations.
3. **Use** various assessment tools (questionnaires, interviews, patient behavior observation) to measure the benefit patients gain from the education provided.
4. **Train** students on how to guide patients and their families to adopt optimal health behaviors.
5. **Develop** students' skills in handling challenges they may face in education (such as resistance, lack of understanding, or cultural differences).
6. **Develop** strategies to overcome barriers that may prevent achieving the goals of health education.

#### 9. Teaching and Learning Strategies

##### Teaching Methods:

- **Lectures:** To present basic information and theoretical concepts.
- **Group Discussions:** To enhance critical thinking and active participation among students.
- **Teamwork:** To develop collaboration skills and the practical application of concepts.
- **Brainstorming:** To generate creative ideas and solutions.
- **Problem-based Learning:** To encourage students to solve real-world problems.

##### Assessment Methods:

- **Written Tests:** To measure theoretical understanding of concepts and terminology.
- **Practical Assessment (Applied Skills):** Through case studies or hands-on activities.
- **Participation in Group Discussions:** To assess interaction level and critical understanding.
- **Brainstorming:** To evaluate the creative input and solution-oriented thinking.
- **Reports:** To assess written communication and research capabilities.
- **Extracurricular Activities:** To evaluate engagement and learning outside the classroom.
- **Quizzes:** To measure quick understanding and recall of key concepts.

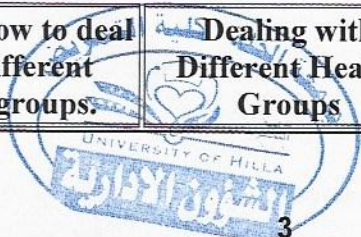
Strategy

#### 10. Course Structure

First Semester



| Week | Hours | Required Learning Outcomes  | Unit or Topic Name  | Learning Method                   | Evaluation Method                    |
|------|-------|---|---|-----------------------------------|--------------------------------------|
| 1    | 2     | - Define health education and its objectives.                                   | Unit 1: Introduction to Health Education; Basic Principles of Patient Education | Lecture + Group Discussion        | Short Quiz or Group Discussion       |
| 2    | 2     | - Understand the basic principles of patient education.                         |   | Lecture + Workshop                | Practical Test                       |
| 3    | 2     | - Learn different health education methods and techniques.                      | Unit 2: Methods and Techniques of Health Education                              | Lecture + Case Study + Discussion | Practical Exercises + Practical Test |
| 4    | 2     | - Identify the role of the nurse in health education.                           | Role of the Nurse in Health Education   | Lecture + Workshop                | Short Quiz or Group Discussion       |
| 5    | 2     | - Learn to use effective educational techniques with patients.                  | Effective Educational Techniques  | Lecture + Practical Activities    | Practical Test                       |
| 6    | 2     | - Develop effective communication skills with patients.                         | Unit 3: Effective Communication Skills  | Lecture + Communication Exercises | Practical Test + Group Discussion    |
| 7    | 2     | - Learn to design a patient-specific educational plan.                          | Unit 4: Designing an Educational Plan for the Patient                           | Workshop + Case Study             | Small Research Report Project        |
| 8    | 2     | - Use assessment techniques to determine the effectiveness of health education. | Unit 5: Assessment Techniques in Health Education                               | Lecture + Practical Application   | Practical Test + Self-assessment     |
| 9    | 2     | - Understand how to tackle challenges in health education.                      | Unit 6: Challenges in Health Education  | Lecture + Case Study              | Practical Exercises + Practical Test |
| 10   | 2     | - Develop skills for group teaching and guidance.                               | Group Teaching and Guiding Patients   | Lecture + Interactive Workshop    | Group Performance Evaluation         |
| 11   | 2     | - Learn how to deal with different health groups.                               | Dealing with Different Health Groups  | Lecture + Group Discussion        | Practical Test + Group Evaluation    |



|    |   |   |  |                                 |                                 |
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| 12 | 2 | - Design and implement effective health education activities. | Unit 7: Effective Educational Activities | Workshop + Practical Activities | Workshop + Practical Activities |
| 13 | 2 | - Writing educational reports.                                | Lecture + Practical Training             | Lecture + Practical Training    |                                 |
| 14 | 2 | - Evaluate the educational process and its outcomes.          | Evaluation of the Educational Process    | Lecture + Evaluative Discussion | Lecture + Evaluative Discussion |
| 15 | 2 | - Comprehensive review of the course and final evaluation.    | Comprehensive Review                     | Open Discussion + Topic Review  | Open Discussion + Topic Review  |

### Second Semester

| Week | Hours | Required Learning Outcomes                                     | Unit or Topic Name  | Learning Method                   | Evaluation Method                    |
|------|-------|--|---|-----------------------------------|--------------------------------------|
| 1    | 2     | - Define health education and its objectives.                  | Unit 1: Introduction to Health Education; Basic Principles of Patient Education | Lecture + Group Discussion        | Short Quiz or Group Discussion       |
| 2    | 2     | - Understand the basic principles of patient education.        |   | Lecture + Workshop                | Practical Test                       |
| 3    | 2     | - Learn different health education methods and techniques.     | Unit 2: Methods and Techniques of Health Education                              | Lecture + Case Study + Discussion | Practical Exercises + Practical Test |
| 4    | 2     | - Identify the role of the nurse in health education.          | Role of the Nurse in Health Education   | Lecture + Workshop                | Short Quiz or Group Discussion       |
| 5    | 2     | - Learn to use effective educational techniques with patients. | Effective Educational Techniques  | Lecture + Practical Activities    | Practical Test                       |
| 6    | 2     | - Develop effective communication skills with patients.        | Unit 3: Effective Communication Skills  | Lecture + Communication Exercises | Practical Test + Group Discussion    |
| 7    | 2     | - Learn to design a patient-specific educational plan.         | Unit 4: Designing an Educational Plan for the Patient                           | Workshop + Case Study             | Small Research Report Project        |



|    |   |   |   |                                 |                                      |
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| 8  | 2 | - Use assessment techniques to determine the effectiveness of health education. | Unit 5: Assessment Techniques in Health Education | Lecture + Practical Application | Practical Test + Self-assessment     |
| 9  | 2 | - Understand how to tackle challenges in health education.                      | Unit 6: Challenges in Health Education            | Lecture + Case Study            | Practical Exercises + Practical Test |
| 10 | 2 | - Develop skills for group teaching and guidance.                               | Group Teaching and Guiding Patients               | Lecture + Interactive Workshop  | Group Performance Evaluation         |
| 11 | 2 | - Learn how to deal with different health groups.                               | Dealing with Different Health Groups              | Lecture + Group Discussion      | Practical Test + Group Evaluation    |
| 12 | 2 | - Design and implement effective health education activities.                   | Unit 7: Effective Educational Activities          | Workshop + Practical Activities | Workshop + Practical Activities      |
| 13 | 2 | - Writing educational reports.  | Lecture + Practical Training                      | Lecture + Practical Training    |                                      |
| 14 | 2 | - Evaluate the educational process and its outcomes.                            | Evaluation of the Educational Process             | Lecture + Evaluative Discussion | Lecture + Evaluative Discussion      |
| 15 | 2 | - Comprehensive review of the course and final evaluation.                      | Comprehensive Review                              | Open Discussion + Topic Review  | Open Discussion + Topic Review       |

### 11. Course Evaluation

The semester grade (100) is distributed as follows:

- Coursework: 30%
- Final Exam: 70%
- Quizzes: 20%
- Participation in Group Discussions: 5 points (5%)
- Absence: 5 points (5%)

The final exam (70%) includes a comprehensive evaluation of learning outcomes, covering all course units.

### 12. Learning and Teaching Resources

- Required textbooks

Required textbooks  
(methodology if any)

- **Black, B. P.** (2021). *Professional nursing: Concepts & challenges* (9th ed.). Elsevier.

Main References (Sources)



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|---|---|
| <ul style="list-style-type: none"> <li>• <b>Finkelman, A. W.</b> (2020). <i>Professional nursing concepts: Competencies for quality leadership</i> (4th ed.). Jones &amp; Bartlett Learning.</li> <li>• <b>Zerwekh, J. A., &amp; Claborn, J. S.</b> (2020). <i>Nursing today: Transition and trends</i> (10th ed.). Elsevier.</li> <li>• <b>Molloy, M., &amp; Mazzocchi, M.</b> (2019). <i>Issues and trends in nursing: Practice, policy, and leadership</i> (6th ed.). F.A. Davis Company.</li> <li>• <b>Blais, K. K., &amp; Hayes, J. S.</b> (2016). <i>Professional nursing practice: Concepts and perspectives</i> (8th ed.). Pearson.</li> </ul> <p>1. • <b>Stanley, D.</b> (2018). <i>Nursing theory: The base for professional nursing practice</i> (6th ed.). Pearson.</p> |   |
| <ol style="list-style-type: none"> <li>1. <b>Journal of Nursing Scholarship</b></li> <li>2. <b>Nursing Leadership</b></li> <li>3. <b>The Journal of Nursing Administration</b></li> <li>4. <b>Journal of Advanced Nursing.</b></li> <li>5. <b>World Health Organization (WHO) Reports on Nursing and Health Care Systems</b></li> <li>6. <b>American Nurses Association (ANA) Reports</b></li> <li>7. <b>National Institute for Health and Care Excellence (NICE) Guidelines</b></li> <li>8. <b>Institute of Medicine (IOM) Report on the</b></li> </ol>  | <p>Recommended supporting books and references (scientific journals, reports, etc.)</p> |
| <p><b>American Nurses Association (ANA)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nursingworld.org/">https://www.nursingworld.org/</a></li> </ul> <p><b>National Institute for Health and Care Excellence (NICE)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nice.org.uk/">https://www.nice.org.uk/</a></li> </ul> <p><b>International Council of Nurses (ICN)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.icn.ch/">https://www.icn.ch/</a></li> </ul> <p><b>Nursing Research Network</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nursingresearchnetwork.org/">https://www.nursingresearchnetwork.org/</a></li> </ul>   | <p>Electronic references, websites</p>  |
| <ol style="list-style-type: none"> <li>1. <b>Empowering students</b> to understand professional issues in nursing and develop leadership, communication, and problem-solving skills related to nursing in the healthcare environment.</li> </ol>  | <p><b>Course Development Plan</b></p>   |



2. **Addressing the importance of continuous education** in enhancing nursing practice and achieving quality in healthcare.
3. **Improving communication skills** between nurses and the medical community to achieve the best care outcomes.
4. **Applying strategies for managing change** in nursing work environments.
5. **Providing practical solutions** to professional challenges related to nursing based on research evidence.

