



# Course Specification

(Bachelor)

Course Title: **Man, Health, and the Environment**

Course Code: **PHE26251**

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**





## Table of Contents

A. General information about the course: .....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods .....	4
C. Course Content .....	4
D. Students Assessment Activities .....	5
E. Learning Resources and Facilities .....	5
F. Assessment of Course Quality .....	6
G. Specification Approval .....	6



## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
2(2+0)					
<b>2. Course type</b>					
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		
<b>3. Level/year at which this course is offered:</b> 3 <sup>rd</sup> level 2 <sup>nd</sup> year					
<b>4. Course general Description:</b>					
Focuses on advanced biostatistical concepts and methods utilized in Public Health including demography, sample size computation, non-parametric statistics, multivariate analysis and Bayesian statistics with complementary applications using a statistical software package.					
<b>5. Pre-requirements for this course (if any):</b>					
NA					
<b>6. Pre-requirements for this course (if any):</b>					
NA					
<b>7. Course Main Objective(s):</b>					
<ol style="list-style-type: none"> <li>1. Present the concepts and techniques used in sample size determination, non-parametric statistics, survival analysis, multivariate analysis, and Bayesian statistics.</li> <li>2. Present the concepts of Demography including population projections.</li> <li>3. Equip the students with the skills in generating advanced statistical values with the aid of statistical software package.</li> </ol>					

### 2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	26	86.6%
2	Blended	-	-
3	E-learning	2	6.7%
4	Interactive learning	2	6.7%
5	Other	-	-

### 3. Contact Hours

No	Activity	Contact Hours
1.	Lecture	26
2.	E-learning	2
3.	Interactive learning	2
4.	Self-learning	45
<b>Total</b>		<b>75</b>



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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Explain the interplay of the different determinants that affect health and well-being.	K1	Lectures Discussion	Quiz Written exam
1.2	Explain the health system in Sadia Arabia including the management, leadership, ethical principles and quality assurance.	K2		
1.3	Distinguish the different levels of disease prevention and control.	K2		
1.4	Enumerate the Sustainable Development Goals.	K1		
<b>2.0</b>	<b>Skills</b>			
2.1	Design a basic disease prevention or control plan	S1	Interactive learning	In class, In lab evaluation
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Observe personal integrity and professional ethics.	V1	lectures Interactive learning	In class, In lab evaluation
3.2	Make decisions based on evidence and sound arguments.	V2		

## C. Course Content

No	List of Topics	Contact Hours
1.	Definition of Health Alma Ata Declaration of 1978 Ottawa Charter of Health Promotion	4
2.	Ecological Models of Disease Causation Triangle Lever Wheel Web	4
3.	Determinants of Health Personal Characteristics and Behavior Physical Environment	10



	Social and Economic Environment	
4.	Health System in Saudi Arabia	4
5.	Prevention and Control of Diseases Primordial Primary Secondary Tertiary	4
6.	Sustainable Development Goals	4
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz #1	3 <sup>rd</sup>	5%
2.	E-Learning activities 1, In class, In lab evaluation	4 <sup>th</sup>	5%
3.	Midterm Examination	8 <sup>th</sup>	25%
4.	Quiz #2	11 <sup>th</sup>	5%
5.	E-Learning activities 2, In class, In lab evaluation	12 <sup>th</sup>	10%
6.	Final Examination	15 <sup>th</sup>	50%
<b>Total</b>			<b>100%</b>

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

<b>Essential References</b>	<ol style="list-style-type: none"> <li>1. Atlas, R.M and Maloy, S. (eds.) One Health: People, Animals, and the Environment, ASM Press, 2014</li> <li>2. ISBN: 978-1-55581-842-5</li> <li>3. Murdock, Heather, Fundamentals of Human Biology and Health, 4th ed., Cognella, Inc., 2016</li> <li>4. ISBN: 978-1-62661-079-8</li> <li>5. Schneider, Mary Jane. 2014. Introduction to Public Health, 4th edition, Jones Bartlett Learning, Sudbury, MA 01776, USA</li> <li>6. Turnock, Bernard. 2012. Public Health: What It Is and How It Works, 5th edition. Jones Bartlett Learning, Sudbury, MA 01776, USA.</li> </ol>
<b>Supportive References</b>	-
<b>Electronic Materials</b>	<a href="http://www.who.int">www.who.int</a> <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.moh.gov.sa">www.moh.gov.sa</a> <a href="https://www.undp.org/content/undp/en/home/sustainable-development-goals.html">https://www.undp.org/content/undp/en/home/sustainable-development-goals.html</a>
<b>Other Learning Materials</b>	Digital library at university of Bisha





## 2. Required Facilities and equipment

Items	Resources
facilities	Middle size classroom
Technology equipment	Multimedia projector Smartboard
Other equipment	NA

## 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
Effectiveness of teaching	Students, Faculty, Quality committee	Direct/indirect - Using a well-structured questionnaire

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	

