

T6. Course Specification (CS)

Institution / Najran University	Date / 17/8/1438h
College/Department : Nursing College / Community Health Nursing	

A. Course Identification and General Information:

1. Course title and code : Health Education 326 EDU-2			
2. Credit hours : 2 credit hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
none			
4. Name of faculty member responsible for the course : Rashida Abduelrahim Ibrahim			
5. Level/year at which this course is offered : 3 rd year level 6			
6. Pre-requisites for this course (if any) :211NUR -8			
7. Co-requisites for this course (if any) :None			
8. Location if not on main campus :main campus for medical sciences Female & male			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="90"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage ?	<input type="text" value="10"/>
c. e-learning	<input type="checkbox"/>	What percentage ?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: Black board is used sometimes for announcement * power point lectures .			

B. Objectives

1. What is the main purpose for this course?

This course help the student to identify the basic concepts, principles and ethical responsibilities of health, health promotion & health education & Apply principles of advocacy, empowerment, ethics, human rights, in provision of health education, also assist learner to develop therapeutic communication & human relations as well as working with group & teamwork using different teaching strategies & methods.

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)

- Continuous updating for the contents through available references, web, and latest researches.
- Increased use of IT or web-based reference material.
- Include e-books

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

Course Description:

This course enables the student to acquire knowledge related to basic concepts of health, health promotion and health education. In addition, planning for health education programs and applies it in health services for health promotion of individual, family & community..

1. Topics to be Covered ١ :

List of Topic	No. of Weeks	Contact Hours
<ul style="list-style-type: none"> - Definitions & Concepts of Health. - Prerequisites & determinants of health - Factors affecting health & human Behaviour 	3	5
<ul style="list-style-type: none"> - Health promotion aims & strategies - Identifying health promotion needs and setting priorities 	2	4

- principles of health education - Health educators - National health services and international organizations	3	5
- Characteristics of educational objectives	1	2
- Instructional materials - Instructional settings	2	4
- The basic planning and evaluation process - Fundamental of communication	2	4
- Some principles of helping people to learn - Group & team work	2	4
- Motivation & Empowerment of employee - New trends in providing health care	1	2

1. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or studio	Practical	Other:	Total
Contact Hours الساعات الفعلية	30	-	-	-	-	30
Credit الوحدات المعتمدة	2	-	-	--	--	2

3-Additional private study/learning hours expected for students per week	2hr
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.

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. (Courses are not required to include learning outcomes from each domain).

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge :		
1.1	Identify cultural & ethical principles related to health education & to nursing practice	-Lecture - Discussion - Brain storming	Written exam
1.2	Determine principles & concepts of leadership , management, health education & nursing research		
2.0	Cognitive Skills :		
2.1	Formulate plans to raise health awareness	Lecture - Discussion - Brain storming	Written Exams
2.2	Plan for competent , efficient ,holistic care of patients with different health problems		
3.0	Interpersonal Skills & Responsibility :		
3.1	Participate actively in class discussion and presentation and active self-directed learning	Self –learning Cooperative learning	Presentation
4.0	Communication, Information Technology, Numerical :		
4.1	Demonstrate active oral and written communication skills with health care team	Self –learning Cooperative learning	Presentation Check list
4.2	Use computer assistive devices, basic software and electronic health record		
5.0	Psychomotor :		
	Not applicable		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class participation& continuous assessment	Weekly	10%

2	Quiz	5 th	10%
3	Midterm theoretical exam	10 th	20%
4	Final theoretical exam	16 th	60%

D. Student Academic Counseling and Support

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):

1. 2 office hours every week
2. Student encourage to communicate on e-mail or at office
3. Exam error analysis in class
4. Feedback for each student

E. Learning Resources

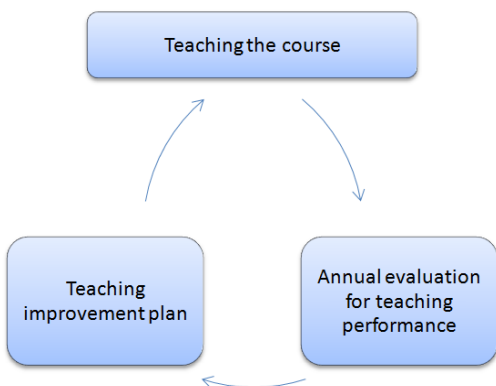
1. List Required Textbooks :
- Karen Glanz, Health behavior & Health education ,Theory ,research & practice 2012
2. List Essential References Materials (Journals, Reports, etc.)
<ul style="list-style-type: none"> o Healthy People 2010 www. Health. gov / healthy people. o W W W.U N I C E F.O R G o Karen Glanz,Health behaviour & Health education ,Theory ,research & practice 2012 o Swanson ,Y.M.(2001): Community Health Nursing, 5th ed, Lippincott, New york. o Stanhope, M. and Knollmueller R.(2002) Handbook of public and community health nursing practice,2nd Ed Mosby Book, London. o WHO report series. o Johns Hopkins Population Report. o Babcock,D.MandMiller.M.A.(2004)ClientEducation:Theory andPractice,3rd Ed. Mosby Books,St. Louis.
3.List Electronic Materials Web Sites, Facebook, Twitter, etc.
- Community Health Nursing journals
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
<ul style="list-style-type: none"> - Electronic Materials, Web Sites etc - http://www.scu.edu.au/schools/nhcp/aejne - Black board program

F. Facilities Required

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.)

<ul style="list-style-type: none"> - Lecture room suitable for 30 students. - Suitable light and air condition. - Computer lab for e- learning
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
30 seat room
2. Computing resources (AV, data show, Smart Board, software, etc.)
-computer lab .
Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).
<ul style="list-style-type: none"> - Development and increase of learning resources. - Supplying the library with updated books and journals. - Activating the services of electronic learning lab. - Library is not yet prepared. - Development and increase of learning resources. - Supplying the library with updated books and journals. - Activating the services of electronic learning lab.

G. Course Evaluation and Improvement Processes:

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> • University questionnaire evaluation of the course.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> • Peer observing teaching. • Evaluation of program coordinator. • Teacher portfolio& course protofolio
3 Processes for Improvement of Teaching
 <pre> graph TD A[Teaching the course] --> B[Annual evaluation for teaching performance] B --> C[Teaching improvement plan] C --> A </pre> <p>The program has an approved policy for improving quality and performance of teaching staff, which is</p>

built on three essential pillars:

1- Insisting on involvement:

All teaching staff **must** be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

2- Lifelong learning and self improvement:

The program encourages teaching staff to peruse promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

3- Sharing knowledge and experience:

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

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)

Exam papers and evaluation process are reviewed by the Exams' evaluation committee;

- Reports are discussed in the program committee to take corrective actions

1. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- following reports and documents:

1. Student evaluation for the course and teaching performance.
2. Results and distribution of students' grades.
3. Student evaluation for their own achievement of course ILOs.
4. Report of the exam committee.
5. Self-evaluation by the course coordinator.
6. All the new decisions of the program committee regarding teaching and learning.
7. The percentage of achievement of course ILOs is involved in the final program report each semester

- Course report, including improvement plan, must be submitted to program coordinator by the end of each semester.

- Any changes in the course specifications must be discussed at the level of the program committee and approved.

Name of instructor : Rashida Abdu-Elrahim Ibrahim

Signature : 

Date Report Completed 19 /8 /1438h

Program coordinator : dr. Nahid Khalil

Signature:

Date received:

