

# COMMUNICATION & EDUCATION TECHNOLOGY

**Placement: Second Year**

**Theory: 90 Hrs.  
(Theory 60 Hrs + Lab 30 Hrs)**

**Course Description:**

This course is designed to help the students acquire 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.

**Specific objectives:**

On completion of this course, the graduate nurse will be able to:

1. Understand the effective communication process using various communication techniques with individuals groups and health team members.
2. Establishes effective interpersonal and human relations with patients, families and health team members.
3. Acquires knowledge on concepts, principles on guidance and counseling and develop basic skills for counseling patients, nursing students and nursing personnel.
4. Understand the philosophy, principles of education and teaching learning process.
5. Demonstrate teaching skills using various teaching methods in classroom, clinical and community setup using different methods and media.
6. Demonstrate skill in preparing different types of assessment tools for knowledge attitude and skill.

Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	05	01	<ul style="list-style-type: none"> <li>▪ Describe the communication process</li> <li>▪ Identify Techniques of effective communication</li> </ul>	<b>Review of communication process</b> <ul style="list-style-type: none"> <li>▪ Process, elements and channels</li> <li>▪ Barriers and methods of overcoming</li> <li>▪ Techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture/ Discussions</li> <li>▪ Role Plays</li> <li>▪ Exercise with audio-video tapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to critical incidents</li> <li>▪ Long/ Short answer</li> <li>▪ Objective type</li> <li>▪ Anecdotal records</li> </ul>

Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
II	05	--	Establish Effective Inter-personal relations with patients, families and co-workers	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>▪ Purpose and types</li> <li>▪ Phases</li> <li>▪ Barriers to interpersonal relations</li> <li>▪ Methods of overcoming barriers</li> <li>▪ Johari Window</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture /discussions</li> <li>▪ Sociometry</li> <li>▪ Group Games</li> <li>▪ Psychometric exercises followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long/ Short answers</li> <li>▪ Objective type</li> </ul>
III	05	01	Develop effective Human relations In context of nursing	<b>Human Relations</b> <ul style="list-style-type: none"> <li>▪ Understanding self</li> <li>▪ social behavior Social attitudes</li> <li>▪ Individual and Group &amp; Groups and individual</li> <li>▪ Human relations in context of nursing</li> <li>▪ Group Dynamics</li> <li>▪ Team Work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture / discussions</li> <li>▪ Group Games</li> <li>▪ Psychometric exercises followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long/ short answers</li> <li>▪ Objective type</li> <li>▪ respond to test based on critical incidents</li> <li>▪ Anecdotal records</li> </ul>
IV	10	05	Develop basic skills of counseling and guidance	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>▪ Definition, meaning, purpose, scope &amp; need.</li> <li>▪ Basic Principles</li> <li>▪ Areas of counseling</li> <li>▪ Organization of counseling services</li> <li>▪ Approaches to counseling</li> <li>▪ Attributes and skills of counselor</li> <li>▪ Issues for counseling in nursing students and nursing personnel</li> <li>▪ Counseling process steps &amp; techniques</li> <li>▪ Tools for collecting information</li> <li>▪ Problem solving approaches</li> <li>Management of crisis and referral</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture / discussions</li> <li>▪ Role play on counseling in different situations followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>Long/ short answers</li> <li>▪ Objective type</li> <li>Assess performance in role play situations</li> </ul>

Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
V	10	08	<ul style="list-style-type: none"> <li>▪ Describe the Philosophy and principles of education</li> <li>▪ Explain teaching learning process</li> </ul>	<p><b>Principles of Education &amp; Teaching Learning Process</b></p> <ul style="list-style-type: none"> <li>▪ Education: meaning philosophy aims, functions, &amp; principles</li> <li>▪ Nature &amp; characteristics of learning</li> <li>▪ Principles and maxims of learning</li> <li>▪ Domains of objectives &amp; formulation of general and specific objective</li> <li>▪ Lesson planning</li> <li>▪ Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture / discussion</li> <li>▪ Exercise on writing objectives</li> <li>▪ Prepare lessons plan</li> <li>▪ Micro teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long/ Short answers</li> <li>▪ Objective type</li> <li>▪ Assess lesson plans</li> <li>▪ Assess teaching sessions</li> </ul>
VI	10	05	<ul style="list-style-type: none"> <li>▪ Demonstrate teaching skills in various teaching methods in clinical, classroom &amp; community settings.</li> </ul>	<p><b>Methods Of Teaching:</b></p> <ul style="list-style-type: none"> <li>▪ Lecture, demonstration</li> <li>▪ Group discussions, Seminar, Symposium, panel discussion, role play.</li> <li>▪ Project method field trip, workshop, exhibition</li> <li>▪ Computer assisted learning programmed instructions</li> <li>▪ Micro- teaching, Evidence based learning</li> <li>▪ Self instructional module, simulation etc.</li> </ul> <p><b>Clinical Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>▪ Bedside Clinics, Case Method, Nursing rounds, morning &amp; afternoon reports</li> </ul> <p><b>Conferences:</b></p> <ul style="list-style-type: none"> <li>▪ Individual &amp; group,</li> <li>▪ Field visits, process recording</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture discussions</li> <li>▪ Conduct 5 teaching sessions using different methods and media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long / Short answers</li> <li>▪ Objective type</li> <li>▪ Assess teaching Sessions.</li> </ul>

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
VII	05	05	<ul style="list-style-type: none"> <li>▪ Prepare and use different types of educational media effectively</li> </ul>	<p><b>Educational Media</b></p> <ul style="list-style-type: none"> <li>▪ Purpose and types of Audio – visual and principles and sources etc.</li> <li>▪ <b>Graphic Aids:</b> Chalk board, Charts graph poster</li> <li>▪ Flash cards, flannel Graph, Bulletin Board, Cartoon</li> <li>▪ <b>Three Dimensional Aids:</b> Objects, specimens, models, &amp; puppets.</li> <li>▪ <b>Printed Aids:</b> Pamphlets &amp; leaflets.</li> <li>▪ <b>Projected Aids:</b> Slides overhead projector transparency preparation</li> <li>▪ Films, T.V. VCR / VCD</li> <li>▪ Camera, Microscope, LCD, DVD</li> <li>▪ <b>Audio Aids:</b> Tape recorder</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture discussion</li> <li>▪ Demonstration</li> <li>▪ Prepare different teaching aids projected and non - projected</li> <li>▪ Prepare a programme for the given topic</li> <li>▪ Visit to dept of communication, &amp; educational technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long/ Short answer</li> <li>▪ Objective type</li> <li>▪ Assess the teaching aids prepared</li> </ul>

Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
VIII	05	05	<ul style="list-style-type: none"> <li>Prepare different types of questions for assessment of knowledge, skills, and attitude</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Purpose &amp; scope of evaluation &amp; assessment</li> <li>Criteria for selection of assessment technique and methods.</li> <li><b>Assessment of knowledge:</b> Essay Type Questions, Short answer questions (SAQ), Multiple choice questions (MCQ)</li> <li><b>Assessment Of Skills</b> Observation checklist, Practical exam, Viva, Objective Structured, Clinical examination (OSCE)</li> <li><b>Assessment of Attitudes :</b> Attitude Scales</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Long / Short answer</li> <li>Objective type</li> <li>Assess the strategies used in practice teaching</li> <li>Assess the different tools, prepared during exercise sessions.</li> </ul>
IX	05	--	<ul style="list-style-type: none"> <li>Teaching individual s groups and communities about health with their active participation</li> </ul>	<p><b>Information, Education &amp; Communication for Health (ICE)</b></p> <ul style="list-style-type: none"> <li>Health behavior and health education</li> <li>Principles of health education</li> <li>Health education with individuals, groups and communities</li> <li>Methods and media for communicat -ing health messages.</li> <li>Using mass media</li> <li>Planning health education.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussio n</li> <li>Plan and conduct Health educatio n sessions for individua l group and communi -ties</li> </ul>	<ul style="list-style-type: none"> <li>Long / Short answer</li> <li>Objective type</li> <li>Assess the planning &amp; conductio n of the education -al session</li> </ul>

**Practicum / Lab:**

I	Observation of critical incidents:	2 hours
II	Role play on guidance and counseling	5 hours
III	Lesson plan preparation and conduction	8 hours
IV	Conducting teaching with using various methods	5 hours
V	Preparation of visual aids	5 hours
VI	Preparation of Assessment tools (Question paper, Check list and attitude skills)	5 hours

**30 hrs**

**BIBLIOGRAPHY:**

1. Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
2. Neeraja, Nursing Education, New Delhi, Jaypee Brother, 2004.
3. Safaya, Raghunath & Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons, 1974.
4. Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

**EVALUATION SCHEME:****INTERNAL ASSESSMENT:****25 Marks**

A) Theory: 15 Marks

i) Mid-term Examination: 50 Marks

ii) Pre-final Examination: 75 Marks

Total: 125 Marks

(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

B) Assignment / Practical:

10 Marks

SN	UNIT		Marks
1	I	Response to Critical Incidents using Anecdotal Record	10
2	III	Response to Critical Incidents using Anecdotal Record	10
3	IV	Response to Critical Incidents using Anecdotal Record	10
4	V	Lesson Plan Preparation and Conduction of 4 Teachings	100
5	VII	Visual Aid Preparation	50
6	VIII	Assessments of Tools-3 (Preparation of Question Paper, Check List, Attitude Scale.	45
<b>Total</b>			<b>225</b>
(225 Marks to be converted in to 10 Marks for Internal Assessment (Practical))			

**EXTERNAL ASSESSMENT: (Theory)**

University examination:

75 Marks

## 1) Format for Anecdotal Record

Name of the College :-

Name of Student observed :-

Class :-

Date :-

Subject :-

Place :-

Marks :-

Objective description of the incident as occurred.

Interpretation / comments of the observer.

Sign. of the observer

Date :

Note: 03 Incidents, 10 Marks each.

## 2) Evaluation Guideline for Teaching

Name of the college :-

Name of the student :-

Class :-

Date:-

Subject :-

Place:-

Topic of lesson :-

Marks:25

SN	Particulars	Marks Allotted	Marks Obtained
I.	<u>Lesson Plan.</u> <ul style="list-style-type: none"><li>• Objective lesson plan</li><li>• Adequacy of content / Sequencing</li><li>• Bibliography</li></ul>	2 2 2	
II	<u>Presentations</u> <ul style="list-style-type: none"><li>• Introduction</li><li>• Speech Clarity/Voice/language</li><li>• Relevance</li><li>• Knowledge regarding topic</li><li>• Co-relation with other subject.</li><li>• Questioning technique</li><li>• Group control</li></ul>	2 2 2 2 2 2 2	
III	<u>AV AIDS</u> <ul style="list-style-type: none"><li>• Appropriate</li><li>• Skills in use(including black board)</li><li>• Principles observed</li></ul>	1 1 1	
IV	Time Coverage & Summary & Assignments	2	
	Total	25 Marks	

Strengths:

Weakness:

Sign of the student's  
Date:

Sign of Evaluators  
Date:

Note: Four Teachings, 25 Marks each.

### 3) Evaluation Guideline for Visual Aid Preparation

Name of the college :-

Name of the student :-

Class :-

Date:-

Subject :-

Place:-

Name of Evaluator :-

Marks : 50

SN	Particulars	1	2	3	4	5
01.	Applicability to the topic.					
02	Appropriateness.					
03	Self prepared/ ready made.					
04	Materials used: economical/costly					
05	Attractive ness.					
06	Principles of visual aid preparation					
07	Display / visibility					
08	Message conveyed					
09	Relevance					
10	Effectiveness					
	Total					

Strengths:

Weakness:

Suggestions for improvement.

Sign. of evaluator

Date:

**4. Evaluation Guideline for Assessment of Tool**  
(Preparation of Question Paper / Check List / Attitude Scale)

Name of the college :-

Name of the student :-

Class :- Date:-

Subject :- Place:-

Name of the Evaluator :-

SN	Particulars	Marks Allotted	Marks Obtained
1	Preparation of blue print	3	
2	Content coverage	2	
3	Construction of item	2	
4	Principles followed for constructing items	2	
5	Objectivity	2	
6	Organizing & sequencing	2	
7	Marking scheme	2	
	Total	15	

Note: Same format to be used for Preparation of Question Paper / Check List / Attitude Scale.

Strengths:

Weakness:

Sign of the student  
Date:

Sign of Evaluators  
Date: