



ATTACHMENT 5.

COURSE SPECIFICATIONS

Course title: Health Education

Course code: 101

Course Specifications

Institution: Jazan University	Date: 9/17/1439
College/Department: College of Arts and Sciences in Samtah- department of home economic	

A. Course Identification and General Information

1. Course title and code: Health Education-101			
2. Credit hours: Two theory hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list of programs) Bachelor of Home Economic – Bachelor of Early Childhood – Bachelor of English Language			
4. Level/year on which this course is offered: level One			
5. Pre-requisites for this course (if any): None			
6. Co-requisites for this course (if any): None			
7. Location if not on main campus: Online through JUMP			
8. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="checkbox"/> 100%
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments :Due to the security situation on borders. College of Arts and Sciences in Samtah uses e-learning through JUMP system.			

B Objectives

1. What is the main purpose for this course?

The main purpose for this course is to identify the concept of health education, and clarify the difference between general resistance and specific resistance to diseases. Clarify how the body resists infection by the immune system, and identify the types of infectious diseases, and ways infectious diseases spread, and how to prevent them. Identifying the diseases of the recent age such as diabetes and blood pressure, and the causes, complications and ways to prevent them, also the distinction between mental and psychological illnesses.

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)

Encouraging students to read from different resources and researches using the internet to support and update the information.

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

Course Description:

Health Education- 101

Credit hours: Two theoretical hours

This course aims to identify the concept of health education, and clarify the difference between general resistance and specific resistance to diseases. Clarify how the body resist infection by the immune system, and identify the types of infectious diseases, and ways infectious diseases spread, and how to prevent them. Identifying the diseases of the recent age such as diabetes and blood pressure, and the causes, complications and how to prevent them, also the distinction between mental illness and psychological illness.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
<ul style="list-style-type: none"> • The concept of health education. • Health education and other terms (health, public, preventive, curative, school, occupational and educational health). • The importance of health culture to the society. • Areas of health education. • Ways to achieve educational health. • Regular health education programs (school health programs). • Irregular health education programs. 	1	2 theory
<p>immune system and resistance of the human body against diseases:</p> <ul style="list-style-type: none"> • Resistance terms and resistance types. • General resistance and specific resistance of infective diseases. • How does the human body resist diseases? • does the human body resist diseases ? • When does immune system manage to resist some diseases? 	1	2 theory
<p>Classification of diseases:</p> <ul style="list-style-type: none"> • Physical, mental and psychological diseases. • Internal Medicine and Dermatology and venereal diseases, neurological and psychological diseases, chest, heart, blood vessels, brain, nerves, bones, urinary tract, optometry, ENT, dental and psychiatric • Infectious and epidemic diseases (quarantine diseases) and non-infective diseases. 	2	4 theory
<p>Viral, bacterial, parasitic, fungal diseases and diseases caused by insects.</p> <ul style="list-style-type: none"> • Nasal intervention diseases and interference diseases through blood. • Curable diseases, incurable diseases. • Genetic diseases, acquired diseases. 	1	2 theory

<ul style="list-style-type: none"> • Common infectious diseases, their symptoms, ways of infection and ways of prevention. • Basic concepts (infection, infectious agent, incubation period, carrier, vector). • Infectious gastrointestinal diseases such as cholera, viral hepatitis A, intestinal infections and others. • Infectious respiratory diseases such as tuberculosis, meningitis, influenza and others. 	2	4 theory
<ul style="list-style-type: none"> • Infectious diseases transmitted by blood such as: AIDS (HIV), hepatitis C and B and others. • Infectious diseases transmitted by skin contact such as: scabies, papillae, leprosy and others. • Infectious venereal diseases, syphilis, gonorrhoea, and others. • Infectious diseases transmitted by insects such as: malaria, plague, typhoid, and others 	1	2 theory
<ul style="list-style-type: none"> • Modern-day diseases: • High blood pressure and complications of the disease. • Diabetes. • -Psychological and neurological diseases. • -Smoking and drug addiction. • Ways of life style and the modern- day diseases. 	1	2 theory
<ul style="list-style-type: none"> • Environmental Health: • Environmental health and air pollution. • Environmental health and noise pollution. • Sewage. • Healthy housing and its conditions • Trash disposal. • Reflection of the environmental health on individual's health. • How to achieve the environmental health. 	1	2 theory
<ul style="list-style-type: none"> • Family Health: • pre-marital screening • Pregnancy and reproduction health. • Maternity and Child Health. • Women's health issues. 		
<ul style="list-style-type: none"> • Modern medical technology and its' impact on human health 	1	2 theory
<ul style="list-style-type: none"> • Panel discussion on all previous topics. 	1	2 theory

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	2× 13	0	0	0	0	26
	Actual						
Credit	Planned	2× 13	0	0	0	0	26
	Actual						

3. Additional private study/learning hours expected for students per week is

Due to the security situation in the border area, College of Arts and Science in Samtah uses e-learning through JUMP system.

After inspecting the security situations and in the places where the course is taught in the conventional manner in the faculty, there is additional individual learning by multiple means, including:

- Follow up of weaknesses in the academic perspective for the student. This shall be improved by indication and deeply establishing of information and what is difficult to understand by the various means through the additional hours.
- Setting additional tests to measure the student's understanding and scientific development in the course.

Assigning the student to search and review the books and references whether in the faculty or online.

4. Course Learning Outcomes in NQF domains of learning and alignment with assessment methods and teaching strategies

The table below contains the five NQF Learning Domains.

First, fill in the table with the suitable and measurable course learning outcomes required in the appropriate learning domains. **Second**, insert teaching strategies that suit and align the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate learning outcome. Each course learning outcomes, assessment method, and teaching strategies should reasonably fit and flow together as an integrated learning and teaching processes, putting into consideration that 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	Remembering the concept of health culture	lecture	Classroom

			discussion
1.2	Multiple infectious diseases	Discussion	Classroom activities
1.3	Classify the Infectious diseases transmitted through food and drink	Cooperative Education	Classroom activities
2.0	Cognitive Skills		
2.1	Explain infectious diseases transmitted by blood.	Problem solving	Classroom discussion
2.2	Describe of infectious diseases transmitted by skin contact.	Practical Training	Student performance note
2.3	Identify infectious diseases transmitted by insects.	Learn the concept	Classroom discussion
2.4	Differentiate between the modern- day diseases.	Small discussion groups	Classroom discussion
2.5	Classify the viral diseases.	E-Learning	Checklists
2.6	Identify possible diseases treatment.	Discovery Learning Style	oral test
2.7	Discern genetic diseases.	discussion	Questionnaires
2.8	Sign to acquired diseases.	Small discussion groups	Classroom discussion
2.9	Planning how to achieve environmental health.	Practical Training	Student performance note
2.10	Sign to Women's health issues	Learn the concept	Classroom discussion
2.11	Comparing modern medical techniques with their impact on human health.	Small discussion groups	Class activities
2.12	Discuss the reflection of environmental health on individual's health.	Self-education	Student performance note
3.0	Interpersonal Skills & Responsibility		
3.1	Share ideas about health education concerns.	Discussion	Student performance note
3.2	Listen to the group discussions with respect to others opinions.	Small discussion groups	Class activities
3.3	Enthuse to the spirit of cooperation and teamwork, and commitment to responsibility towards collective activities and projects.	Audiovisual presentations	Class activities
3.4	Help with individual and group work that requires the use of library, reference and the Internet.	presentations	Class activities
3.5	Believe in the spirit of collective competition.	Cooperative Education	Class activities
3.6	Active participation and the ability to ask questions and discuss.	self-education	Checklists
3.7	Evaluated through the year work to show to	Cooperative	Performance test

	what extent different skills are acquired.	Education	
3.8	Discover the ability of self-study in various research, activities and innovative ideas.	self-education	Performance test
4.0	Communication, Information Technology And Numerical Skills		
4.1	Participates in the preparation of the waste disposal plan.	Project	Follow up work samples
4.2	Use websites to know more information and ideas about health education and every new and innovative issue.	Project	Follow up work samples
4.3	Deal with the Internet, multimedia and technology	E-Learning	Classroom discussion
4.5	Choose a plan for proposals of health awareness programs.	E-Learning	Checklists or review
5.0	Psychomotor		
5.1	Explain plans to improve environmental health.	Audiovisual presentations	Checklists or review
5.2	Show opinion and make decision.	discussion	Checklists or review
5.3	Using appropriate ideas and plans to solve women's health issues.	Online learning	Checklists or review

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Test some theory during the term	Sixth week	%20
2	Homework on JUMP	Tenth week	%10
3	Search about the subjects	Fourteenth week	10%
4	Final exam	From the sixteenth to the eighteenth week	60%
5	Total		100%

D. Student Academic Guidance and Support

1. Arrangements for availability of college and teaching staff for individual student consultations and academic advice including the time that teaching staff are expected to be available each week.

In the present situation, communication with students and their academic advisors is available through WhatsApp and JUMP, also academic advisors are usually in the college ready for help.

E Learning Resources

1. List of Required Textbooks

Manal Jalal Abdul Wahab (2003), Foundations of Health Culture, Fifth Edition, Riyadh, Al Rasheed Library.

2. List of Essential References Materials (Journals, Reports, etc.)

3. List of Electronic Materials, Web Sites, Facebook, Twitter, etc.
Learning Resources on the Jump System

4. Insert other learning materials such as computer-based programs/CD, professional standards or regulations and software.

A CD for the scientific content in the department's library.

F. Facilities Required

Indicate requirements of the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, number of computer access , etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> • An appropriate study class with good lighting and board. • Comfortable seats.
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> • Over Head Projectors. • Computer. • TV, video and educational video tapes.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Library of the department with the latest books.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback About The Effectiveness of Teaching <ul style="list-style-type: none"> • Assign a student meeting to allow them to reflect their opinion. • Suggestions box for the department.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • Analyzing the results of tests, whether periodic or at least final evaluating to show the absorption of the students. • Evaluation of students' performance in the applied aspect. • <u>Rating by department:</u> • Review student forms. • Review the results of the periodical and final tests.
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> • Developing faculty members in their weaknesses. • Update the information of the faculty members in the field of specialization. • Exchange the experiences of faculty members between universities inside or outside the Kingdom.
4. Processes for Verifying Standards of Student's Achievement (e.g. check marking by another members of teaching staff for a sample of the student's work, periodic exchange and remarking of tests or a sample of assignments with staff from another institution) <ul style="list-style-type: none"> • Create a committee to correct and review the grades. • Create committees by the college to review the results and examine them and approve the committee department reports.

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

- A comprehensive review of the total student's results during the semester.
- Compare the bench mark program with another program in college.
- Compare the bench mark program with another counterpart bench mark program in another university

Name of Course Instructor: __Najwan Mohammed Harazi + Safaa Al Saidan_____

Signature: NaJwan Mohammed Harazi , Safaa Al Saidan____

Date Specification Completed: _17 / 9 / 1438 _____

Reviewer : Lubna Abde karim

Signature: Lubna Abde karim

Program Coordinator: _____Dr . Nadia Saleh Al Shaier

Signature: ___ Dr . Nadia Saleh Al Shaier