



Course Specification

— (Bachelor)

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| Course Title | Public Health Nutrition |
| Course Code: | PHE26325 |
| 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: 5th level 3rd year | | | | | |
| 4. Course general Description: | | | | | |
| This course focuses on clarifying the nutritional requirements for individuals in different stage of life in case of health and disease. | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | |
| NA | | | | | |
| 6. Co-requirements for this course (if any): | | | | | |
| NA | | | | | |
| 7. Course Main Objective(s): | | | | | |
| <ul style="list-style-type: none"> To provide undergraduate students with knowledge and skills regarding nutritional health and enable students to identify the sources and components of food, importance of each element and the consequent health problems dealt with food, and describe the nutritional requirements for person in different stages of life and in case of health and disease. | | | | | |

2. Teaching mode

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

3. Contact Hours



| No | Activity | Contact Hours |
|--------------|----------------------|---------------|
| 1. | Lectures | 26 |
| 2. | E-learning | 2 |
| 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 | Explain key concepts of health economics and quality management principles and models. | K2 | Lecture discussion | Written examination |
| 1.2 | Describe the major components of the organization, financing, and delivery of health services in public health setting. | K6 | | |
| 2.0 | Skills | | | |
| 2.1 | Utilize quality improvement tools for continuous improvement of the health care system and from the perspective of health economics. | S1 | Lecture discussion | Blackboard assignment |
| 2.2 | Describe the different models of health care administration/ organization and financing schemes | S2 | Case study | Case study analyses |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Act independently to conduct basic health economic analysis. | V2 | Case study Field visit | Case study analyses |
| 3.2 | Demonstrate the ability to integrate theories and practices of health care administration in the public health setting through a faculty-supervised field visit. | V2 | | Field report |



C. Course Content

| No | List of Topics (Theory) | Contact Hours |
|--------------|---|---------------|
| 1. | Introduction and Overview , Theoretical concepts to studying health and behavior | 2 |
| 2. | Difference between the concept of community health and public health in understanding health and behavior from a broader perspective | 2 |
| 3. | Individual characteristics that impact health; knowledge, beliefs, and lifestyle choices, Intrapersonal Theories: Health Belief Model, Theory of Reasoned Action Self-Efficacy Theory, Attribution Theory, Transtheoretical Model | 10 |
| 4. | Interpersonal level of the socio-ecological model of health, including interpersonal relationships and how they impact health Interpersonal Theory: Social Cognitive Theory | 2 |
| 5. | Community level characteristics impact on health of individuals in a community, Community Theories, Diffusion of Innovation, Ecological Models, Social Capital Theory | 2 |
| 6. | Impacts of the physical and social environment on health | 2 |
| 7. | Organizational level of the socio-ecological model and structure impact on health | 2 |
| 8. | Societal level factors that impact on health | 2 |
| 9. | Community-based interventions aimed to create health behavior changes. | 2 |
| 10. | Public health topics as case studies that uses the socio-ecological model | 4 |
| Total | | 30 |

D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|--------------|------------------------------|-----------------------------------|--------------------------------------|
| 1. | Quiz & Assignment | 3 rd & 6 th | 10% |
| 2. | Mid Term Examination | 8 th | 20% |
| 3. | E learning activities | 10 th | 15% |
| 4. | Case analyses / Field Report | 12 th | 5% |
| 5. | Final Examination | 16 th | 50% |
| Total | | | 100% |

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References

- Hayden, J. (2014). Introduction to Health Behavior Theory, 2nd ed., MA: Jones & Bartlett Learning
- DiClementi, R, Salazar, L., & Crosby, R. (2013). Health Behavior Theory for Public Health: Principles, Foundations and Applications. MA: Jones & Bartlett Learning





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|---------------------------------|---|
| | ISBN-13: 978-0763797539 References: 3. Glanz, K. (2008). Health Behavior and Health Education: Theory, Research and Practice (4th ed.). San Francisco, CA: John Wiley & Sons. ISBN-13: 858-5522352636 4. Edberg, M. (2007). Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Sudbury, MA: Jones & Bartlett Publishers. 5. ISBN-13: 978-0763737962 |
| Supportive References | NA |
| Electronic Materials | Chortle.ccsu.edu/java5/cs151java.html 1. Google, Altavista, Medline. |
| Other Learning Materials | 1. Saudi digital library |

2. Required Facilities and equipment

| Items | Resources |
|-----------------------------|--|
| facilities | <ul style="list-style-type: none"> Middle size classroom |
| Technology equipment | 1. Multimedia projector <ul style="list-style-type: none"> Smart board |
| Other equipment | <ul style="list-style-type: none"> 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 |

G. Specification Approval

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|---------------------------|----------------------------|
| COUNCIL /COMMITTEE | PH DEPARTMENT BOARD |
| REFERENCE NO. | |
| DATE | |

