



Course Specification

— (Bachelor)

Course Title: **Public Health Promotion and Education**

Course Code: **PHE26342**

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: 6th level 3rd year					
4. Course general Description:					
The course aims to introduce the students to the processes and methods of health education that are used to facilitate health behavior choices that enhance the quality of life in individuals, families and communities. Health education models/theories, methods and strategies that can be applied in health education and health promotion interventions are emphasized.					
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"> a) Define health education, health promotion and health behavior b) State the purposes and importance of health education and health promotion c) Explain the responsibilities of health educator and ethics of health education d) Investigate physical, social, emotional, and intellectual factors influencing health behaviors e) Distinguish between health education theories and models f) Describe individual/intrapersonal, interpersonal and group level models/theories for health education and health behavior g) Develop model-/theory-based public health education and health behavior strategies in health promotion and disease prevention h) Develop essential skills to write a scientific document for health education and promotion 					

2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	27	90%
2	E-learning	3	10%
3	Tutorial		
4	Interactive learning		
5	Practical		



3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	27
2.	E-learning	3
3.	Practical	
4.	Interactive learning	
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 the different theoretical foundation of health education and health promotion	K3	Lecture discussion	Written assessment
2.0	Skills			
2.1	Develop health promotion materials	S2	Laboratory activities	Projects
3.0	Values, autonomy, and responsibility			
3.1	Communicate health information to a wide range of audiences through an array of media.	V1	Laboratory activities	Projects
3.2	Advocate for evidence-based social changes that improve the health of individuals and communities	V2	Laboratory activities	Projects

C. Course Content

No	List of Topics (Theory)	Contact Hours
1.	Introduction health education: Concept of health education Aims of health education	2





	Levels and delivery methods of health education	
	Principles of health education	
	Settings for and topics of health education	
2.	Concept of health behavior, prevention, and health promotion	2
	Factors affecting health behaviors and health promotion	
3.	Other concepts relevant for health education: Beliefs, attitudes, values, awareness, community participation and networking	2
	Responsibilities of health educators at	2
4.	Entry-level health educators	
	Graduate level health educators	
	Competencies Update Project (CUP) project and its components	
5.	Code of ethics for public health professionals	2
	Health education and promotion-related models and theories	
	Benefits of health education theories	
	Difference between models and theories	
6.	Overview of models/theories for health education and health behavior change at:	2
	Individual level	
	Intrapersonal level	
	Community level	
	Health Belief Model (Individual level)	
7.	Stages of change model/ The trans-theoretical model (TTM)	2
8.	Theory of reasoned action (TRA)	2
	Theory of planned behavior (TPB)	
9.	Precaution Adoption Process Model	2
10.	Social Cognitive Theory (Interpersonal level)	2
11.	The Transactional Model of Stress and Coping	2
12.	Diffusion of innovations theory	2
13.	Concept of social marketing	2
14.	Freire's model of health education	2
15.	Mobilizing organizations for health promotion: Community Coalition Action Theory	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	11 th	10%
5.	Final Examination	End of semester	50%
	Total		100%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<ol style="list-style-type: none"> Sharma, M., & Ramos, J. (2017). <i>Theoretical Foundations of Health Education and Health Promotion</i> (3rd edition.). Sudbury, MA: Jones & Bartlett Learning. ISBN-13: 978-1284104943 Glanz, Rimer and Viswanath. (2008). <i>Health Behavior and Health Education</i> (4th ed.). San Francisco, CA: John Wiley & Sons, Inc. Watson, M. (2011). <i>Systems Approach Workbook for Health Education and Program Planning</i>. Sudbury, MA: Jones & Bartlett Learning. Bensley, R., & Brookins-Fisher, J. (2009). <i>Community Health Education Methods</i> (3rd ed.). Sudbury, MA: Jones & Bartlett Learning
Supportive References	-
Electronic Materials	Chortle.ccsu.edu/java5/cs151java.html Google, Altavista, Medline.
Other Learning Materials	Digital library, at university of Bisha

2. Required Facilities and equipment

Items	Resources
facilities	<ol style="list-style-type: none"> Middle size classroom <ul style="list-style-type: none"> well-equipped laboratory
Technology equipment	<ol style="list-style-type: none"> 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

COUNCIL /COMMITTEE	PH DEPARTMENT BOARD
REFERENCE NO.	
DATE	

