**VISION, MISSION AND GOALS OF THE HEALTH EDUCATION PROGRAM**

**Vision:**

Leadership and excellence in the field of Health Education and Promotion

**Mission:**

To contribute to the promotion of community health and secure better quality of life through qualifying globally competitive cadres specialized in Health Education and promotion; who are characterized by creative thinking, innovation and self-confidence, armed with values and ethics needed to practice the profession within a multidisciplinary team, and competent in planning, implementation and evaluation of health education programs and campaigns, mobilizing community participation, and conducting distinguished scientific research.

**Goals:**

* Prepare pioneers in the fields of Health Education and promotion, including patients/ families’ education, school health education, community-based health education, occupational and environmental education.
* Encourage the practice of Health Education within the framework of global standards and professional ethics
* Improve students’ research skills in various areas of Health Education and encourage them to keep up to date with developments in their academic or professional field
* Advocate and create awareness of health issues and to instill health values among the community with collaboration with the relevant sectors in this concern
* Meet the increasing need in the labor market and the requirements of society of specialties in Health Education & promotion.

# Course Syllabus (First semester 1436–37H)

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| --- | --- |
| Course title and code: | Social Concept of health education (383 CHS) |
| Program in which course is offered: | Health education |
| Credits hours: | 3 (2+1) |
| Total contact hours per semester | 45 |
| Level at which this course is offered: | 6 |
| Course prerequisites: | Principles of health education (CHS 282) and health sciences (CHS 232) |
| Time: | Wednesday (8-10) |
| Location: | Room 11F12 |
| College member responsible for the course: | Dr Sultana Alhurishi |
| Contact information |  |
| Office number: | 199 |
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| Office hours: | Sunday and Wednesday 10-12 |
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**Course description**

The course discusses the contribution of behavioral sciences in health education and promotion. It explores the social determinants of health and investigates the notions of health & illness, group-structure, culture, leadership, and socialization. The course also discusses the approaches to social change. Furthermore, it introduces a number of theories such as the theory of general susceptibility of disease.

**Course objectives**

By the end of the course, students will be able to:

1. Explain the significance of behavioral sciences in the health education field.

2. Assess and understand the social determinants of health behavior.

3. Discuss the theory of general susceptibility and other theories of health and illness.

4. Define society and relevant constructs such as socialization, social capital, social support, cultural norms and values, leadership, gender, equity and equality.

5. Analyze health behavior within a social context taking into consideration the social determinants of health behavior and the social characteristics of target groups.

6. Recommend effective approaches to social change within specific social settings.

7. Define the "Quality of Life".

8. Demonstrate the ability of critical thinking and analysis of research articles and findings.

**Course materials**

Lectures and handouts will be provided.

**Topics to be covered**

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| --- | --- | --- | --- |
| Week no. | Topic | Date | Contact hours |
| 1 | Introduction and overview | 11/11/1436 | 2 |
| 2 | Overview on behavioral sciences and their contribution to health education. Community vs. society. | 18/11/1436 | 2 |
| 3 | Theories of disease causation  Theory of general susceptibility | 25/11/1436 | 2 |
| 4 | Social determinants of health | 4/11/1436 | 2 |
| 5 | Social capital theory | 24/12/1436 | 2 |
| 6 | Mid-Term I | 1/1/1437 | 2 |
| 7 | Culture and health/ Critical thinking | 8/1/1437 | 2 |
| 8 | Social structure, socialization, leadership types, and social support | 15/1/1437 | 2 |
| 9 | Health inequalities and inequities | 22/1/1437 | 2 |
| 10 | Mid-Term II  Assignment submission | 29/1/1437 | 2 |
| 11 | Quality of life | 6/2/1437 | 2 |
| 12 | Approaches to social change | 13/2/1437 | 2 |
| 13 | Selective topic | 20/2/1437 | 2 |
| 14 | Selective topic | 27/2/1437 | 2 |
| 15 | Revision | 5/3/1437 | 2 |

**Schedules of assessment tasks for students during the semester**

|  |  |  |
| --- | --- | --- |
| Assessment task | Week due | Weight |
| Mid-term I | 6th week | 20% |
| Mid-Term II | 10th week | 20% |
| Final exam | 16-18th week (25/03/1437) | 40% |
| Practical | 1-15th week | 15% |
| Assignment | 10th Week | 5% |

**Classroom Policies**

* **Attendance:** Regular on-time attendance in class is expected. If you cannot attend class for any reason, please notify me in advance; however, absence will still be counted. According to the university rules, 25% absence will prevent you attending the rest of the module.
* **Participation:** in class discussions is strongly encouraged. students will be allowed to talk one at a time and each person’s opinion will be listened
* Cell phones must be kept on silent mode. No texting or talking on the phone during class. If you need to answer a text or a call, you may step out of the room
* Ear phones are not allowed in ears during class
* Laptops may be brought to class to take notes as long as typing is not disturbing other students
* This policy will change if there are complaints
* You may only use your laptop for note taking – other uses are not allowed
* Breaks will be given mid-way during the class period, when possible. Breaks will be five to ten minutes.
* Cheating and plagiarism are not accepted
* If you have questions about the readings or the assignments, please feel free to ask at any time during class, as the answers will probably benefit your classmates as well.

**Assignment**

Reflection paper: Choose any of the topics or concepts that we have discussed in this course and write a two page paper about it. (Choose the one that you could write the most about).

Your paper could be built around the following questions: (it’s not necessary to address all these questions, choose the ones that relate to your topic, you could also go beyond these questions adding your own perspectives and ideas.)

1. What is the concept/topic you choose to talk about?
2. What is the definition/meaning of this topic/concept?
3. How is this topic/concept affecting health?
4. What do you like about this topic/concept?
5. What do you don’t like about this topic/concept and think it needs to be changed?
6. How do you think this topic/concept could be improved?
7. What is the health educator role in regard to this topic/concept?
8. How is this topic/concept applied in real-life circumstances? (Give examples).
9. How do you think this topic/concept could be further applied in real-life?

**Reflection Paper guidelines**

Font: 12, Times New Roman

Line space: 2 (double)

Margins: 1” all sides.

This should be written in a paragraph format without questions as headings. Writing it in a question/answer format will not be accepted and you’ll not get the grade.

The majority of this paper should be written in your own words (except for definitions).

Paper should be submitted on the 10th Week.