كلية فقيه للعلوم الطبية
Fakeeh College for Medical Sciences

COURSE HANDBOOK

Program: Post-Graduate Online Courses
Course Name: Nursing Education
Course Code & Number: SNBC 106

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VISION 2030
KINGDOM OF SAUDI ARABIA

Welcome Message from Your Teaching Staff

Welcome to Nursing Education on-line course (SNBC 106)

We hope you embark with us on an enriching and enjoyable learning experience. We are committed to providing you with high quality education in an active learning environment.

This handbook provides you with an overview of this course. It includes all the information relevant to the educational process, including but not limited to teaching, learning, assessment, staff members and learning resources.

Your journey in this course will take 12 weeks. We look forward to a productive course with you.

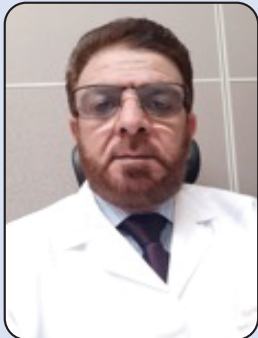During your journey in this course, you have to remember the followings:

In addition to the teaching hours provided by the teaching staff, there is additional learning hours that you (as a participants) are expected to study independently (e.g. in assignments or other work associated with the course). For this course, these expected hours are (14 hrs. /week) over the course duration.

To get the best achievements in this course, it is highly recommended to demonstrate your commitment, hard work, regular class attendance and participation in all assigned activities and readings. In addition it is important to utilize all the learning resources provided by the college such as library, language and IT labs, and electronic facilities….etc.

Course Identification:

College:	Fakeeh College for Medical Sciences
Program:	Post-Graduate On-Line Courses
Course Title:	Nursing Education
Course Code:	SNBC 106
Credit Hours	2 CHs (Two contact hours/week)
Target Audience	Health Care Workers
Date & Time of Delivery	

Course Instructors	Course Coordinator Dr. Hussein M. Tumah **Email:** *htumah@ fcms.edu.sa* **Contact No.** 0562956342 **Academic Rank:** Assistant Professor at FCMS Specialty: Nursing Education (Curriculum & Teaching Strategies in Nursing) **Position:** Deputy/Head of Nursing Department	Co-Coordinator Dr. Alaa Hafiz **Email :** *ahafiz@fcms.edu.sa* **Contact No.** 0541882211 **Academic Rank:** Assistant Professor at FCMS Specialty: Pediatric Nursing Care **Position:** BSN Program Director

Course Description and Main Objective

1. Course Description

This course focuses on principles, philosophies, and theories of learning. It also addresses curriculum development, and evaluation related to a variety of nursing educational settings.

2. Course Main Objective

This course is designed to provide advanced knowledge of educational processes, competencies needed by nurse educators, principles, philosophies and theories of learning, curriculum development, and evaluation related to a variety of nursing educational settings.

Course Learning Outcomes, Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding:**		
1.1	Describe the teaching-learning process.	• Interactive lectures • Small group discussions	• Exam (MCQ & essay questions)
1.2	List the factors that affect teaching-learning process.		
2.0	**Skills**		
2.1	Explain the process of curriculum development.	• Interactive Lecture • Flipped class, • Team Based learning • Small Group Discussion • Case based learning Assignment.	• Exams (MCQs & Essay) • Rubric for assignments
2.2	Summarize the value of accreditation process in nursing education programs.		
2.3	Construct learning objectives in various domains (Psychomotor, Cognitive and Affective)		
2.4	Develop a computer assisted teaching and learning instructional material.	• Small Group Discussion • Assignments, Presentation	• Rubric for assignments
3.0	**Values**		
3.1	Prepare teaching session as per Kemp Instructional Model.	• Small Group Discussion • Assignments, Presentation	• Rubric for assignments

Mode of Instruction (Teaching Strategies):

The teaching strategies of this course in the below table are planned and identified according to course learning outcome and chosen based on the type of skills to be developed that fit the course learning domains (Knowledge, Skills & Values). For example: (1) Interactive lecture and discussion are designed to impart knowledge and cognitive skills; (2) Student prepared presentation and case-based learning are designed to develop communication and information technology; (3) Topic presentation and case study are designed to develop interpersonal skills and responsibility.

These innovative teaching methods aim to increase participants engagement and active class participation and enhance teamwork and leadership skills. They also contribute to increase in retention of course content, increased motivation, and improved interpersonal skills. Furthermore, active teaching strategies foster students' learning and their autonomy.

No	Activity	Learning Hours
Contact Hours		
1	Interactive Lecture	12 Hours
2	Interactive teaching strategies (Flipped classroom, Case-based learning, small group discussions, and Student prepared presentations, and case study)	12 Hours
	Total	24 Hours

Course Evaluation System:

Assessment methods (direct and indirect) that show in the below tables are designed to measure the different levels of course learning domains (Knowledge, Skills & Values). The direct method includes written examinations (MCQs & Essay Questions) and other course activities (Reflections, Oral Presentations & Written Assignments)

- **Direct Assessment:**

#	Assessment task*	Due Date	Percentage of Assessment Score
1	Assignments	Week-11	20%
2	Presentations	Week-12	10%
3	Reflection	Continuous	10%
4	Quizzes (2)	Week 5 & 10	20%
5	Final written examination	Week-12	40%
Total			100 %

- **Indirect Assessment:**

Indirect assessment method includes evaluation of the course through surveys as present in the following table.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
- Learning facilities and resources	Students	- Facilities and learning resources survey
- Course Learning Outcome achievement	Student	- Course Learning Outcomes survey
- Course content	Student	- Course Evaluation Survey - Focus group discussion with students at the end of the course.

Grading System:

The grades earned by participants in the course are calculated as follows:

Percent	Rating	Rating Symbol	Rating Weight out of 5
100-95	Exceptional	A+	5.0
90 to less than 95	Excellent	A	4.75
85 to less than 90	Superior	B+	4.5
80 to less than 85	Very good	B	4.0
75 to less than 80	Above Average	C+	3.5
70 to less than 75	Good	C	3.5
less than 70	Failed	F	2.5

Learning Resources:

Required Textbooks	- Billings Diane, M, & Halsted, A. (2017). Innovative *Teaching Strategies in Nursing*. 7th edition; Elsevier, USA. - Bastable B. (2014). *Nurses as Educator*. 4th edition; Jones & Bartlett Learning Company, USA. - R Sudha. (2013). Nursing Education-Principles & Concepts. 1st edition; Jaybee Brothers Medical Publishers (P) ltd. Nepal.
Essential Reference Materials	- Billings Diane M. & Halstead Judith A. (2016). *Teaching in Nursing*. 5th Edition, Elsevier Inc
Electronic Materials	- Keating Sarah,(2010), Curriculum Development and Evaluation in Nursing, 2nd Edition Springer Publishing Company, Incorporated, UAS. - Iwasiw Carroll, Goldenberg Dolly& Mary- Andrusyszyn Anne (2009)Curriculum Development in Nursing Education, Jones& Bartlett Learning, USA
Other Learning Materials	- www.Birds.cornell.edu/schoolyard/research/critique_research.html - http://www.sonoma.edu/users/n/nolan/n400/critique.htm - http://www.barnesandnoble.com/c/diane-m.-billings - Elsevier online resources - Saudi Digital Library (SDL)

Course Content:

No	List of Topics	Contact Hours
1.	Introduction to the course and course requirements.	2
2.	Introduction to Education: Definition, aims, purposes and functions.	2
3.	Teaching and learning process: Definitions, principles of adult learners, and relationship between teaching and learning.	2
4.	Learning Theories.	2
5.	Instructional Design Process.	2
6.	Formulating learning objectives.	2
7.	Teaching methods (Instruction strategies) – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem-based learning, role-play, clinical teaching methods, self-directed learning, micro teaching, computer assisted instruction and computer assisted learning.	4
8.	Curriculum development: Definition, building on knowledge of curriculum and learning.	4
9.	Program accreditation requirements, The relationship between curricular design and accreditation	2
10.	Presentation of assignments and micro-teaching	2
	Final Exam	
Total		24

Course Study Plan:

Date	Topic	Student Learning Outcomes (SLO) *By the end of the session, you should be able to:*	Speaker	Reference
Week-1	Introduction to the course and course requirements.	• List the Course Contents • Explain Course requirement • Describe Grading and Evaluation system	• Dr. Hussein Tumah • Dr. Alaa Hafiz	• Course Specification
Week-2	Introduction to Education: Definition, aims, purposes and functions.	• Define education, teaching & learning. • Explain the functions & aims of education. • Discuss the factors that affect education.	• Dr. Hussein Tumah	• **Nursing Education-Principles & Concepts.** Chapter-1
Week-3	Teaching and learning process: Definitions, principles of adult learners, and relationship between teaching and learning.	• Differentiate between teaching & learning. • Explain the factors that promote teaching & learning. • Apply these factors in clinical situation.	• Dr. Hussein Tumah	• **Nursing Education-Principles & Concepts.** Chapter-2
Week-4	Learning Theories.	• Define learning theories. • Explain three different types of learning theories. • Apply of learning theories in patient education settings.	• Dr. Hussein Tumah	• **Innovative Teaching Strategies in Nursing.** Chapter 1
Week-5	Instructional Design Process.	• Define Instructional Design Process. • Identify the component of Instructional Design Process. • Discuss Kemp Model. • Apply Instructional Design Process steps.	• Dr. Hussein Tumah	• **Nursing Education-Principles & Concepts.** Chapter-2
Week-6	Formulating learning objectives.	• Differentiate between goals and objectives. • Identify the components of objective. • Formulate SMART objectives.	• Dr. Hussein Tumah	• **Nursing Education-Principles & Concepts.** Chapter-2
Week-7	Teaching methods (Instruction strategies)-1	• Define teaching method. • Differentiate between teaching method and	• Dr. Alaa Hafiz	• **Nursing Education-Principles & Concepts.**

Date	Topic	Student Learning Outcomes (SLO) By the end of the session, you should be able to:	Speaker	Reference
Week-8	Teaching methods (Instruction strategies)-II	strategy. • Identify the appropriate teaching method based on bloom taxonomy. • Differentiate between traditional and modern teaching methods/strategies. • Explain the types teaching methods/strategies. • Identify characteristics of each type of teaching methods/strategies.	• Dr. Alaa Hafiz	Chapter-2 & 3 • **Nursing Education-Principles & Concepts.** Chapter-2 & 3
Week-9 & Week-10	Curriculum development: I & II	• Define curriculum (planning, development and evaluation) • Identify the steps of curriculum development. • Differentiate between essentialist and progressive schools in curriculum development.	• Dr. Alaa Hafiz	• **Nursing Education-Principles & Concepts.** Chapter-7 & 10
Week-11	Program accreditation requirements, The relationship between curricular design and accreditation	• Define of accreditation. • Identify the purposes of accreditation. • List the benefits of accreditation to students, faculty staff, institution, and society.	• Dr. Hussein Tumah	• **Teaching in Nursing** Unit-II • **Teaching in Nursing** Unit-IV-Section 27
Week-12	Presentation of assignments and micro-teaching	• Define microteaching. • Conduct oral presentations.	• Dr. Alaa Hafiz	• **Nursing Education-Principles & Concepts.** Chapter-2 & 3

Communication and Attitude:

- Communicate and behave in a professional and respectful manner with Patients / Family, FCMS Faculty Staff, Clinical Instructor, Preceptor, Colleagues, and Other Multidisciplinary Team Members.
- Follow defined chain of commands during communication.
- Use proper and respectable words and voice tone in verbal communication.
- Illustrate proper and respectful body language and facial expressions in non-verbal communication.
   - ✓ Share the course learning objectives with the FCMS Faculty Staff.
   - ✓ Participate in all session's discussions.
- Accept constructive feedback and comments of FCMS Faculty Staff and Peers.

Punctuality Guidelines:

- Arrive on time (not to be late more than (10) minutes).
- Attend all sessions unless an official excuse is provided by the participant.
- Respect the approved break times.
- Do not leave the session's site/ area before you take permission from FCMS Faculty Staff.

Commitment:

- Communicate and behave in a professional and respectful manner with FCMS Faculty Staff, Colleagues, and Other Multidisciplinary Team Members.
- Comply with the FCMS and DSFH policy and procedures.
- Sustain a professional appearance (uniform, hair, nails, shoes, communication, chewing gum and use of mobile phone).
- Accept and complete projects, tasks and assignments given by the FCMS Faculty within a given time.

FCMS Examination Policy:

- **Re-sit Exam:** This exam conducted for those who get less than 70% of the total course score or those with unaccepted or no excuse to attend the final examination.
- **Academic warning:** is given to those who have absenteeism more than 25%, with unaccepted or no excuses for examinations and all with any academic misconduct according to MOE bylaws.

فقيه

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