



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	06

1.	Course Title	Health Education & Promotion
2.	Course Number	05701207
3.	Credit Hours (Theory)	3hours
	Contact Hours (Theory)	Monday and Wednesday 2-3:30
4.	Prerequisites/ Corequisites	05701203
5.	Program Title	BSc in nursing program
6.	Program Code	07
7.	School/ Center	School of Nursing - The University of Jordan
8.	Department	Clinical Nursing Department
9.	Course Level	Second Year
10.	Year of Study and Semester (s)	2023-2024- First Semester
11.	Program degree	BSc. In Nursing
12.	Other Department(s) Involved in Teaching the Course	None
13.	Main Learning Language	English
14.	Learning Types	Fully online
15.	Online Platforms(s)	✓Moodle ✓✓Microsoft Teams
16.	Issuing Date	
17.	Revision Date	28/10/2024

18. Course Coordinator:

Name:	Contact hours: 3
Office number: 117	Phone number:
Email:	

19. Other Instructors:



Name:	Office number:	Phone number:
Email:	Contact hours:	
Name:	Office number:	Phone number:
Email:	Contact hours:	

20. Course Description:

This course provides the student with the concepts of health education and primary health care. In addition it introduces the students to the teaching methods and skills to enhance the health of individuals, families and society. The course is planned to facilitate integration and application of the scientific knowledge regarding health promotion theory and practice. Health education process focused on the main aspects that include disease prevention and treatment and give students the opportunity to apply the health education programs for patients who suffer from health and environmental problems in the community. The scientific research approach will be utilized in relation to health education.

21. Program Intended Learning Outcomes:

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

22. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

Course ILOs	The learning levels to be achieved					
	Remember	Understand	Apply	Analyse	evaluate	Create
1. Utilize the concepts of health promotion	✓	✓				



models, and learning theories in designing an education program						
2. Discuss the educational process in planning an education program for individuals, groups and community.	✓					
3. Discuss the recent trends in health education and health promotion.	✓	✓				
4. Communicate effectively with peers, colleagues, health care providers and client in promoting clients and community's health			✓			
5. Demonstrate the ability to write educational, behavioral and instructional objectives				✓	✓	
6. Analyze the concepts, principles, and the process of continuous quality improvement in health care services.			✓	✓	✓	✓
7. Evaluate the effective learning method that could be used to implement an education program			✓			
8. Distinguish between basic types of evaluation			✓		✓	✓
9. Adhere to professional ethics when carryout and running an interactive lecture			✓	✓	✓	
10. Explain the role of health educator			✓	✓		
11. Design a health education program to			✓		✓	✓



clients to promote, resort and protect their health						
12. Integrate an appropriate instructional materials and methods in conducting an effective health education program				✓	✓	
13. Discuss the determinant of learning in relation to care giver and care receiver		✓		✓	✓	
14. Analyze trends affecting the health care system and nursing practice			✓		✓	✓
15. Utilize Bloom's taxonomy in structuring different types of objectives	✓	✓				
16. Integrate the results of evidence-based practice in health promotion and health education in educating clients and their families				✓	✓	

23. The matrix links the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLO's:

PLO's *	1	2	3	4	5	6	7	8	Descriptors**		
									K	S	C
CLO's											
1.			X						X		
2.			X						X		
3.			X						X		
4.		X									X
5.				X					X		
6.					X					X	
7.						X					X



8.						X					X
9.	X									X	
10.	X									X	
11.	X									X	
12.	X									X	
13.	X							X			
14.							X				X
15.								X	X		
16.								X			X

***Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.**

****Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).**

24. Topic Outline and Schedule:

Week	Lecture	Topic	ILOs Learning Methods*/platform	Evaluation Methods**	References
1	1.1 1	Introduction to the Course Discuss the course syllabus and the Program Intended Learning Outcomes	1-7 Synchronized meetings through Microsoft Teams/ Interactive Learning		
26/2 - 2/3	1.2	Overview of health Education in Health care	1-7 Synchronized meetings through Microsoft Teams/ Interactive Learning	Online Group Activities Midterm and final exams and course assignments	Textbook Chapter # 1
2	2.1	Overview of health Education in Health care	1-7 Synchronized meetings through Microsoft Teams/ Interactive		Textbook Chapter # 1



			Learning		
5/3-9/3	2.2	Overview of health Education in Health care	1-7	Online activity (Asynchronized online activities)	Textbook Chapter # 1
3 12/3-16/3	3.1	Learning theories	1-7	Synchronized meetings through Microsoft Teams/ Interactive Learning	Textbook Chapter # 4
	3.2	Learning theories	1-7	Online activity (Asynchronized	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	Interpersonal communication skills	1-7	Synchronized meetings through Microsoft Teams	Textbook Chapter # 10
	5.2	Interpersonal communication skills	1-7	Online activity (Asynchronized online activities)	Textbook Chapter # 10
6	6.1	Discussion of the Project assignment with all instructions	1-7	Synchronized meetings through Microsoft Teams	Textbook Chapter # 10



2/4-6/4	6.2	Discussion of the Project assignment with all instructions	1-7	Online activity (Asynchronized online activities)	Textbook Chapter # 11
7/4-	7.1	Behavioral Objectives	1-7	Synchronized meetings through Microsoft Teams /Interactive	Textbook Chapter # 11
13/4			Learning		
	7.2	Behavioral Objectives	1-7	Online activity (Asynchronized online activities)	Textbook Chapter # 11
	8.1	Behavioral Objectives	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning	Textbook Chapter # 11
	8.2	Behavioral Objectives			
Midterm Exam: To Be Announced					
9	9.1	Instructional Methods	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning	Textbook Chapter # 12
23/4-27/4	9.2	Instructional Methods Instructional	1-7	Synchronized meetings through Microsoft Teams	Textbook Chapter # 12



		Materials		/Interactive Learning	
10	10.1	Instructional Materials	1-7	Synchronized meetings through Microsoft Teams /Interactive Learning	Handout & Textbook Chapter # 1
30/4-4/5	10.2	Instructional Materials	1-7	Online activity (Asynchronize d online activities)	Handout & Textbook Chapter # 1
11	11.1	Evaluation in Health Care Education	1-7	Synchronized online presentation /Microsoft Teams	--
7/5-11/5	11.2	Evaluation in Health Care Education	1-7	Synchronized online presentation /Microsoft Teams	--
12	12.1	Technology in Education	1-7	Synchronized online presentation /Microsoft Teams	--
14/5-18/5	12.2	Technology in Education	1-7	Synchronized online presentation /Microsoft Teams	--
13	13.1	Assignment Presentation	1-7	Synchronized online	--
21/5-					



25/5				presentation /Microsoft Teams	
	13.2	Assignment Presentation	1-7	Synchronized online presentation	--

25. Evaluation Methods:

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

Evaluation Activity	*Mark wt.	CLO's							
		1	2	3	4	5	6	7	8
Mid-term exam	30%	x	x	x	x	x	x	x	x
Health Education Project	20%	x	x	x	x	x	x	x	x
Quiz	10%	x	x	x	x	x	x	x	x
Final	40%	x	x	x	x	x	x	x	x
Total	100%								

* According to the instructions for granting a bachelor's degree.

**According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

25. Course Requirements:

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform...etc.):

26. Course Policies:

A- Attendance policies:

Students must attend all classes of this course.

- Any student with absence of 15% of the classes of any course, will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course.
- Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.



B- Absences from exams and submitting assignments on time:

- Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester.
- Assignments and projects should be submitted to the instructor on the due date.

C- Health and safety procedures:

Students should comply with the Faculty of Nursing policies regarding pre-hospital training immunizations. Students should comply with the training areas policies regarding infection control, general precautions, and patient isolation.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:

- Copying from another student's work.
- Using materials not authorized by the institute.
- Collaborating with another student during a test, without permission.
- Knowingly using, buying, selling, or stealing the contents of a test.
- Plagiarism which means presenting another person's work or ideas as one's own, without attribution.

Using any media (including mobiles) during the exam

- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47,27, 29):**
<http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>

D- Grading policy:

A grade of (D) is the minimum passing grade for the course.

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

27. 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 (5th edition. USA: Jones & Bartlett Publisher.

B- Recommended books, materials and media:

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

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



Name of the Instructor or the Course Coordinator:	Signature:	Date: 28/10/2024
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
..... Name of the Head of Department	Signature:	Date:
..... Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
..... Name of the Dean or the Director	Signature:	Date:
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