Course Syllabus

**Fundamentals of Health Education (CHS 382)**

**1st semester 1437-1438 H**

Vision, mission and goals of health education program

**Vision:**

Leadership and excellence in health education and promotion

**Mission:**

To contribute to promote 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:**

1. To 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.
2. To encourage the practice of health education within the framework of global standards and professional ethics
3. To 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
4. To advocate and create awareness of health issues and to instill health values among the community with collaboration with the relevant sectors in this concern.
5. To meet the increasing need in the labor market and the requirements of society from the specialties of health education & promotion.

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| **Course (code and NO):** | **(CHS 382)** | **Course title:** | **Fundamentals of health education** |
| **Credit hours:** | **2 (2+0)** | **Level:** | **5** |
| **Contact hours:** | **2** | **Prerequisite:** | **CHS 212** |
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| Time: | ………………….. |
| Office hours: | …………… |
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| Websites: | <http://faculty.ksu.edu.sa/Johali/default.aspx> (Old)  <http://fac.ksu.edu.sa/ejohali> (New 2017)  <http://sa.linkedin.com/pub/eisajohali/31/3a6/896\> |
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**Course Description**

This is the second introductory course to health education, starting follow and probe the historical evolution ‘developments’ of 'health education plus promotion' – its origin, grow and evolve ‘or can grow and evolve’ to assure quality. It strives to cover the essentials in ‘arts, values, philosophical ethics, sciences 'theories, models, and approaches' with health communication: types, levels, components, process and barriers that associated with quality of health education and promotion.

**Course Objectives:**

***At the end of this course, the students will be able to:***

* Be reason, ready and willing to success by react to the prerequisites
* Briefly review and rationalize the historical developments of 'health education and promotion' from origin to explore evolution and future innovation,
* Gain basic knowledge regarding the rules, fundamentals ,history and potentials of health education.
* Identify different approaches and strategies of health communication and health promotion.
* Realize and think how to use the scientific, philosophical and ethical basis to assure quality of HEP.
* Understand how health education affects one personally as well as those around them.
* Prepare health education students to become effective health education specialists by building their skills in communication, in counseling and behavior modification to use it in any health setting.

**Teaching Plan :**

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| **TOPICS - Teaching and Learning Activités** | **Hours (30)** | **Weeks (15)** |
| * Reason, ready, react to prerequisites and willing to success | 1 | 1st |
| * Historical developments of 'health education and promotion' – origin, grow to evolution | 4 | 2nd – 3rd |
| * Essential Philosophical – Scientific Theories & Model | 6 | 4th – 6th |
| * HE Ethical Basses” | 4 | 7 – 8th h |
| ***1st Mid Term Exam\Assignment Plan*** |
| * Basic Human Communication (BHC): Define & The 4Cs * BHC: Most Common Scientific Theories and Models | 7 | 9-11th |
| 2nd Mid Term Exam\ Submit-Present Assignments |
| * BHC: Types-Levels & HC Process N. Model with practical and role playing how to communicate effectively | 8 | 12-15th |
| Final Exam | | 16th – 17th |

**Teaching Methodology:**

***The following instructional strategies are used:***

* Smart board based lecture
* Discussion & Questions
* Group based Brain Storming
* Demonstration & Role Playing

**Assessment Tools:**

***Total Marks* = *100 Marks; distributed as follows:***

           Mid Terms 40 Marks

` Participation \_Smart Self Assignment 20 Marks

Final Exam 40 Marks

**Text book the major reference:**

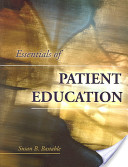
* **Johali, E, A (2013\_2017) Johali CHS382\_FUHE the Fundamentals of Health Education *(*** *Available at my academic site)* :

<http://faculty.ksu.edu.sa/JOHALI/JOHALI%20NEW%20ACADEMIC%20YEAR%202015>

<http://fac.ksu.edu.sa/ejohali> (New 2017)

**Essential Readings**

* Chapter 1 Evolution of Health Education, Health Promotion, and Wellness Programs EARLY ORIGINS in Managing Health Education And Promotion Programs by [James A. Johnson](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=James%20A.%20Johnson), [Donald J. Breckon](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Donald%20J.%20Breckon) 2006
* Chapter 3 Health and Quality in Managing Health Education And Promotion Programs by [James A. Johnson](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=James%20A.%20Johnson), [Donald J. Breckon](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Donald%20J.%20Breckon) 2006
* [Fundamentals of Health and Physical Education](http://books.google.com.sa/books?id=p8lNPwAACAAJ&dq=Fundamentals+of+Health+Education&hl=en&sa=X&ei=LgobUv-xKMm2hAeQ5oCoBQ&ved=0CDYQ6AEwAA) books.google.com.sa/books?isbn=0435130005 1990 - ‎No preview - ‎[More editions](http://www.google.com.sa/search?safe=active&hl=en&tbm=bks&q=editions:-qjwRg6twy4C&sa=X&ei=LgobUv-xKMm2hAeQ5oCoBQ&ved=0CDgQmBYwAA)
* Essentials of Patient Education

[](http://books.google.com.sa/books?id=hyCLMdheGmwC&printsec=frontcover&source=gbs_ge_summary_r&cad=0)

[1 Review](http://books.google.com.sa/books?id=hyCLMdheGmwC&sitesec=reviews)

Jones & Bartlett Learning, 2006 - [Medical](http://www.google.com.sa/search?tbo=p&tbm=bks&q=subject:%22Medical%22&source=gbs_ge_summary_r&cad=0) - 502 pages

**Article**

* Performing your original search, ***Fundametals of Health Education***, in PubMed will retrieve [***368399*** records](http://www.ncbi.nlm.nih.gov/pubmed?term=Fundametals%20of%20Health%20Education%20&itool=QuerySuggestion).
* [Dtsch Gesundheitsw.](http://www.ncbi.nlm.nih.gov/pubmed/5685927) 1968 Jun 27;23(26):1240-4. [Scientific fundamentals of health education].[**Article in German** [Speier K](http://www.ncbi.nlm.nih.gov/pubmed?term=Speier%20K%5BAuthor%5D&cauthor=true&cauthor_uid=5685927), [Erler F](http://www.ncbi.nlm.nih.gov/pubmed?term=Erler%20F%5BAuthor%5D&cauthor=true&cauthor_uid=5685927), [Schweinebraden J](http://www.ncbi.nlm.nih.gov/pubmed?term=Schweinebraden%20J%5BAuthor%5D&cauthor=true&cauthor_uid=5685927). PMID: 5685927 [PubMed - indexed for MEDLINE]

[Patient Educ Couns.](http://www.ncbi.nlm.nih.gov/pubmed/10300522) 1985 Dec;7(4):325-35.Quality assurance, standards and criteria in health education: a review by [Schwartz R](http://www.ncbi.nlm.nih.gov/pubmed?term=Schwartz%20R%5BAuthor%5D&cauthor=true&cauthor_uid=10300522). PMID:10300522 [PubMed - indexed for MEDLINE]

<http://www.ncbi.nlm.nih.gov/pubmed/?term=Fundamentals+of+Health+Education>

* [http://www.islamreligion.com/articles/24](http://www.islamreligion.com/articles/241/)
* **Holism and the idea of general susceptibility to disease** , social determinants of health and diseases including Theory of General Susceptibility to disease, health & illness, and the most related approaches to