



**San Sebastian College-Recoletos de Cavite**  
Cavite City



**OUTCOMES-BASED COURSE SYLLABUS**  
For 1<sup>st</sup> Semester, AY 2020

**Institute of Nursing**  
**Bachelor of Science in Nursing**  
**(NCM 102) HEALTH EDUCATION**

<b>VISION</b>	We envision San Sebastian College Recoletos de Cavite as a trusted Catholic community of quality learning in the service of God in His creation and humanity.
<b>MISSION</b>	We, the SSCR-de Cavite family, dedicate ourselves to the formation of the community members into Christ-centered, professional and socially responsible leaders of society
<b>CORE VALUES</b>	We value: Prayer: Humility, Faith, Excellence, Marian Devotion Truth: Discipline, Teamwork, Temperance Service: Kindness, Compassion, Temperance, Fortitude, Justice and Prudence
<b>INSTITUTIONAL GOAL</b>	To develop Sebastian Graduates, imbued with Augustinian values, who are God-centered, professionally competent and socially responsible individuals.
<b>INSTITUTIONAL OBJECTIVES</b>	In continuously improving SSC-R de Cavite's formative programs, we pledge to: <ol style="list-style-type: none"> <li>1. collaborate with the parents, alumni, public and private organizations;</li> <li>2. refine our research capabilities;</li> <li>3. empower students, faculty and staff for their welfare, and for the institution's sustainability and growth</li> <li>4. enhance resources significant to the attainment of the institution's goals for its community members; and</li> <li>5. deepen our Catholic culture integrate with the Filipino values.</li> </ol>
<b>GOAL OF THE COLLEGE</b>	The College of Arts and Sciences is geared towards the development of spiritual, moral character, and personal discipline of students which are properly integrated with the academic program.  It aims to develop competencies in communication and psychological skills that will widen intellectual and experiential horizon. Promote better understanding in which will enable the students to embody the essential Recoletos educational qualities of God centeredness, People and Family focus and become service oriented in which they will be able to respond to economic, cultural and political challenges through the knowledge they have acquired.
<b>OBJECTIVES OF THE DEPARTMENT</b>	The Nursing Program aims to provide students quality Christian Education and assists them to develop their potentials to the maximum through: <ol style="list-style-type: none"> <li>1. Sensitive awareness of the health needs of the society and strong commitment to the alleviation of problems arising there from;</li> <li>2. Acquisition of skills, knowledge and attitudes towards promotion of health and of suffering based on Christian</li> </ol>



At the end of the course and given simulated and actual conditions/situations, the student will be able to:																		
1. apply knowledge of physical , social ,natural and health sciences and humanities in conducting health education in various setting	√																	
2. Implement a health education plan for a specific client across the life span in various settings utilizing the nursing process		√																
3. apply evidence-based practices in health education.			√															
4. apply legal ethical and moral principles related to health education				√														
5. justify effectively in speaking and writing, and presenting using age and culturally appropriate language in health education .					√													
6. discuss health education accurately and comprehensively		√																
7. take part in collaboration with the team in the conduct of health education							√											

COURSE LEARNING OUTCOMES VS PROGRAM LEARNING OUTCOMES MAPPING TABLE														
At the end of the course and given simulated and actual conditions/situations, the student will be able to:	PROGRAM LEARNING OUTCOMES													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. apply knowledge of physical , social ,natural and health sciences and humanities in conducting health education in various setting	p													
2. Implement a health education plan for a specific client across the life span in various settings utilizing the nursing process		P												
3. apply evidence-based practices in health education.			p											
4. apply legal ethical and moral principles related to health education				p										
5. justify effectively in speaking and writing, and presenting using age and culturally appropriate language in health education .					D									
6. discuss health education accurately and comprehensively			p											
7. take part in collaboration with the team in the conduct of health education							p							

\*Level Legend: **I**- introduced concepts/principles; **P**-practiced with supervision; **D** demonstrated across different clinical settings with minimal supervision. Specify the highest level of attainment of the program outcome for each course

COURSE LEARNING PLAN							
<b>COURSE CODE</b>	<b>NCM 102</b>	<b>COURSE TITLE</b>	<b>HEALTH EDUCATION</b>	<b>CREDIT UNITS</b>	3units lecture	<b>HOURS</b>	54 lecture hours
<b>COURSE DESCRIPTION</b>		This course deals with concepts and principles and theories in teaching and learning. It also focuses					
<b>COURSE PRE-REQUISITE(S)</b>		None					
<b>COURSE LEARNING OUTCOMES:</b>		<p>At the end of the course and given simulated and actual conditions/ situations, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. apply knowledge of physical , social ,natural and health sciences and humanities in conducting health education in various setting</li> <li>2. Implement a health education plan for a specific client across the life span in various settings utilizing the nursing process</li> <li>3. apply evidence-based practices in health education.</li> <li>4. apply legal ethical and moral principles related to health education</li> <li>5. justify effectively in speaking and writing, and presenting using age and culturally appropriate language in health education .</li> <li>6. discuss health education accurately and comprehensively</li> <li>7. take part in collaboration with the team in the conduct of health education</li> </ol>					

COURSE COVERAGE					
Topic Learning Outcomes TLO)	Topics	Time Allotment (Hrs.)	Performance Indicators / Value(s) Developed/ Assessment Tools	Learning Strategies	Learning Resources
				Classroom	
<b>PRELIM</b>					
:Prepare comprehensive lesson plan including:  TLO1. distinguish the different theories and	<b>Principles and Theories in Teaching and Learning</b> A. Learning Theories Related to Health care Practice 1. Behaviorist	<b>18hrs</b>	The student will be able to develop faith and Marian devotion based on Daily Bread and	Daily Bread and Reflection Moment Lecture-discussion Journal Assignment Library Activity or	Bastable. Jones and Bartlett, . (2013) Nurse as Educators. 2nd

<p>strategies used in health education.</p> <p>TLO1:1 Apply related principles of physical, social, natural and health education in various settings.</p> <p>TLO1:2 Explain principles of Teaching and Learning</p> <p>TLO2. Assessing the learning needs of the individual and client related to current status utilizing the nursing process</p> <p>TLO2:1 Formulate health education plan for the client's specific learning needs</p>	<p>2.cognitive 3. Social</p> <p>B. Principles of Teaching and Learning Related to Health</p> <p>1. Developmental stages of the Learner Across the life span</p> <p>2. Principles of Teaching and Learning</p> <p><b>Health Education Process</b></p> <p>A. Assessing the Learner</p> <p>1. Determinant of Learning</p> <ul style="list-style-type: none"> <li>• Learning Needs</li> <li>• Readiness to Learn</li> <li>• Learning Styles</li> <li>•</li> </ul> <p>B. Developing a Health Education Plan</p> <p>1. Elements</p> <p>2. Objectives</p> <p>3. Strategies and methodologist</p> <p>4.Resources</p> <p>5. Evaluation</p>		<p>Reflection Moment</p> <p>The student will be able to apply related principles of physical, social, natural and health education in various settings.</p> <p>The student will be able to explain principles of Teaching and Learning</p> <p>The student will be able to assessing the learning needs of the individual and client related to current status</p> <p>The student will be able to formulate health education plan foe the client's specific learning needs</p> <p>The student will be able to implement health education plan for the client's specific learning needs.</p> <p>The student will be</p>	<p>research activity</p> <p>Send students to the library to do a literature search for articles appearing before 1980 in nursing and other health care publications that recognize the responsibility of the nurse to teach. Each student should be responsible for finding at least three (3) articles to share with the class.</p> <p>Journal writing</p> <p>Upon completing the unit, instruct the students to write a journal about the process of becoming a nurse educator</p> <p>Post Test</p>	<p>Edition</p> <p>Bastable. Jones and Bartlett, . (2013) Nurse as Educators. 2nd Edition</p> <p>Gaberson, Oermann Shellenbarger, (2015)Clinical Teaching Strategies in Nursing 4th edition</p>
---	---	--	---	---	--

<p>TLO2:2 Implement health education plan for the client's specific learning needs.</p> <p>TLO2:3 Develop working relationship the client and /or support system based on trust, respect and shared decision making using appropriate communication/ interpersonal techniques and strategies when conducting health education.</p> <p>TLO 2:4 demonstrate caring performing health education</p> <p>TLO2:5 determine clarity, completeness and accuracy of health information system.</p>	<p>C. Designing a Health Plan for a specific age group</p> <ol style="list-style-type: none"> <li>1. Infant</li> <li>2. Toddler</li> <li>3. Pre- School</li> <li>4. School Age</li> </ol> <p>D. Implementing health education plan</p> <p>F. Documentation</p>		<p>able to ensure working relationship the client and /or support system based on trust, respect and shared decision making using appropriate communication/ interpersonal techniques and strategies when conducting health education.</p> <p>The student will be able to demonstrate caring performing health education</p> <p>The student will be able to determine clarity, completeness and accuracy of health information system.</p> <p>Accomplished documentation report</p>		
<p>TLO3Take part in evidenced-based practice related to health education</p> <p>TLO3:1 Implement strategies /policies related to informed consent as it applies in multiple</p>	<p><b>Evidenced Based-Practice Related to Health Education</b></p>		<p>The student will be able to .employ evidenced-based practice related to health education</p> <p>The student will be able to Implement</p>	<p>Interactive classroom discussion</p> <p>Power point presentations on Roles, Hallmark of Nurse as Health</p>	<p>Gaberson, Oermann Shellenbarger, (2015)Clinical Teaching Strategies in Nursing 4rth edition</p>

contexts.			strategies /policies related to informed consent as it applies in multiple contexts.	educators Reflection Paper As a written project student selects a bad habit they would like to break in themselves or someone else using principles from three different learning theories	
TLO4 Take part in to ethico-moral and legal consideration when providing health education activities	Ethico-Moral and Legal Foundations of Client Education	1hr Prelim Exam	The student will be able to take part in to ethico-moral and legal consideration when providing health education activities  Rubric for Power point presentation  Research Rubric Major Exam	Interactive classroom discussion  Power point presentations on formulating course objective and selecting teaching methods  Gaming on different teaching methods  Assignment Research on Ethico-Moral and Legal Foundations of Client Education	
<b>MIDTERM</b>					
TLO5. Take part in with other members of the Health team in the Health education activities	Health Education Team A. Role of the Nurse as Health Educator 1. Giver of Information 2. Facilitator of Learning 3. Coordinator of Teaching	<b>18hrs</b>	The student will be able to Take part in with other members of the Health team in the Health	Interactive classroom discussion Power point presentations  Interactive classroom	•Oerman, (2015)Teaching in Nursing and Role of the

<p>TLO5:1 Discuss the Role of the Nurse as Health Educator</p> <p>TLO5:2 Elaborate Role of the other Members of the Health Team</p> <p>TLO5:3 Interpret Role of the Family in Health Education</p>	<p>4. Advocate for the Client</p> <p>B. Role of the other Members of the Health Team</p> <p>C. Role of the Family in Health Education</p>	<p>1hr Midterm Exam</p>	<p>education activities</p> <p>The student will be able to elaborate the Role of the Nurse as Health Educator</p> <p>The student will be able to interpret. role of the Family in Health Education</p> <p>Assignment Quiz Recitations Written Major Examination</p> <p>Rubric for Power Point presentation</p> <p>Major Exam</p>	<p>discussion</p> <p>Research assignment on related topic ( Latest trend on Teaching Strategies)</p> <p>Quiz Essay</p> <p>Assign Power point presentations on Role of the Nurse as Health Educator</p>	<p>Educator</p>
<b>FINALS</b>					
<p>TLO6. Take part in self-directed learning to enhance competence in health education.</p> <p>TLO6:1 Elaborate on Client Education for</p>	<p><b>Future Directions for Client Education</b></p> <p>A. Greater Emphasis on Wellness</p> <p>B. Increase Third-Party Reimbursement</p>	<p>18Hrs</p>	<p>The student will be able to Take part in self-directed learning to enhance competence in health education.</p> <p>The student will be able to elaborate on</p>	<p>Interactive classroom discussion</p> <p>Film showing on Interactive TV Class</p> <p>Power point presentations projects</p>	<p>Oerman, (2015)Teaching in Nursing and Role of the Educator</p>



<p>Wellness</p> <p>TLO6:2 Discuss on Third-Party Reimbursement</p> <p>TLO7. Compose health education plan based on the culture, and values of the client's</p> <p>TLO7:1 Choose of Appropriate technology for effective and efficient health education activities</p>	<p><b>Filipino Cultural Characteristics and Health Care Benefits and Practices in Health Education</b></p> <p><b>New Technologies. New Settings Environmental Linkages</b></p>	<p>1Hr Final Exam</p>	<p>Client Education for Wellness</p> <p>The student will be able to Discuss on Third-Party Reimbursement</p> <p>The student will be able to compose health education plan based on the culture, and values of the client's</p> <p>The student will be able to choose of Appropriate technology for effective and efficient health education activities</p> <p>Major Exam</p>	<p>Lectures and recitation</p> <p>Group discussions</p> <p>Research assignment on related topic ( Latest trend on New Technologies. New Settings Environmental Linkages)</p>	
---	--	-------------------------------	--	--	--

**COURSE REQUIREMENTS AND CLASS POLICY**

<p><b>Course Requirements</b></p>	<p>Each student is required to:</p> <ol style="list-style-type: none"> <li>1. Take and passed the three (3) major examinations: Prelim, Midterm and Finals.</li> <li>2. Participate in classroom and/or in group discussion.</li> <li>3. Reflection paper topic assign by instructor</li> <li>4. Research and Outreach <ul style="list-style-type: none"> <li>• Entitle “ Sebastinian Cares through Nursing Care” for Barangay <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes Vital Signs Taking</li> <li><input type="checkbox"/> Nebulization</li> <li><input type="checkbox"/> Random blood Sugar</li> </ul> </li> <li>• Entitle” Batang Malusog Malayu kay Dok” for Day Care <ul style="list-style-type: none"> <li><input type="checkbox"/> Hand Washing</li> <li><input type="checkbox"/> Personal Hygiene</li> <li><input type="checkbox"/> Different Body Parts</li> </ul> </li> </ul> </li> </ol>
<p><b>Class Policy</b></p>	<p><b>CLASSROOM RULES OF CONDUCT:</b> The student’s responsibility is to come to each class prepared. He is also expected to take all examinations on the date scheduled. He is expected to attend each class and participate actively in the discussions. As soon as the class begins, no one is allowed to leave the room until the class ends unless, with permission and for justifiable reason. The student must be in complete school uniform except on a wash day. He is also required to wear ID. Food and beverages and use of mobile devices are not permitted in the classroom.</p> <p>The student is responsible for any missed lessons and is NOT excused from not taking quizzes, nor from not passing assignments. Late reports, assignments, project and/ or other class requirements will NOT be accepted. Special examinations will be allowed only in special cases, such as prolonged illness and family emergencies. The student is invited to seek the assistance of a faculty member based on the scheduled consultation hours. The department head and/or dean may be consulted only for special cases.</p> <p><b>ACADEMIC DISHONESTY</b></p> <p>All SSC-RdC students are expected to be academically honest. Cheating, lying and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one’s own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student’s name on an attendance sheet; or otherwise practicing scholastic dishonesty.</p> <p><b>POLICY ON ATTENDANCES</b></p> <p>It is the responsibility of the student to monitor his own absences and tardy incidents. The maximum</p>

number of absences which a student may incur is 13% of the total class hours or 7 absences in an MWF class or 5 absences in a TTH or MW class. Three instances of tardiness is equivalent to 1 absence. An absence may be excused, if it supported by an Admission Slip issued by the college dean.

**OTHER PROVISIONS**

For other policies and guidelines, please refer to your Student Manual (Rev. 2014).

**GRADING SYSTEM**

Written Works	35 %
Performance Tasks	40%
Major Assessments	25%
	-----
Total	100%

The Written Work component ensures that the students are able to express skills and concepts in written form. Written work which includes long quizzes and unit or long test help strengthen test-taking skills among learners. It is strongly recommended that items in long quizzes/tests be distributed across the cognitive process dimensions so that all are adequately covered. Though these, learners are able to practice for each term assessment. Other written work may include essay, written report and other written output.

The Performance Task component allows learners to show what they know about and are able to do the diverse ways. They may create or innovate products or do performance based tasks. Performance based tasks may include skills demonstration, individual or group presentations, oral work, multi-media presentations, case analysis, concept mapping, role playing and research projects. It is important to note that written output may also be considered as performance tasks.

Major Assessment measures student learning at the end of every period (Prelim, Midterm, Final). This maybe in the form of objective tests, performance-based assessment, or a combination thereof.

**COURSE REFERENCES**

**Main References**

Books : .

Price, B. & Harrington, A.(2016). Critical thinking and writing for nursing students ( Third edition). Los Angeles: Sage.

Gault, I., shapcott, J., Luthi, A. & Reid,G.(2017). Communication in nursing and healthcare ; A guide for compassionate practice. Los Angeles: Sage..

Northway, R. & Jenkins, R.(2017).Safeguarding adults in nursing practice ( Second edition). Los Angeles: Sage.

Heavey,E.(2015). Statistics for nursing : A practical approach ( second edition). Burlington ,Massachusetts : Jones & Barlett Learning.

Rector, C.(2018). Community and public health nursing : promoting the public's health ( Ninth edition). Philadelphia :Wolters Kluwer.  
 Price, B. & Maguire, K.(2016). Core curriculum for forensic nursing. Philadelphia :Wolters Kluwer.  
 Nursing 2018 drug handbook (2018). Philadelphia :Wolters Kluwer  
 John, J., Haskell, H. & Barach, P. (2016). Case studies in patient safety : Foundations for core competencies. Burlington ,Massachusetts : Jones & Barlett Learning  
 E-sources : ebook :

- Bastable. Jones and Bartlett, (2013) Nurse as Educators. 2nd Edition
- Clark, (2013)7th edition Innovative Teaching strategies in Nursing and Related Health Professions Classroom Skills for Nurse Educators,
- Gaberson, Oermann Shellenbarger, (2015) Clinical Teaching Strategies in Nursing 4rth edition
- Lynn, (2015)Taylors Handbook of Clinical Nursing Skills 2nd edition
- Oermann Gaberson, (2014)Evaluation and Testing in Nursing Education 4rth edition
- Oerman, (2015)Teaching in Nursing and Role of the Educator

<p>Prepared by:</p> <p>Name: Teresita A. Pacion RN.RM.MAN                  Rank: Instructor                  Contact Number:                  Email: teresitagarciaaceron@yahoo.com                  Consultation Hours:Thursda2:30-5:30pm                  Date: January 24, 2020</p>	<p>Checked by:</p> <p>MR. FELIXANDER BAGAYAO RL                  STVL Librarian</p> <p>MRS. MELODY M. LABOG                  Department Head</p>	<p>Approved by:</p> <p>Rev. Fr. James Bumangabang, AOR                  Vice President for Academics</p>
--	--	--