



كلية الأميرة سلمى بن عبد الله للتمريض
قسم تمريض صحة المجتمع والصحة المهنية

التواصل العلاجي والتثقيف الصحي

1. Therapeutic Communication and Health Education

2. معلومات مدرس المساق (Instructor)

Dr. Ma'en Aljezawi (RN,PhD)	اسم (مدرس /منسق) المساق :
Dr. Manar AlAzzam (RN, PhD)	
Dr. Nuha Al-Shdyfat (RN, PhD)	
Sunday, Tuesday 8-9:30	الساعات المكتبيــــــــــــــــة :
Monday, Wednesday 12:30-2	
2870	رقم المكتب والرقم الفرعي :
alazzam@aabu.edu.jo	البريد الالكتروني :
N/A	مساعد البحث والتدريس/المشرف/الفاقي (إن وجد):

3. وصف المساق (Course Description)

This course is aimed to introduce students to the theories and techniques of health education, social marketing, learning/ teaching process, and behavioural change to individuals, families, and community through utilization of proper therapeutic communication. The responsibilities of nurses toward educational issues relating to people with long- term health problems are also outlined. Emphasis is on development, implementation, and evaluation of health education programs applied to the individuals, families, and community

4. بيانات المساق (Course Title)

المستوى: السنة الثانية	اسم المساق: 1. Therapeutic Communication and Health	رقم المساق: 1001241
وقت المحاضرة: حد، ثل: 11-12 حد، ثل: 12.30-2 ثن، ربع: 3-12 ثن، ربع: 2-3	المتطلب السابق: 1001111	طبيعة المساق: نظري
عدد الساعات الدراسية: ثلاثة	الفصل الدراسي: الثاني	العام الجامعي: 2019/2020

5. أهداف المساق (Course Objectives)

1. Understand the concepts learning, teaching, health education, therapeutic communication, and the client – Nurse Relationship.	أ-
2. Identify the different theories related to teaching, learning, motivation, and change.	ب-
3. Use the communication skills assertively and responsibly with clients through Application of health education programs	ج-
4. Identifying therapeutic communication barriers and improving nursing management to difficult situations	د-
5. Describe the roles and functions of the nurse as a health educator	ه-
6. Explain the teaching strategies: Assessment, planning, intervention and evaluation.	و-
7. Identify the educational issues relating to people with long – term health problems.	ز-
8. Analyze nursing communication skills and applied that it on proposed situations.	ح-
9. Define domains of learning in the context of nursing health education through discussing basic principle of the domains	ط-
10. Take into consideration different values and ethical aspects while applying nursing health education.	ي-
11. Improve the role of personal self-awareness in developing therapeutic communication.	ك-

6. مخرجات التعلم (Intended Student Learning Outcomes) (المعرفة والمهارات والكفايات)

يفترض بالطالب بعد دراسته لهذا المساق أن يكون قادرا على:

1. Demonstrate critical and innovative thinking.
2. Display competence in oral, written, and visual communication.
3. Apply communication theories.
4. Show an understanding of opportunities in the field of communication.
5. Use current technology related to the communication field.
6. Respond effectively to cultural communication differences.
7. Communicate ethically.
8. Demonstrate positive group communication exchanges.

7. محتوى المساق (Course Content)

الموضوع	الأسبوع
Introduction The communication process	الأول
Non-verbal communication	الثاني
Verbal communication	الثالث
Professional communication and behaviour	الرابع
Communication Among Healthcare Providers	الخامس
الامتحان النصفي	
Interviewing technique	السادس
Application of the principles of an effective interview	السابع
Adapting communication to a patient's ability to understand	الثامن
Patient education	التاسع
Cultural sensitivity in health care communication	العاشر
Electronic communication	الحادي عشر
Project presentation	الثاني عشر
Project presentation	الثالث عشر
Project presentation	الرابع عشر
الامتحان النهائي	

8. استراتيجيات التعليم والتعلم وطرق التقويم

(Teaching and learning Strategies and Evaluation Methods)

ت	مخرجات التعلم	استراتيجيات التدريس	أنشطة التعلم	نوع التقويم/القياس (امتحان/عروض صفية/مناقشة/واجبات)
1	Demonstrate collegiality while working as a member of the health care team	Lectures	Role playing Assignments Discussion and group activities.	Exams/presentation evaluation

Exams/presentation evaluation	Role playing Assignments Discussion and group activities.	Lectures/seminar presentation	Identify ethics and legalities related to health care	2
Exams/presentation evaluation	Role playing Assignments Discussion and group activities.	Lectures/seminar presentation	Take appropriate measures to ensure the safety of clients, yourself, and others	3
Exams/presentation evaluation	Role playing Assignments Discussion and group activities.	Lecturing	Develop and implement nursing care plans that meet the needs of clients	4

9. تقييم الطلبة (Assessment)

توزيع الدرجات لكل أسلوب	توقيت التقييم	الأساليب المستخدمة
%20	خلال الفصل	1- أعمال الفصل: (تقرير، وظائف، حضور، project, case studies)
%30	الأسبوع الخامس	2- امتحان تحريري نصفي
%50	أسبوع الامتحانات النهائية	4- امتحان تحريري نهائي

10. الكتاب المقرر (Text Book)

<i>Communication skills for the Health Care Professional</i>	المرجع الرئيس
Laurie McCorry, Jeff Mason	المؤلف
Lippincott Williams & Wilkins	الناشر
2011	السنة
1 st ed	الطبعة
https://inayamedicalcollege.files.wordpress.com/2016/09/communication-skills-for-the-healthcare-professional-cd.pdf	الموقع الالكتروني للمرجع

11. المراجع الإضافية (References) (وتشمل الكتب والبحوث المنشورة في الدوريات او المواقع الالكترونية)

- Adams, c. and Jones, P., 2011. <i>Therapeutic Communication for Health Professionals</i> . 3 rd ed. New York: McGraw-Hill.	-1
- Glanz, K. Rimer, B. and Viswanath, K., 2008. <i>Health Behaviour and Health Education: Theory, Research, and Practice</i> . 4 th ed. San Francisco: John Wiley & Sons.	-2

- McCabe, C. and Timmins, F., 2006. <i>Communication Skills for Nursing Practice</i> . Hampshire: Palgrave Macmillan.	-3
- Sully, P. and Dallas, J., 2010. <i>Essential Communication Skills for Nursing and Midwifery</i> . 2 nd ed. London: Mosby.	-4

Case studies

Case study #1 (application of patient education)

Mr. Ali had been given a prescription for suppositories and had been told by the LVN to read the directions. During the follow-up appointment, the LVN asked Mr. Ali how he felt. He told the nurse that his anal area hurt because it was difficult putting in the suppository. Mr. Ali could not read the directions and had inserted the suppository without removing the foil, resulting in the need for a colonoscopy.

1. How might the clinical staff explain to Mr. Ali, in simple terms, the correct use of the suppository?
2. How could Mr. Ali have been more involved in his health care?
3. What changes can be made in your organization to prevent this from happening?

Case study #2 (adaptation)

Mr. Ali, a deaf patient, had to go to the emergency room because he had high blood pressure. He was observed for six hours in the emergency room and got strict orders from the doctor to follow up with his primary care physician (PCP) in the morning. Mr. Ali went to the doctor the next morning, escorted by his wife. He was told he could not be seen because they did not have an interpreter for the deaf.

- What types of services does your organization offer to assist patients who are deaf?
- How could the clinical staff have intervened to improve Mr. Ali's experience?
- What changes can be made in your organization to prevent this from happening?

Assignment #1: refer to the scenario at the end of the first chapter in the book.

Assignment #2:

Case 1: Patient while looking at the floor: I stopped taking my medication

Case 2: patient while looking at the nurse: I stopped taking my medication.

- Same words said: which case do you think the patient was feeling better?
- In which case do you suspect a problem?

Assignment #3: refer to the bad communication exercise

Assignment #4:

A nurse interviewed 46 year old married women through a Spanish speaking translator working in a clinic--about the missing results of her recent breast biopsy for suspected cancer. Because the translator hold the same cultural belief that suicide is shameful, he intentionally withhold from the nurse information he knew about suicidal attempt.

- If this information remains hidden from the nurse & doctor, could this adversely affect the client?
- What ethical principle is being violated?

**Evaluation Criteria for Oral presentation of
Health education project (Individual work)
(Nur.1001241)**

Student's name: _____ **I.D** _____

Title of project: _____

I t e m s	1	2	3	4	5	Total pts.
Introduction						
Significance of the Project						
Organization						
Self Confidence						
Clarity of speech (level of audience)						
Using illustrations / Audiovisuals						
Control of discussion						
Results / findings						
Recommendations for Implementations						
Giving appropriate feedback						

Final mark= result/5

Guidelines for writing health education project (group work):

A comprehensive project paper will be done by groups of students and will include the following strategies:-

- . 1-Each group of the students will choose with the guidance of their instructor a health educational problem.
- . 2-Each group will define the problem accurately and find out the scope of problem by statistical data and epidemiological investigations.
- 3-The group will prioritize different actions related to solving the problem.
- 4-The group will define the strategies of action to solve that problem
- 5-A paper of conclusion and recommendation is attached at the end of the project.

Criteria for writing the project:

- 1-Table of contents
- 2-Introduction:-
 - Definition of the problem & significance of the problem
 - Purpose of project.
- 3- Developing appropriate goals and objectives
- 4- Create intervention using variety educational strategies that is appropriate for the problem selected.
- 5- Discussion
 - accurate, clear, complete
- 6-Barriers
- 7- Recommendation
- 8-Conclusion & summary
- 9- Citation of references