

Course Title	Principles of Teaching in Nursing and Health Promotion				
Course Code	NURS312				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd / Spring				
Instructor's Name	Dr. Alexandros Argyriadis				
ECTS	3	Lectures / week	2+1*	Laboratories/week	0
Course Objectives	The aim of the course is to familiarize students with the concepts and principles of teaching in nursing and the main aspects of health promotion. In addition, students will gain skills in the preparation and implementation of small-scale health-related teaching programs for individuals, families and communities.				
Learning Outcomes	<p>Principles of Teaching in Nursing:</p> <ul style="list-style-type: none"> - Describe various learning theories. - Assess ways for information processing and management. - Develop lesson plans and health education programs. - Describe the general components and the components of personality that affect learning. - Analyze the components that promote or inhibit learning (memory, attention, personality, age, sex, values, environment). - Explain the principles of teaching and learning and use a variety of teaching methods. - Possess pedagogical content knowledge for teaching personal and public health. <p>Health Promotion</p> <ul style="list-style-type: none"> - Describe the basic definitions and concepts of Health Promotion - Design and implement health education and health promotion programs using appropriate scientific methods - Design and conduct research in health promotion - Evaluate health promotion and health education programs - Describe the necessary skills for communication, interpersonal relationship, conflict resolution and claim rights 				
Prerequisites	None		Corequisites	None	
Course Content	<p>Principles of Teaching in Nursing</p> <ul style="list-style-type: none"> - Basic Principles of Teaching and learning - Developmental theories and learning theories (Piaget, Erikson) 				

	<ul style="list-style-type: none"> - Learning styles (Dunn & Dunn) - Behavioural learning theories (Pavlov, Skinner, Bandura) - Information processing models (Memory, Understanding, Thought) - Cognitive learning theories (Ausubel, Bruner, Gagne) - Human-centred learning theories (Maslow) - Preparation for teaching and learning (learning objectives and methods) / Evaluation of personal/team needs <ul style="list-style-type: none"> ➤ Selection of topics ➤ Goals and objectives of health education ➤ Content ➤ Methodology ➤ Teaching material ➤ Evaluation - Motivation for learning - Teaching processes, Methods of teaching and learning (Lecture, work in small groups, assignments), and learning outcomes - Teaching and learning within health education / Planning, implementation and evaluation of health education programs <p>Health Promotion</p> <ul style="list-style-type: none"> - Introduction to the science of Health Promotion: The milestones in the history of Health Promotion. The importance and the contribution in the advancement of health sciences. - Health education and health promotion: Definitions (health, health education, health promotion), target groups, methodology and content. - Preventing diseases and maintaining health: The role of health education, factors that influence health, health models, models of behavior change and life-style modification - Health education programs: Design and implement health education programs, teaching approaches, needs assessment (individual, group), purpose and objectives - Evaluation of effectiveness: Methodology, Cost-Effectiveness and Cost-Benefit analysis
Teaching Methodology	<p>Theory</p> <p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals are also used to follow the latest developments related to the subject of the course.</p> <p>Tutoring*</p> <p>Students will also have the opportunity during the tutoring exercises to understand and consolidate the theoretical part of the course.</p>
Bibliography	(a) <u>Textbooks:</u>

	<p>S Wills, J. (2022). <i>Foundations for Health Promotion</i>, 5th Edition. Elsevier.</p> <p>(b) References:</p> <p>Ferreira, R., Baixinho, C. L., Ferreira, Ó. R., Nunes, A. C., Mestre, T., & Sousa, L. (2022). Health Promotion and Disease Prevention in the Elderly: The Perspective of Nursing Students. <i>Journal of Personalized Medicine</i>, 12(2), 306.</p> <p>Henderson, H. L., & Sendall, M. C. (2022). Positioning the scholarship of teaching and learning firmly in the center of health promotion pedagogy. <i>Pedagogy in Health Promotion</i>, 23733799211061281.</p> <p>Quilling, E., Mielenbrink, V., Osterhoff, A., Terhorst, S., Tollmann, P., & Kruse, S. (2022). State of evidence on municipal strategies for health promotion and prevention: a literature and database research (Scoping Review). <i>BMC public health</i>, 22(1), 1-11.</p> <p>Ramaswamy, M., & Freudenberg, N. (2022). Health promotion in jails and prisons: an alternative paradigm for correctional health services. In <i>Public health behind bars</i> (pp. 219-238). Springer, New York, NY.</p> <p>Argyriadis, A. (2011). <i>Change Life. A complete Guide for Health Promotion</i>. Athens: Diavlos Books.</p> <p><i>Through the services of the university library, access is provided to electronic repositories of scientific journals and articles, indicatively ProQuest, Cambridge University Press and Science Direct with thousands of scientific journals in the fields of health sciences.</i></p>
Assessment	<p>The assessment of this course consists of the coursework (assignments, class participation) and final exam.</p> <p>Assignments: 40%. Preparation of a health educational program with implementation of the appropriate learning theories.</p> <p>Student Participation: 10%. The class participation includes formative assessments with interactive problem-solving questions.</p> <p>Written Final Exam: 50%. A written final exam will be comprised by multiple choice questions, short answer and open questions.</p>
Language	Greek / English