

Subject No. 5
COMMUNICATION AND EDUCATION TECHNOLOGY

Total Hours: 90

Theory Hours: 60

Lab. Hours: 30

AIM:

- This course is designed to help the student to develop an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal and human relations, develop basic skills in guidance and counseling, principles of education, teaching individuals and groups in clinical, community and health educational settings.

OBJECTIVES:

At the end of course students will be able to develop:

- Understanding of communication process using various communication techniques with individuals groups and health team members.
- Effective interpersonal and human relations with patients, families and health team members.
- Understanding on concepts, principles on guidance and counseling and develop basic skills for counseling patients, nursing students and nursing personnel.
- Understanding of the philosophy, principles of education and teaching learning process.
- Teaching skills using various teaching methods in classroom, clinical and community setup using different methods and media.
- Skill in preparing different types of assessment tools for knowledge attitude and skill.

COURSE CONTENTS:

Unit I - Review of communication process:

- Process elements and channels. Types of communication, Principals of communication Facilitators. Barrier and methods of overcoming. Techniques.

Unit II - Interpersonal relations:

- Purpose and types. Phases of Interpersonal relationship. Barriers to interpersonal relations. Methods of overcoming barriers. Johari Window.

Unit III - Human Relations:

- Understanding self. Social behavior. Social attitudes. Individual and Group & Groups and Individual. Human relations in context of nursing. Group Dynamics. Team Work. Characteristics of human relation

Unit IV - Guidance and Counseling:

- Definition. Meaning. Purpose. Scope & need. Basic Principles, Areas of counseling. Organization of counseling services. Types of Approaches to counseling. Attributes and skills of counselor. Role and preparation of counselor. Issues for counseling in nursing: students and

nursing practitioners. Counseling process steps & techniques. **Comparison between guidance and counseling.** Tools for collecting information. Problem solving approaches. Management of crisis and referral.

Unit V - Principles of education & teaching learning process:

- **Education-Meaning and aims functions, & principles. Philosophy: aims, Principles and maxims of teaching, Nature & characteristics of learning, Domains of objectives & formulation of general and specific objective, Lesson planning. . Meaning Classroom management.**

Unit VI – Methods of teaching:

- Lecture, demonstration, Group discussions, Seminar, Symposium, panel discussion, role play, Project method, field trip, workshop, exhibition, Computer assisted learning, programmed instructions, Micro- teaching, Problem based learning, Self instructional module, simulation etc. Clinical teaching methods: Bedside Clinics, Case Method, Nursing rounds: morning & afternoon reports. Conferences: Individual & group, Field visits. Process recording. **Integrated teaching programme**

Unit VII - Educational Media:

- Purposes and types of A.V Aids, principles and sources etc. Graphic aids: Chalk board, chart, graph, poster, flash card, flannel graph, bulletin, and cartoon. Three dimensional aids: objects, specimens, models, puppets. Printed aids: pamphlets & leaflets. Projected aids: Slides, over head projector, films, T.V, V.C.R/V.C.D, camera, microscope, LCD. Audio aids: tape recorder, public address system. Computer.

Unit VIII – Assessment:

- Purpose and scope of evaluation & assessment. Criteria for selection of assessment techniques and methods. Types of evaluation, Assessment of knowledge: Essay type questions, short answers (SAQ), multiple choice questions (MCQ). Assessment of skills: Observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE). Assessment of attitudes: Attitude scales.

Unit IX - Information, Education & communication for health (IEC):

- Health behavior and health education. Planning for health education. Health education with individuals, groups and communities. Communicating health messages. Methods and media for communicating health messages. Using mass media

COMMUNICATION AND EDUCATION TECHNOLOGY

Unit No. & Hours	Objectives	Contents						
		Must Know 60%		Desirable to Know 30%		Nice to Know 10%		
I (5 Hrs)	At the end of unit student are able to Knowledge: Understand and describe process, elements and channels of communication. Skill: Identify barriers of communication. Attitude: Recognizes the effective techniques of communication.	Introduction: Introduction of Communication process. Types of communication Process elements and channels. Facilitators. Barriers and methods of overcoming. (3Hrs)			Techniques of Therapeutic communication Principals of communication (2hrs)			
Unit:1 Review of communication process								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1: Define Communication process, Explain the Communication process.		3	3	3	3	3	3	3
CO2: Enlist the types of communication.		3	3	3	3	3	3	2
CO3: Enumerate the elements of Communication process.		3	3	3	3	3	2	2
CO4: Recognize the channels of Communication process		3	3	3	3	3	3	3
CO5: Determine the facilitators of Communication.		2	2	3	2	2	2	2
CO6: Identify the barriers of		3	3	3	3	3	3	3

Communication process															
CO7: Illustrate the methods of overcoming of Communication.		2	2	2	2	2	2								
CO8: Recognizes the effective techniques of communication.		3	3	3	2	2	1								
<table border="1"> <tr> <td style="width: 10%;">II (5 Hrs)</td> <td style="width: 20%;">At the end of unit student are able to Knowledge: Describe purpose & types of interpersonal relationship. Skill: Identify barriers of IPR. Attitude: Tries to maintain IPR.</td> <td style="width: 20%;">Interpersonal relations: • Purpose and types. Phases of Interpersonal relationship. Johari Window. (4 Hrs)</td> <td style="width: 20%;">• Barriers to interpersonal relations. • Methods of over-coming barriers. (1Hr)</td> <td colspan="4"></td> </tr> </table>								II (5 Hrs)	At the end of unit student are able to Knowledge: Describe purpose & types of interpersonal relationship. Skill: Identify barriers of IPR. Attitude: Tries to maintain IPR.	Interpersonal relations: • Purpose and types. Phases of Interpersonal relationship. Johari Window. (4 Hrs)	• Barriers to interpersonal relations. • Methods of over-coming barriers. (1Hr)				
II (5 Hrs)	At the end of unit student are able to Knowledge: Describe purpose & types of interpersonal relationship. Skill: Identify barriers of IPR. Attitude: Tries to maintain IPR.	Interpersonal relations: • Purpose and types. Phases of Interpersonal relationship. Johari Window. (4 Hrs)	• Barriers to interpersonal relations. • Methods of over-coming barriers. (1Hr)												
Unit II: Interpersonal relations															
Course outcome		Program outcome													
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher							
		PO1	PO2	PO3	PO4	PO5	PO6	PO7							
CO 1: Define interpersonal relationship.		3	3	3	3	3	3	3							
CO2: Describe purpose & types of interpersonal relationship		3	3	3	3	3	2	2							
CO3: Explain the phases of Interpersonal relationship.		3	3	3	3	2	2	2							
CO4: Determine Johari Window.		2	2	3	2	2	2	2							
CO5: Identify barriers of interpersonal relations.		3	3	3	3	2	2	2							
CO6: Illustrate the methods of overcoming barriers.		2	3	2	2	1	2	1							

III (5Hrs)	At the end of unit student are able to Knowledge: Understand and explain social behavior & attitude of individual and groups. Skill: Promotes positive group formation. Attitude: Apply this knowledge in nursing.	Human Relations: • Understanding self, social behavior, Social attitudes of individual and Group & Groups and Individual. Characteristics of human relation (2 Hrs)	• Team Work. • Human relations in context of nursing. (2 Hrs)	• Group Dynamics (1 Hrs)			
Unit III: Human Relations							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
CO 1: Define human relation.	3	3	3	3	2	2	2
CO2: Recognize understanding self	3	3	3	3	3	3	3
CO3: Explain social behavior & attitude of individual and groups.	3	2	3	3	2	2	2
CO4: Determine characteristics of human relation	3	3	3	3	3	3	3
CO5: Describe team Work.	3	3	3	3	3	3	3
CO6: Illustrate Group Dynamics	3	3	3	3	3	3	3

IV (10 Hrs)	At the end of unit student are able to Knowledge: Understand and describe purpose, need and scope of counseling. Know and explain the principles and areas of counseling Skill: Counsel the individuals. Attitude: Identify the individuals who need counseling and either counsel them or refer them to professional counselor	Guidance and Counseling: <ul style="list-style-type: none"> • Definition, meaning, purpose, scope & need. (1 Hr) • Basic Principles, Areas of counseling. (1hr) • Types of Approaches to counseling. (1hr) • Role and preparation of counselor (1hr) • Issues for counseling in nursing: students and nursing practitioners (1hr) • Counseling process steps & techniques Comparison between guidance and counseling (2Hr) 	<ul style="list-style-type: none"> • Organization of counseling services. Attributes and skills of counselor. (1 Hr) • Tools for collecting information • Problem solving approaches. (1Hr) 	<ul style="list-style-type: none"> • Management of crisis and referral. (1Hr)
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Unit IV:Guidance and Counseling

Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1: Define and meaning of Guidance and counseling.	3	3	3	3	2	2	2
CO2: Enumerate the purpose of Guidance and counseling.	3	3	3	3	2	2	2
CO3: Identify the need of counseling.	3	3	3	3	2	2	2
CO4: Identify the scope of counseling.	3	3	3	3	2	2	2
CO5: Recognize the basic principles and areas of counseling.	2	2	3	2	1	1	1
CO6: Describe the types of Approaches to counseling.	2	2	2	2	1	1	1
CO7: Determine the role and preparation of counselor.	3	3	3	3	2	2	1
CO8: Illustrate the issues for counseling	3	3	3	3	2	2	2

in nursing: students and nursing practitioners							
CO9: Narrate the steps & technique of counseling process.	3	3	3	2	2	2	3
CO10: Compare between guidance and counseling	3	3	3	3	3	3	3
CO11: Set up the organization of counseling services.	2	2	2	2	1	1	1
CO12: Enlist the attributes and skills of counselor.	3	3	3	3	3	3	2
CO13: List the tools for collecting information	3	3	3	3	3	3	3
CO14: Explain the problem solving approaches.	3	3	3	3	3	3	3
CO15: Illustrate the management of crisis and referral..	2	2	2	2	1	1	1

V (5Hrs)	<p>At the end of unit student are able to:</p> <p>Knowledge: Know the philosophy and aim of education. Understand and describe the functions, principles of education. Explains principles of learning.</p> <p>Understand and describe domains of learning objectives.</p> <p>Skill: Write lesson plan stating the learning objectives correctly.</p> <p>Attitude: Appreciate the importance of teaching learning process in the field of nursing.</p>	<p>Principles of education & teaching learning process:</p> <ul style="list-style-type: none"> • Education-Meaning and aims • Principles and maxims of teaching • Nature & characteristics of learning. (1 Hrs) • Domains of objectives & formulation of general and specific objective. (1 Hrs) • Lesson planning.(1Hrs) 	<ul style="list-style-type: none"> • Meaning philosophy, aims, functions, & principles(1Hr) • Classroom management. (1Hr)
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Unit :V Principles of education & teaching learning process

Course outcome	Program outcome						
	Clinician/Nurse	Professional	Communicator	Leader and member of	Lifelong	Critical thinker	Researcher

		educator			the health care team and system	learner			
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO 1: Define education, Enumerate the philosophy of education.		2	3	2	2	2	2	2	
CO2: Restate meaning of education.		3	3	3	3	3	3	3	
CO3: Enlist the aim of education.		3	3	3	3	2	2	2	
CO4: Determine the principles of teaching.		2	2	2	2	2	2	2	
CO5: List the function of education.		3	3	3	3	2	2	2	
CO6: Restate the principles of education.		3	3	2	2	2	2	2	
CO7: Recognize the maxims of teaching.		3	3	3	3	3	2	2	
CO8: Narrate the nature of learning.		2	2	2	2	2	2	1	
CO9: Explain the characteristics of learning		3	3	2	3	3	2	2	
CO10: Describe the domains of learning objectives.		3	3	3	2	2	2	1	
CO11: Formulate the general and specific objective.		3	3	3	3	3	3	2	
CO12: Prepare Lesson plan.		3	3	2	2	3	2	2	
CO13: Illustrate the classroom management.		3	3	2	2	2	2	1	
VI (10Hrs)		<p>At the end of unit student are able to</p> <p>Knowledge: Understand and discuss various methods of teaching.</p> <p>Skill: Select and use appropriate teaching method in professional practice.</p> <p>Attitude: Change teaching method as per need of individual or /and situation.</p>			<p>Methods of teaching:</p> <ul style="list-style-type: none"> Lecture, demonstration, Group discussions, Seminar, Symposium, panel discussion, role play, Project method, field trip, workshop, exhibition, Computer assisted learning, programmed instructions, Micro- teaching, Problem based learning, Self instructional module, simulation etc. Clinical teaching methods: Bedside Clinics, Case Method, Nursing rounds: morning & afternoon reports, Field visits. (7Hrs) 		<ul style="list-style-type: none"> Conferences: Individual & group. Integrated teaching programme (2 Hrs) 		<ul style="list-style-type: none"> Process recording. (1 Hrs)

Unit VI :Methods of teaching							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1: Enlist the methods of teaching.	3	3	2	3	3	3	2
CO2: Define lecture. Explain the advantages & disadvantages of lecture method.	3	3	2	3	3	2	2
CO3: Define Demonstration. Determine the advantages & disadvantages of demonstration method.	3	3	3	3	2	1	1
CO4: Appreciate various forms of discussion.	3	3	3	3	2	2	2
CO5: Define seminar. Enlist the advantages & disadvantages of seminar method.	3	3	3	3	2	1	1
CO6: Define symposium. Enumerate the advantages & disadvantages of symposium.	3	3	3	3	2	1	1
CO7: Use role play as method of teaching.	3	2	3	3	1	2	1
CO8: Appreciate the significance of project and field trip method.	2	3	2	3	2	2	1
CO9: Conduct workshop.	3	3	2	3	2	1	1
CO10: Define exhibition. Describe the exhibition.	3	3	3	3	2	1	1
CO11: Appreciate the application of computer in nursing.	3	3	3	3	3	3	3
CO12: List the activities to be executed in programmed instruction.	3	3	3	2	3	2	2
CO13: Enumerate simulated teaching.	3	3	3	2	2	1	1
CO14: Explain problem-based learning and apply in practice.	3	2	3	3	2	2	2

CO15: Prepare self instructional module.	3	2	3	3	2	2	1
CO16: Explain microteaching and apply in practice.	2	2	2	2	2	2	1
CO17: Realize the importance of clinical teaching methods.	3	3	2	3	2	1	1
CO18: Illustrate the importance of nursing round.	3	2	2	2	2	1	1
CO19: Explain the case method and perform in clinical practice.	3	3	2	3	3	2	1
CO20: Define conference. Differentiate between individual conference and group conference.	2	3	3	3	2	1	1
CO21: Define process recording, Explain the phases of process recording.	3	2	3	3	2	1	2
CO22: Realize the importance of field visits.	2	2	2	2	1	1	1
CO23: Explain the Integrated teaching programme.	2	2	1	1	2	1	1
VII (10Hrs)	At the end of unit student are able to Knowledge: Understand and describe various types of teaching aids. Skill: Prepare and/or choose appropriate teaching material/ aid. Attitude: Recognize the importance of teaching aids in learning process.	Educational Media: <ul style="list-style-type: none"> • Purposes and types of A.V Aids, principles and sources etc.(1 Hrs) • Graphic aids: Chalk board, chart, graph, poster, flash card, flannel graph, bulletin, and cartoon. (3 Hrs) • Projected aids: Slides, over head projector, films, T.V, V.C.R/V.C.D, camera, microscope, LCD, Computer. Audio aids: tape recorder. (2 Hrs) 		<ul style="list-style-type: none"> • Three dimensional aids: objects, specimens, models, puppets. (2Hrs) • Printed aids: pamphlets & leaflets. (1 Hr) 		<ul style="list-style-type: none"> • Public address system. (1 Hrs) 	
Unit VII: Educational Media							
Course outcome				Program outcome			

	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1: Define audio-visual aids.	3	3	3	3	3	2	2
CO2: Narrate the principles effective use of educational media.	2	2	2	2	2	1	1
CO3: State the qualities of good teaching aids.	3	3	3	3	2	2	1
CO4: Identify the factors influencing the selection of audio-visual aids.	3	3	3	3	2	2	1
CO5: Appreciate the uses of educational media.	3	3	2	3	3	2	1
CO6: List the advantages and disadvantages of educational media.	3	3	2	2	2	2	1
CO7: Recognize the sources of information on educational media.	3	3	3	3	2	2	2
CO8: Classify audio-visual aids.	3	3	2	3	2	2	2
CO9: Identify the purposes, uses and ways to handle to chalk board, chart, graph, poster, flash card, flannel graph, bulletin, and cartoon.	3	3	2	2	2	2	1
CO10: Enlist the advantages and disadvantages of chalk board, chart, graph, poster, flash card, flannel graph, bulletin, and cartoon.	3	3	2	2	3	2	2
CO11: Enumerate the three dimensional aids and its uses in teaching.	3	3	3	3	2	2	1
CO12: Explain the projected aids with its purposes and skill involve in teaching.	2	3	2	3	3	2	2
CO13: Recognize the importance of printed aids pamphlets & leaflets and its uses in teaching.	3	3	3	3	1	1	1
CO14: Explain the public address system.	2	2	2	2	2	1	1
VIII (5Hrs)	At the end of unit student are able to Knowledge: Know and understand the purpose and scope of evaluation. Understand and describe various method of assessment. Skill: Develop various assessment	Assessment: • Purpose and scope of evaluation & assessment. • Criteria for selection of assessment techniques and methods.		• Assessment of knowledge: Essay type questions, short answers (SAQ), multiple choice questions (MCQ) (2hr) • Assessment of skills: Observation checklist, practical exam, Viva, Objective structured clinical		• Assessment of attitudes: Attitude scales. (1Hr)	

	tools correctly. Attitude: Use various assessment tools effectively.	• Types of evaluation (2Hrs)	examination (OSCE). (1Hr)					
Unit: VIII Assessment :								
Course outcome				Program outcome				
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1: Define evaluation.		3	3	3	3	3	2	3
CO2: Appreciate the purpose of evaluation.		3	3	2	3	3	3	2
CO3: Determine the scope of evaluation.		3	3	3	2	2	2	2
CO4: Enlist purpose of assessment.		3	3	2	2	2	2	2
CO5: Enumerate the scope of assessment		3	3	1	2	2	2	2
CO6: Recognize the criteria for selection of assessment techniques and methods.		2	3	2	2	2	2	2
CO7: Explain the types of evaluation.		3	3	2	2	2	1	1
CO8: Describe various method of assessment.		3	3	2	2	2	2	1
CO9: Explain the steps for Assessment of skills.		3	3	3	3	2	2	1
CO10: Define attitude scale .Explain the types of attitude scale.		2	2	2	2	2	2	1
IX (5Hrs)	At the end of unit student are able to Knowledge: Understand and explain the concept of education and communication for health. Skill: Acquire proficiency in using various teaching methods for giving health	Information, Education & communication for health (IEC): • Health behavior and health education (1hr) • Planning for health education. • Understanding Behaviour (1 Hr)			• Health education with individuals, groups and communities. • Communicating health messages. (1 Hr) • Methods and media for communicating health messages (1hr)		• Using mass media(1hr)	

	education to individuals and communities Attitude: Accept the behavior of people while planning and giving health education.			
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Unit IX: Information, Education & communication for health (IEC)

Course outcome	Program outcome						
	Clinician/ Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1: Define health education.	3	3	3	3	3	3	3
CO2: Explain health behavior and health education	2	3	3	3	2	2	2
CO3: Determine the planning for health education.	3	3	3	3	2	3	2
CO4: Narrate the factors in behavioral changes.	3	3	3	3	2	2	2
CO5: Recognize the health education with individual.	3	3	3	3	2	3	2
CO6: Explain the health education with group and communities.	3	3	3	3	3	3	2
CO7: Describe the methods and media for efficiently communicating health messages to community people.	3	3	3	3	3	2	2
CO8: Illustrate the importance of mass media in health education.	3	3	3	3	3	3	2

TEACHING STRATEGY:

Total Teaching Hours: 90

Lectures: 60

Lab. Hours: 30

ASSIGNMENTS**Theory:**

Theory:

Sr. No	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Home assignment	One	20	20
2	Writing Aim and Objectives of Lesson Plan	Two	10	20
3	Practice Teaching (Theory- Peer Group)	One	20	20
4	Preparation of A.V. Aids(Group Work)	One	20	20
5	Preparation of questions with model answers (10 MCQ, 5 BAQ, 3 SAQ and 2 LAQ of one subject) or Preparation of procedure checklist (one procedure)	One	20	20
Total Marks				100

Marks of Theory and Practical Assignments shall be amalgamated as an Assignment is theory as there is no practical examination for the subject.

TEACHING METHODS:

- Lectures, Group Discussion, Workshop, Practice Teaching and Modified Tutorial

A.V. AIDS:

- Over head projector, L.C.D. Computer Assisted Instruction, Flip Chart, Posters, Black Board.

LIST OF RECOMMENDED BOOKS:

- Bhatia and Bhatia : Education Psychology
- Bhatia and Bhatia : Textbook of Education
- Heidgerkein : Nursing Education
- Neeraja K. P. ; Nursing Education

- J. C. Agarwal : Nursing Education
- Communication and Education Technology Florence Publication Hyderabad.