### ATTACHMENT 2 (e)

### Course Specifications

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**

**(CS)**

Fundamentals of Health Education

CHS382

**Course Specifications**

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| InstitutionKing Saud University Date of Report12\4\1438 |
| College/Department Applied Medical College –Community Health Sciences |

**A. Course Identification and General Information**

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| 1. Course title and code:CHS 382 Fundamentals of Health Education |
| 2. Credit hours2Hrs |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  Health Education program |
| 4. Name of faculty member responsible for the course  Mr Eisa Ali Johali (Male section)  Office 2276 no phone  Mobile 0508201688  Email: [ejohali@ksu.edu.sa](mailto:ejohali@ksu.edu.sa)  Mrs. Basmah Kattan  Phone :44355010- Ext: 223  E-Mail: [bkattan@ksu.edu.sa](mailto:bkattan@ksu.edu.sa) |
| 5. Level/year at which this course is offeredLevel 5/third year |
| 6. Pre-requisites for this course (if any)  None |
| 7. Co-requisites for this course (if any)  None |
| 8. Location if not on main campus: Two Campus Male and Female |
| 9. Mode of Instruction (mark all that apply)  √  100%  a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?  c. e-learning What percentage?  d. Correspondence What percentage?  f. Other What percentage?  Comments: I use all research and social media networks with Whattsap 24 hours |

**B Objectives**

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| . 1. What is the main purpose for this course?  **Use these verbs;** Recognize ; Describe ; Identify; List; Compare; Distinguish;; Illustrate; Communicate; Provide |
| ***At the end of this course, the students will be able to:***   * List the historical developments of 'health education and promotion' from origin to explore evolution and future innovation * Provide basic knowledge regarding the role and possibilities of different approached and strategies of health communication and health promotion. * Describe how health worker can influence health behavior in order to create better foundations for public and individual health. * Illustrate how to write health education goals and objectives * Illustrate how to communicate effectively |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  New methods of teaching were introduced: active learning-group decision, use all professional and social media including <https://www.linkedin.com/groups/10319610> ,with publishing essays from the debating points in the course |

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

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| 1. Topics to be Covered | | |
| List of Topics | No Weeks | Contact Hours |
| * The development of health education and health promotion-definitions | 1 | 2 |
| * Images of health | 2 | 4 |
| * Models and approaches to health promotion | 2 | 4 |
| * Understanding of health communication | 1 | 2 |
| * Basic skills of human communication | 2 | 4 |
| * Communication models and stages | 2 | 4 |
| * Communication methods | 2 | 4 |
| * Therapeutic communication | 1 | 2 |
| * Counselling techniques & motivational techniques | 1 | 2 |
| * Practice frameworks for health promotion | 1 | 2 |

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| **5. Course components (total contact hours and credits per semester):** 30 contact and 2 credit hrs | | | | | | |
|  | **Lecture** | **Tutorial** | **Laboratory** | **Practical** | **Other:** | **Total** |
| **Contact Hours** | 30 hours | None | None | None | None | 30 hours |
| **Credit** | 2 hours | None | None | None | None | 2 hours |

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| 3. Additional private study/learning hours expected for students per week.  1-2 hours office plus social media |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The ***National Qualification Framework*** provides five learning domains. Course learning outcomes are required. Normally a course should not exceed**eight** learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

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|  | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **Use these verbs;**  list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write) | | |
| 1.1 | * Define the terms foundation and the mot related , synonyms | Teaching strategies to be used to develop that knowledge  The teaching strategies will incorporate elements targeting the three domains of learning simultaneously.  A PowerPoint presentation will be prepared for each lecture.  Students will be encouraged to participate in brainstorming, discussion, and in relating the subject to real life experience.  All students are expected to read and discuss articles and research papers in class (related to Kingdom of Saudi Arabia when possible). | Methods of assessment of knowledge acquired   * Written Exams * Assessment of student presentations and relevant discussion * Assignment |
| 1.2 | * Define health education and health promotion |
| 1.3 | * Describe the relationship between health education and health promotion. |
| 1.4 | * Recognize the meanings and images of health |
| **2.0** | **Cognitive Skills** | | |
| **use these verbs;** estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise) | | |
| 2.1 | * Explains the different development of health education and health promotion and the factors that shape the development | Teaching strategies to be used to develop these cognitive skills   * Group discussions * Assignment * Student presentation | Methods of assessment of students cognitive skills   * Written exams * Observation |
| 2.2 | * Justify the communication skills needed for an effective health education with different age groups and different health education services |  |  |
| 2.3 | * Explain how can you use motivation techniques to get the patient to complaint |  |  |
| 2.4 | * Differentiate between the models and approaches of education and health promotion |  |  |
| 2.5 | * Write the barriers for communication and diagram how to overcome it |  |  |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **(use these verbs;** demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write) | | |
| 3.1 | * Demonstrate the effective communication skills with students as patients | * Student presentation and role playing | * Writing exam * Observation |
| 3.2 | * Demonstrate motivational skills by play the role of patients students |
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| **4.0** | **Communication, Information Technology, Numerical** | | |
| **use these verbs;** demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate,assess, and criticize | | |
| 4.1 | Illustrate effective health education communication skills in class | Teaching strategies to be used to develop these skills   * Class group discussion with role playing | * Written exams * Student presentation |
| **5.0** | **Psychomotor** | | |
| **use these verbs**;  demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct | | |
|  | Demonstrate the effective health education communication process | Written Exam \ Class based Role play |  |
|  | Draw the health education communication process and network model showing all basic steps and skills | Written Exam\ Presentation |  |

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

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| **NQF Learning Domains** | **Suggested Verbs** |
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| **Knowledge** | list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write |
| **Cognitive Skills** | estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, predict, justify, rate, evaluate, plan, design, measure, judge, interpret, appraise |
| **Interpersonal Skills & Responsibility** | demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write |
| **Communication, Information**  **Technology, Numerical** | demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize |
| **Psychomotor** | demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | **Mid term I** | 6h week | 20 % |
| 2 | **Mid term II** | 10th week | 20 % |
| 3 | **Participation** | From 1st -15th week | 10% |
| 4 | **Attendance and attitudes** | From 2nd to 14th week | 10 % |
| 5 | **End Semester Exam** | 16th -18 th wk | 40 % |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Office hours Tuesday 10:00 am - 12:00 pm , Wednesday 09:00 am – 12:00 pm |

**E. Learning Resources**

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| 1. List Required Textbooks  **- Johali, E, A (2015) FUNMAMENTALS OF HEALTH EDUCATION**: ***JohaliCHS382FUHE 2015*** at my academic site :<http://faculty.ksu.edu.sa/JOHALI/New%20Academic%20Year%202015/Shared%20Documents/Forms/AllItems.aspx>  - Goria,S.& Aronld,J (edt)(2006), Health promotion in practice, John Wiley & Sons, San Francisco, CA 94103-1741. [www.josseybass.com](http://www.josseybass.com)  - Thomas, R.K. (2006), Health communication, Library of congress control Number: 2005927078, USA. Springer  - Naidoo,J& Wills,J(1994), Health promotion foundations for practice. London, Bailliere Tindall |
| 2. List Essential References Materials (Journals, Reports, etc.)  - Hargie O. (2006) Handbook of communication skills. 3rd ed, Routledge  -Thompson, T. L., Dorsey, A.M, Miller, K.I., & Parrott, R. (Eds.) 2003., Handbook of health communication. Mahwah, NJ; Lawrence ErIbaum Associates. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)  Numerous researches and articles available at the following websites:   * Medscape [www.medscape.com](http://www.medscape.com) * Stanford <http://highwire.stanford.edu/> * NLM <http://www.nlm.nih.gov> |
| 4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)  - WHO [www.who.int](http://www.who.int)  - WHO the CDC [www.cdc.gov](http://www.cdc.gov) |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  A medium-sized lecture room |

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| 2. Computing resources (AV, data show, Smart Board, software, etc.)  Smart board, internet access |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  Library |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * Students' Evaluation Form * Direct Feedback |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor   * Students' Evaluation Form * Students' Verbal Feedback * Students are continuously encouraged to openly reflect on their opinions about the teaching methods. Appropriate and practical recommendations will be taken into consideration. |
| 3 Processes for Improvement of Teaching  Current efforts to improve my teaching include learning to use the web-based Blackboard Course Management System. This will be especially useful in making web-based courses more personal, as well as being a useful tool for traditional courses. I continue to improve my teaching skills and share my experiences and teaching knowledge with others |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)  Implementing a Peer Reviewing System. |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  Course report and comparison between course objectives and achievements of objectives. |

**Faculty or Teaching Staff: \_\_Mr. Eisa Ali Johali**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean/Department Head**

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