



T-104
2022

Course Specification



Course Title:	Nursing Education
Course Code:	354 NUR-1
Program:	BACHELOR IN NURSING
Department:	NURSING
College:	COLLEGE OF NURSING
Institution:	JAZAN UNIVERSITY
Version:	2024
Last Revision Date:	1 June 2023



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A. General information about the course:

Course Identification

1. Credit hours: 1 hour

2. Course type

a. University ☐ College ☒ Department ☐ Track ☐ Others ☐

b. Required ☒ Elective ☐

3. Level/year at which this course is offered: 8th Level / 3rd Year

4. Course general Description

This course is required for all undergraduate 3rd year nursing students. This course introduces the students to principles and concepts of education, curriculum development and methods and media of teaching. It also describes the steps in curriculum development and implementation of educational programs in nursing, competence-based learning, self-learning for student and evaluation of course, curriculum and programs.

5. Pre-requirements for this course (if any):

None

6. Co- requirements for this course (if any):

None

7. Course Main Objective(s)

By studying the course, the students will be able to:

1. Describe the philosophy and principles of education.
2. Explain the teaching - learning process
3. Develop the ability to teach, using various methods and media.
4. Describe the process of assessment.
5. Participate in planning and organizing an in-service education program.
6. Develop basic skill of counselling and guidance
7. Apply principles of community-based education toward families and community, holistic health-care educational
8. Developing and Applying Competency-Based Education: essential elements of competency
9. Construct used for Technology in Nursing education
10. Demonstrate different teaching strategies and apply it in long self-learning.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	12	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		



2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	12
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
	Total	12

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate the broad understanding and critical view of the principal theories, concepts and terminology in the field of nursing education.	K1	1. Classroom teaching. 2 Seminars and open discussion with students' presentations 3. Problem-Based Learning. 4. Student participation in class	Direct Multiple choice questions, Matching type, Identification of type of evidence, Short answer questions, Long answer questions, Individual student assignment
1.2	Apply the principles and concepts of appropriate nursing education that are improve education	K2		
1.3	Explain contemporary nursing practice based on knowledge, practices and technological advances to promote students -center teaching	K3		Indirect Course evaluation survey, ILOs,





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				SLOs
2.0	Skills			
2.1	Perform essential and advanced nursing education practices skillfully for active learning.	S1	1. Class participation and spot analysis	Direct 1. Written exams 2. Quizzes 3. Individual and group activities. 4. Assignments 5. Case study Assignment: (Case study, Case teaching plan, Bedside Discussion. Ground Rounds. Small group discussion. Clinical Evaluation Tool. Indirect Course evaluation survey. ILO
2.2	Integrate technology and information systems skills in nursing education practices effectively.	S2	2. Graphical analysis and predictions 3. Reasoning 4. Problem-based learning.	
2.3	Communicate effectively in written and spoken when doing their seminar with patients, their families, colleagues, and other professionals in classroom, hospital and community.	S3	5. Concept map 6. Class Discussions. 7. Student-Lead Activities. 8. Interactive Lecture using Audiovisual Materials. 9. Questioning & Discussion. 10. Brainstorming. Case	





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			Scenario/ Method, Concept Maps. Simulation Focus group discussion Role play Clinical Work field. Self- Directed Learning Activities	SLO
3.0	Values, autonomy, and responsibility			
3.1	Practice effectively as a member or leader of a team engaged in education activities in class room	V1	1.Class discussion 2. Case study	1. Assignment 2. Observation in class. 3. Students discussion 4.Case study. 5.Long essay
3.2	Illustrate for self –reflection, inter-professional collaboration, and life-long professional development.by improving self-learning.	V2	3.Group discussion 4.Brainstorming 5. Individual and groups assignment/ Project. 6.Role Play. 7.Case Study and Case Study analysis. 8.Simulations	<ul style="list-style-type: none"> Peer Evaluation Study Assignment Problem Solving Questions. Project Poster Indirect Course evaluation survey. ILO SLO



C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to nursing education Meaning of education, aims, function and principles. Philosophy of education Factors influencing development of Philosophy of nursing education	1
2.	Teaching learning process Nature and characteristics of learning, Principles and maxims of teaching Formulating objectives	1
3.	Teaching strategies: Instructional methods large group and small group teaching -Lecture, Discussion, Group discussion Problem-Based Learning Student seminar Student Presentations Role play Student Assignment Panel discussion Symposium Workshop	1
4.	Clinical based learning Clinical teaching methods: Case methods, case presentation, nursing rounds and reports bedside clinic, conference (individual and group	1
5.	Finding the evidence Skill lab teaching Demonstration Simulation Effective skill lab learning	1
6.	Community based education Patient Education and Its Significance to Healthcare Principles of patient education and learning Field trip, Exhibition. - Ethical and legal considerations - Cultural considerations	1
7.	Educational media-Three dimensional aids: The communication process: factors affecting communication. Purposes and types of audio-visual aids. Objects, specimen, models, puppets. Graphics aids: chalk-board, charts, graphs, posters, flash cards, flannel graph Printed aids: pamphlets and leaflets Projected aids: slides, films and televisions, VCR, VCP, overhead projector, camera, microscope. Audio-aids: tape-recorder, public address system, computer	1



8.	Using Technology in Nursing education: • Understand the use of technology in the educational field. • Synthesize new technologies as an enhancement to current teaching strategies • Evaluate online methodologies for effectiveness in facilitating learners' goals	1
9.	Methods of Assessment of knowledge: essay type question, SAQ (Short Answer Questions), MCQ (multiple choice questions), Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination. Assessment of attitude: Attitude scale Summative and Formative Peer evaluation Online evaluation	1
10.	Developing and Applying Competency-Based Education: Essential elements of competency-based education (CBE) different models that can be used to develop CBE courses or programs, based on the setting or needs	1
11.	In-service education Introduction to nature and scope of in-service education program Principles of adult learning Planning for in-service program Techniques, and methods of staff education program	1
12.	Guidance and Counselling Definition Basic principles of guidance and counselling Organization of guidance and counselling services Counselling process Managing disciplinary problems & management of crisis	1
--	Final Examination	
Total		12

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Short assessment/ Quiz/oral evaluation	3 rd to 4 th	10%
2.	Midterm theory exam	5 th to 7 th	25%
3.	Assignments	7 th to 8 th	10%
4.	Attendance and Participation	Weekly	5%
5.	Final Theoretical Exam	13 th	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)



E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>ABC OF LEARNING AND TEACHING IN MEDICINE</p> <p>Edited by PETER CANTILLON Senior lecturer in medical informatics and medical education, National University of Ireland, Galway, Republic of Ireland</p> <p>LINDA HUTCHINSON Director of education and workforce development and consultant paediatrician, University Hospital Lewisham</p> <p>DIANA WOOD Director of medical education, University of Cambridge School of Clinical Medicine, Addenbrookes Hospital, Cambridge</p>
Supportive References	<p>Richard B. Gunderman Achieving Excellence in Medical Basics in Medical Education</p> <p>Published by World Scientific Publishing Co. Pte. Ltd. 5 Toh Tuck Link, Singapore 596224 USA office: 27 Warren Street, Suite 401-402, Hackensack, NJ 07601 UK office: 57 Shelton Street, Covent Garden, London WC2H 9HE</p>
Electronic Materials	<p>www.medscape.com www.ncbi.nlm.nih.gov nursing.unc.edu www.enursescribe.com www.hsl.virginia.edu/mobile-software www.cdc.com.ph</p>
Other Learning Materials	<p>Other learning material such as computer-based programs/CD, professional standards or regulations and software. Professional standards/regulations</p>

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 60 student capacity, equipped with traditional and smart resources.
Technology equipment (projector, smart board, software)	AV Aids Blackboard software, Online connection, etc. Smart Board with ICT software and internet connection in the classrooms;



Items	Resources
	Audio speakers for voice amplification and audio streaming; Lapel and handheld microphones for teacher and students.
Other equipment (depending on the nature of the specialty)	Magnetic teaching board. PowerPoint/ transparency projector Digital library

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Course Report Students' teaching evaluation questionnaire. Continuing feedback from students during the semester.
Effectiveness of student's assessment	Instructor	Course report CLO Evaluation survey Continuing feedback from students during the semester.
Quality of learning resources	Quality Assurance Unit	Students Satisfaction Survey Continuing feedback from students during the semester.
The extent to which CLOs have been achieved	Instructor	Course report CLO Evaluation survey Continuing feedback from students during the semester.
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	PLANS AND CURRICULUM COMMITTEE-COLLEGE OF NURSING
REFERENCE NO.	
DATE	

