



## Course Specifications

<b>Course Title:</b>	Health Education
<b>Course Code:</b>	(NUR 354)
<b>Program:</b>	Nursing Program
<b>Department:</b>	Nursing
<b>College:</b>	College of Applied Medical Sciences in AL Dawadmi
<b>Institution:</b>	Shaqra University

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## A. Course Identification

<b>1. Credit hours:</b>	<b>2 Hours</b>
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	
5 <sup>th</sup> Level/ 3 <sup>rd</sup> Year	
<b>4. Pre-requisites for this course (if any):</b>	
None	
<b>5. Co-requisites for this course (if any):</b>	
None	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	2×15= 30 Hours	100%
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	25 HOURS
2	Laboratory/Studio	
3	Tutorial	5 HOURS
4	Others (specify)	
	<b>Total</b>	<b>30 HOURS</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This theoretical course provide nursing students with knowledge about learning and teaching theories to understanding the basis of designing and developing educational programs and equip student with sufficient knowledge to; designs educational program, work as member of health team regarding healthy life style & healthy behavior and counseling client using of all methods in health education in any setting they found.

### 2. Course Main Objectives:

After completing the course, each students should be able to:

- Understand concept and basic principles of health Education.
- Understand healthy behavior and lifestyle.
- Understand the meaning of motivation and its impact on health education.
- Memorize meaning, components , stages and methods of communication and explain barriers to effective communication and how to overcome them.
- Conduct effective counseling and communication sessions according to Learner needs.
- Formulate health education program according to needs

### 3. Course Learning Outcomes:

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Understand the concept of health education , health promotion, teaching and learning .	K1
1.2	Differentiate between health education theories.	K2
1.3	Recognize the importance of health education for; promoting health ,preventing diseases and maintaining healthy life style.	K4
<b>2</b>	<b>Skills :</b>	
2.1	Design strategies of teaching in dealing with patients in different age group and in various settings.	S1
2.2	Demonstrate good communication skills and enhanced self-confidence in teaching patients in all life stages and setting.	S3
2.3	Illustrate the components of the process of health education	S6
<b>3</b>	<b>Values:</b>	
3.1	Appraise professionalism while receiving feedback & critique from peers, faculty members and health care team.	V1
3.2	Show responsibility and accountability through client health education process.	V3
3.3	Show empathy and understanding when counselling client according to their needs.	V4

### C. Course Contents:

No	List of Topics	Contact Hours
W1	<ul style="list-style-type: none"> <li>Students' registration.</li> <li>Course identification and methods of evaluation</li> </ul>	2
W2	<b>Unit 1: Introduction to health education and health promotion.</b> <ol style="list-style-type: none"> <li>Meaning of Health Education</li> <li>Aims of Health Education.</li> <li>Importance of Health Education</li> <li>Basic principles of Health Education.</li> <li>Approaches to Health Education.</li> <li>Health Education settings.</li> <li>Role of Health Educator.</li> <li>Motivation and its impact on health education</li> </ol> Healthy life style.	2
W3	<b>Unit 2:level of preventions.</b> <ul style="list-style-type: none"> <li>Definition of prevention</li> <li>level of preventions</li> <li>definition of Primordial prevention</li> <li>definition of Primary prevention</li> <li>Approaches for primary prevention</li> <li>Mood for prevention</li> <li>Definition of secondary prevention</li> <li>Objective of secondary prevention</li> <li>Meaning of Tertiary prevention</li> <li>Rehabilitation</li> <li>Types of rehabilitation</li> </ul>	2
W4	<b>Unit 3: Principles of health education:</b> <ul style="list-style-type: none"> <li>Client Readiness to learn and factor that affect them</li> <li>Client perception and variable that affect on them</li> </ul>	2

	<ul style="list-style-type: none"> <li>• Client Satisfaction</li> <li>• Interaction between nurse and client</li> <li>• Educational environment principles.</li> <li>• Health education Subject Principles.</li> <li>• Principles of Community Program Development.</li> <li>• Principles of Program Planning.</li> <li>• Principles of Community Health.</li> <li>• Public Health Principles.</li> <li>• Health and Human Behavior</li> <li>• Characteristics of culture</li> <li>• Factors affecting human behavior:</li> </ul>	
W5	<b>Unit 4: Health Education Theories:</b> <ol style="list-style-type: none"> <li>1) Behavioral Learning Theory</li> <li>2) Cognitive Learning Theory</li> <li>3) Social Learning Theory</li> <li>4) Psychodynamic Learning Theory</li> <li>5) Humanistic Learning Theory</li> <li>6) Developmental Theory</li> <li>7) Critical Theory</li> <li>8) Knowles' Adult Learning Theory</li> </ol>	2
W6	<b>Mid one week six</b>	2
W7	<b>Unit 5: Health Education Theories:</b> <ol style="list-style-type: none"> <li>1. Developmental Theory</li> <li>2. Critical Theory</li> <li>3. Knowles' Adult Learning Theory</li> </ol>	2
W8	<b>Unit 6: Health Education Models :</b> <ol style="list-style-type: none"> <li>1) Proceed- Proceed Model</li> <li>2) Pender's Health Promotion Theory</li> <li>3) Bandura's Self Efficacy Theory</li> <li>4) Health Belief Model</li> </ol>	2
W9	<b>Unit 7: Educational Methods and Materials</b> <ol style="list-style-type: none"> <li>1) Definition of Teaching Methods</li> <li>2) Traditional Teaching Methods</li> <li>3) Non-Traditional Teaching Methods</li> <li>4) Factors to be Considered in the Selection of a Teaching Method</li> <li>5) Evaluation of Teaching</li> </ol>	2
W10	<b>Unit 8: Teaching Techniques and Aids</b> <ol style="list-style-type: none"> <li>1) Conditions that Make the Learning Process More Effective</li> <li>2) Review of Teaching Methods</li> <li>3) Choice of Teaching Technique</li> <li>4) Types of Teaching Aids</li> <li>5) Questions to Consider in Choosing a Teaching Aid</li> <li>6) Tips to be an Active Instructor</li> </ol>	2
W11	<b>Unit 9: Formulation health educational program</b> <ol style="list-style-type: none"> <li>1) Component of the Health education program</li> <li>2) Assessment of the Learner:</li> <li>3) Planning and Developing the Objectives:</li> <li>4) Types of Educational objectives</li> <li>5) Learning tasks in established domains</li> <li>6) Planning for health education program</li> <li>7) Evaluation of health education program</li> <li>8) Characteristics of an Effective Health Education Curriculum</li> </ol>	2
W 12	<b>Unit 10: Communication</b>	2

	1) What is communication. 2) Important of communication. 3) Types of communication . 4) Components of communication . 5) Communication stages . 6) Common communication approaches . 7) Methods of communication	
W13	<b>Mid 2 week 12</b>	
W14	<b>Unit 11: Effective Communication</b> 1) Effective communication 2) Barriers to effective communication . 3) Characteristics of effective communication Objectives. 4) Qualities of communication 5) How to overcome barriers of communication 6) Key Components That Affect the Process of Communication	2
W 15	<b>Unit 12: Code of ethics for The health Education Profession</b> <ul style="list-style-type: none"> <li>• Health education code of ethics               <ul style="list-style-type: none"> <li>○ Responsibility to the Public</li> <li>○ Responsibility to the Profession</li> <li>○ Responsibility to Employers</li> <li>○ Responsibility in the delivery of health education</li> <li>○ Responsibility in research and evaluation</li> </ul> </li> <li>• Basic Principles of Ethics.               <ul style="list-style-type: none"> <li>○ Health workers ethical responsibilities as a health educator</li> </ul> </li> </ul>	2
<b>Total</b>		30

#### D. Teaching and Assessment :

##### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1</b>	<b>Knowledge:</b>		
1.1	Understand the concept of health education , health promotion, teaching and learning .	<ul style="list-style-type: none"> <li>• Interactive Lecture.</li> <li>• Group discussion</li> <li>• Assignment</li> </ul>	Quizzes Major Examinations Random Recitation
1.2	Differentiate between health education theories.		
1.3	Recognize the importance of health education for promoting health and preventing diseases.		
<b>2</b>	<b>Skills :</b>		
2.1	Design strategies of teaching in dealing with patients in different age group and in various settings.	<ul style="list-style-type: none"> <li>• Lecture-Discussion</li> <li>• Tutorials</li> <li>• Individual Consultation.</li> <li>• Small group teaching.</li> <li>• Role play.</li> </ul>	Quizzes Major Examinations Random Recitation
2.2	Demonstrate good communication skills and enhanced self-confidence in teaching patients in all life stages and setting.		
2.3	Illustrate the components of the process of health education		
<b>3</b>	<b>Value:</b>		
3.1	Appraise professionalism while receiving feedback & critique from	Lecture-Discussion Tutorials	Quizzes Major Examinations

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	peers, faculty members and health care team.	Individual Consultation	Random Recitation Group Presentation
3.2	Show responsibility and accountability through client health education process.		
3.3	Show empathy and understanding when counselling client according to their needs.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Behavior –attendance- participation.	All semester	5 Marks
2	Oral Presentation and Brochure	8 <sup>th</sup> or 11 <sup>th</sup> week	5 Marks
3	Quizze 1	Week 3	5 Marks
4	Midterm Exam 1	Week 6	15 Marks
5	Quizze 2	Week 9	5 Marks
6	Midterm Exam 2	Week 12	15 Marks
7	Final Examination	17 <sup>th</sup> ,18 <sup>th</sup> week	50 Marks
	Total		100%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

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)

6 hours a week

## F. Learning Resources and Facilities

### 1.Learning Resources

<b>Required Textbooks</b>	1. THEORETICAL FOUNDATIONS OF HEALTH EDUCATION HEALTH PROMOTION THIRD EDITION -2018 -Manoj Sharma
<b>Essential References Materials</b>	Principles and Foundations of Health Promotion and Education, 7 <sup>th</sup> edition , Randall R. Cottrell, James F. McKenzie, Denise Seabert, Caile Spear, James T. Girvan Published by Pearson (2018) - 7 <sup>th</sup> edition.
<b>Electronic Materials</b>	<a href="http://theforest.net/item/medical-plus-responsive-medical-and-health-theme/3015457?ref=webdesigndev">http://theforest.net/item/medical-plus-responsive-medical-and-health-theme/3015457?ref=webdesigndev</a>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	LCD Projector Smart board Audio equipment
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	An online library can be accessed through the university website

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	students	Questionnaire for course evaluation
Extent of achievement of course learning outcomes	Faculty member	Assessment of course learning Outcomes
Quality of learning resources	Students and Faculty member	Questionnaire for Quality of learning resources

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	