



Course Specification

— (Bachelor)

Course Title: **Disability Control**

Course Code: **PHE26465**

Program: **Bachelor of Sciences in Public Health**

Department: **Public Health**

College: **Applied Medical Sciences**

Institution: **University of Bisha**

Version: **1**

Last Revision Date: **2-8-2023**





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A. General information about the course:

1. Course Identification

1. Credit hours:					
2 (2+0)					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: 7 th level 4 th year					
4. Course general Description:					
This elective course provides an in-depth exploration of disability control within the context of public health.					
5. Pre-requirements for this course (if any):					
NA					
6. Co-requirements for this course (if any):					
NA					
7. Course Main Objective(s):					
It focuses on understanding the various aspects of disability, its impact on individuals and society, and the strategies and interventions for prevention and management.					

2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83.3%
2	E-learning	3	10%
3	Tutorial		
4	Interactive learning	2	6.7%
5	Practical		

3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	25
2.	E-learning	3



3.	Practical	
4.	Interactive learning	2
5.	Seminars	
6.	Self-Learning	45
Total		75

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the basic concepts, methods, and tools of public health data collection, analysis, and their application in disability control.	K5	Lecture-discussion	Written exam
1.2	Understand the historical and philosophical perspectives on disability, its core values, and the concepts related to disability across different societies and globally.	K3	Lecture-discussion	Written exam
1.3	Describe the basic processes, approaches, and interventions used in disability prevention and management.	K6	Lecture-discussion	Written exam
1.4	Identify the socioeconomic, behavioral, biological, environmental, and other factors that impact disability and contribute to health disparities.	K7	Lecture-discussion	Written exam
2.0	Skills			
2.1	Demonstrate the integration of basic public health sciences by understanding the diagnosis, investigation, and monitoring of conditions leading to disability, and by educating and advocating for individuals with disabilities.	S2	Lecture-discussion	Written Examination
2.2	Communicate effectively and efficiently about disability control using various forms of communication, including technical and professional writing, mass media, and both written and oral presentations	S3	Group Presentations and Case Studies	Presentation



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Adhere to ethical standards and moral principles in the practice of disability control within the public health profession.	V1	Lecture-discussion Case study	Class Participation and Discussions

C. Course Content

No	List of Topics (Theory)	Contact Hours
1.	Understanding Disability: Definitions and Perspectives	2
2.	Epidemiology of Disabilities: Prevalence and Trends	2
3.	The Social Model of Disability vs. the Medical Model	4
4.	Disability Rights and Advocacy	2
5.	Disability and Health Disparities	2
6.	Disability Prevention and Early Intervention	4
7.	Rehabilitation and Assistive Technologies	2
8.	Disability and Public Health Policy	2
9.	Accessible and Inclusive Health Services	4
10.	Communicating with and Empowering Individuals with Disabilities	4
11.	Ethical Considerations in Disability Control	2
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	3 rd	5%
2.	E Learning activities	4, 6, 10 th	15%
3.	Mid-Term Examination	8 th	20%
4.	Project/ seminar/ discussion	11 th	10%
5.	Final Examination	End of semester	50%
Total			100%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References

Oliver, M. (2013). The Social Model of Disability: Thirty Years On. Disability & Society, 28(7), 1024-1026





Supportive References	Krahn, G. L., Walker, D. K., & Correa-De-Araujo, R. (2015). Persons with disabilities as an unrecognized health disparity population. <i>American Journal of Public Health</i> , 105(S2), S198-S206 Drum, C. E., & Krahn, G. L. (2016). Disability as a public health issue: Findings and reflections from the Massachusetts survey of secondary conditions. <i>The Milbank Quarterly</i> , 94(4), 827-843
Electronic Materials	https://www.kingsfund.org.uk
Other Learning Materials	Digital library, at university of Bisha

2. Required Facilities and equipment

Items	Resources
facilities	Middle size classroom
Technology equipment	Multimedia projector Smart board
Other equipment	Statistical software for advanced data analysis Online databases for epidemiological research

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Faculty, Quality committee	Direct / indirect - Using well-structured questionnaire
Effectiveness of student's assessment	Faculty members Peer Reviewer	Direct / indirect - Continuous reviewing and course portfolio
Quality of learning resources	Faculty members Curriculum committee	Direct / indirect - Annual review course report
The extent to which CLOs have been achieved	Course coordinator	Direct / indirect

G. Specification Approval

COUNCIL /COMMITTEE	PH DEPARTMENT BOARD
REFERENCE NO.	
DATE	

