

# JAZAN UNIVERSITY, K.S.A



## كلية الصحة العامة وطب المناطق الحارة Faculty of Public Health & Tropical Medicine

Kingdom of Saudi Arabia  
Jazan University  
Faculty of Public Health & Tropical Medicine  
Department of Health Education & Promotion

المملكة العربية السعودية  
جامعة جازان  
كلية الصحة العامة وطب المناطق الحارة  
قسم التثقيف والتعزيز الصحي،

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## Department of Health Education and Promotion

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## Dean's Message



**In the name of Allah, the most gracious, the most merciful.**

All praises to Allah who teaches us with pen and who teaches the mankind what they do not know. Prayers and peace upon the only teacher of the mankind, its guide to the way of light and truth.

The Kingdom of Saudi Arabia devotes great attention and care to education through establishment of the state of the art educational institutions and universities through the whole kingdom. Due to the steady increase in the health services, the Kingdom of Saudi Arabia advocates and prioritizes great attention and interest in health education. Therefore, the Faculty of Public Health and Tropical Medicine is considered one of the achievements of Jazan University following its establishment in 2011.

Public health is the cornerstone to improve community health through control and prevention of diseases and other health issues including psychological health problems affecting population in developed and developing countries through local health systems and non-governmental organizations.

Graduation of well-trained health specialists who are competent to serve in different disciplines of public health and who are able to solve the public health concerns arising in the Kingdom is the major outcome from establishment of the Faculty of Public Health and Tropical Medicine in Jazan University. The Faculty of Public Health and Tropical Medicine comprises eight different departments which specialize in all aspects of public health. This diversity in specialties reflect the objective of the faculty of Public Health and Tropical Medicine to provide the health sector with public health specialists and to adopt the comprehensive scientific picture to achieve the desired goal which is the improvement of community and individual health. The latter is considered the cornerstone to develop the community and makes it parallel to other developed communities globally.

In conclusion, I hope that our work is conducted for the sake of Allah and that we will be accountable to the mission.

Thank you,

**Dr. Mohammed Jubran Almalki**

**Dean,**

**Faculty of Public Health and Tropical Medicine**

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## Health Education and Promotion Program General Information

1. Program title and code: Health Education and Promotion (HEP).		
2. Total credit hours needed for completion of the program: 132 hours.		
3. Award granted on completion of the program: Bachelor of Public Health (Major in Health Education and Promotion)		
4. Major tracks/pathways or specializations within the program (eg. transportation or structural engineering within a civil engineering program or counselling or school psychology within a psychology program); Not Applicable		
5. Intermediate Exit Points and Awards (if any) (eg. associate degree within a bachelor degree program): Not Applicable		
6. Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (eg. diploma or associate degree) include professions or occupations at each exit point): Health Education specialist		
7. (a) New Program	<input checked="" type="checkbox"/>	Planned starting date <input type="text" value="1434-1435"/>
(b) Continuing Program	<input type="checkbox"/>	Year of most recent major program review <input type="text" value="1434-1435"/> Organization involved in recent major review (eg. internal within the institution, <a href="#">Accreditation review</a> — <a href="#">Jazan University council</a> )
8. Name of program coordinator or chair. If a program coordinator or chair has been appointed for the female section as well as the male section, include names of both. Dr Yahiya Al Amir (Ph. D) for Both Males and Females		
9. Date of approval by the authorized body (MoHE for private institutions and Council of Higher Education for public institutions).		
Campus Branch/Location	Approval By	Date
Main Campus: Al Roudah	Jazan University Council	June,2013

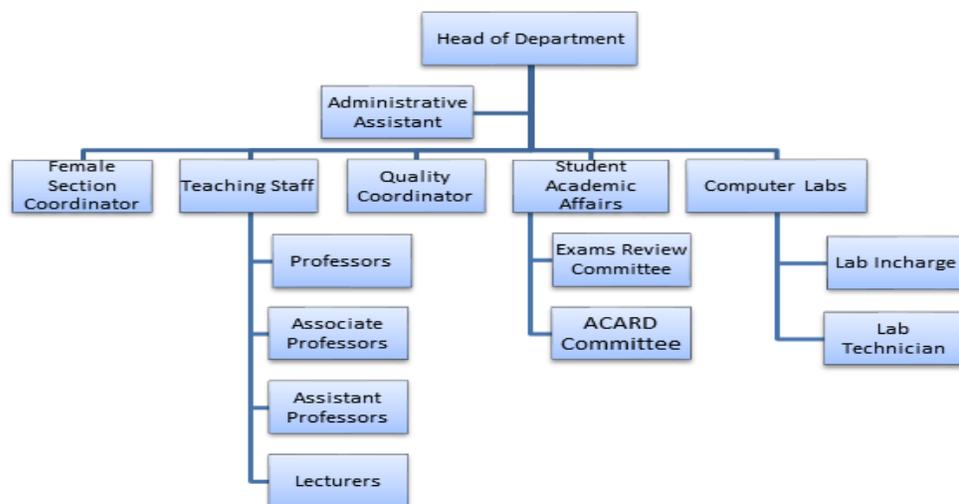
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## HEP program summary:

The BSc in Health Education and Promotion Program have (132) Credit Units in Four years and provide students with a broad choice of courses (36) including those which emphasize individual, family, social network, community, and policy approaches to health behavior, health education and health promotion.

The courses integrate theory, research, and practice through the use of case studies, small group discussions, interactive learning, problem based learning, community-based fieldwork, and computer technology using specialized applications and software programs.



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## **Program Vision and Mission**

### **Program Vision:**

The Health Education and Promotion Department will be recognized for its state-of-the-art of health education & promotion, scientific research and community services at local and national levels.

### **Program Mission:**

Prepare graduates of academic excellence in field of health education and promotion to be leaders at regional and national level. To promote behavioral change among individuals, groups, and communities by using internationally recognized research techniques and to serve the community by assessing their health needs in Jazan Province, and the Kingdom.

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## HEP program goals and objectives

### Program Goals:

1. To get accreditation of the HEP program through NCAAA.
2. Improve the capacity of youth to become responsible and productive citizens.
3. Protect the community from unhealthy life style by establish academic units (Behavior change counseling unit/Health Awareness Clinic/Life style counseling unit /health counseling unit, etc.).
4. To become a pioneer program in the KSA and whole world.
5. Improve the quality of life of people to lead a productive life.

### Major objectives of the program

1. To provide students with essential principles to develop an understanding and appreciation of health education and promotion.
2. To develop a culture of independent thinking, innovation, and entrepreneurship in the field of health education and promotion.
3. To expose students to various health educational and promotional strategies to become effective leaders with lifelong learning pursuits
4. To equip students with necessary health educational and promotion skills to serve the community socially and economically.
5. To provide students with opportunities to experience innovative research in field of health education specialization.

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## Learning outcomes of the program

### **(Knowledge)**

1. To demonstrate the health educational and behaviour promotion strategies for prevention of diseases.
2. To demonstrate the role of different behaviour theories in prevention of diseases
3. To determine the factors responsible for various diseases.
4. Demonstrate significant knowledge to analyse and articulate disciplinary and interdisciplinary theories, concepts, principles, skills, practices and ethics of health education and promotion.

### **(Cognitive)**

1. To apply independent and critical thinking innovatively to solve behaviour health problems.
2. To analyze the role of theories/models for prevention of behaviour and lifestyle related to health issues.

### **(Communication, Information Technology, Numerical)**

1. To calculate the different measurements.
2. To apply appropriate technologies and related technical skills to locate, process, evaluate, and adapt behavioral health information in an effective and ethical manner.
3. To demonstrate effective health communication both orally and in written.

### **(Interpersonal Skills & Responsibility)**

1. To apply different health educational and promotional theories/models individually and in team work to solve health behaviour health issues.
2. To conduct new innovative and practical behavioral research with integrity and high moral standards in their professional endeavours within Islamic ethics.

## HEP program Course Structure

### **Courses Structure**

#### **Health Education and behavior Promotion**

In this course the general idea of evidence-based health promotion will be outlined (for HEP students and other students) to create a general understanding of what planned and systematic health promotion is. Real life examples of pitfalls of a non-systematic approach are presented, as well as successful real life examples of interventions developed in a systematic way.

#### **Planned and systematic approach to health promotion**

This course explains the principles and basic ideas behind the planned and systematic approach of Health Education and Promotion, and how this is included in the rest of the courses in the third and fourth year. So there is a strong focus on evidence-based Health Promotion. Real life examples of pitfalls of a non-systematic approach, as well as successful real life examples of interventions developed in a systematic way are presented. This course is to refresh and deepen knowledge of the second year course, and includes the simple part of the course 3.1.5. (Planning & Evaluation HEP Programmes) proposed by the HEP department.

#### **Primary health care**

This course is about the organization of health care and health policy in Saudi Arabia. The different levels of preventions will be discussed (primary, secondary, tertiary prevention).

#### **Communicable diseases**

This course focuses on the problem analysis of communicable diseases: what is the problem (e.g. biology and epidemiology of relevant communicable diseases in the Saudi context), what is the impact on quality of health (individual and societal level), for who is it a problem, what type of preventive measures can be taken, the relation to behavior, and identification of desired behavior changes.

## **Non-communicable diseases**

This course focuses on the problem analysis of non-communicable diseases: what is the problem (e.g. biology and epidemiology of relevant non-communicable diseases in the Saudi context), what is the impact on quality of health (individual and societal level), for who is it a problem, what type of preventive measures can be taken, the relation to behavior, and identification of desired behavior changes.

## **Mental health**

This course focuses on the problem analysis of mental health problems: what is the problem (e.g. biology/psychology and epidemiology of relevant mental health problems in the Saudi context), what is the impact on quality of health (individual and societal level), for who is it a problem, what type of preventive measures can be taken, the relation to behavior, and identification of desired behavior changes.

## **Applied statistics**

Knowledge on biostatistics that students learned in the previous year (221STA) is now applied and practiced in this course, making use of a statistical software package

## **Maternal and child health**

In this course students apply the theoretical knowledge they have gathered on problem analysis from the previous courses to maternal and child health. So, they have a hands-on training in doing a problem analysis, and gain knowledge on maternal and child health at the same time. This course also captures injury prevention and safety education in and around home for children as a topic.

## **Lifestyle and health behaviors**

An overview is provided of the major health behaviors that are relevant in the Saudi Arabian context, like nutrition, physical activity, smoking, and how these behavior are related to health and disease. After this course students should know what these behaviors encompass and how they can be measured.

Suggested fieldwork: interview with people about their health (risk) behaviors

Theories in health promotion (I)

Focus on the analysis of behavioral determinants, theories about determinants of

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health behavior on an individual level (e.g., Theory of Planned behavior, Health Belief Model).

## **Nutrition and health**

In this course students apply the theoretical knowledge they have gathered on (determinants of) behavior from the previous courses to nutrition behavior. So, they have a hands-on training in doing a determinant analysis, and gain knowledge on nutrition and health at the same time.

## **Communication skills**

In this course an introduction of behavioral change methods related to communication is provided. Furthermore, an overview of the behavioral change methods in the following courses (related to the various settings) is provided.

## **Community health promotion**

This course introduces different settings that are relevant for health promotion in general, and some specific examples of (small) communities.

Ethics and law issues related to the specific settings are also covered in this course.

## **School health promotion**

Changing health behavior and intervention development in the school setting (i.e. at a meso level). Target groups include children/adolescents, schoolteachers, school board, and parents.

Ethics and law issues related to the school setting are also covered in this course.

## **Patient health education**

Changing health behavior and intervention development in health care settings (i.e. at the individual level), including the use of strategies like health counseling and goal setting.

Ethics and law issues related to the health care setting are also covered in this course.

## **Health promotion at the workplace**

Focus on behavior change and intervention development in the work setting.

Changes to the described course in 427 HEP: Road accidents (injury prevention) will be incorporated in Health promotion course; injury prevention and safety education regarding to the home situation will be included in Maternal and Child health.

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Ethics and law issues related to the workplace setting are also covered in this course.

## **Theories in health promotion (II)**

Focus on theories of implementation and diffusion of health promotion interventions.

### Research methodology

This course aims to introduce research methodology for the evaluation of health promotion interventions. Different types of evaluation should be addressed (effect evaluation, process evaluation) and the designs that can be used (e.g., RCTs, cross-sectional designs, longitudinal designs). Furthermore, the concepts of reliability and validity should be covered.

## **Health promotion**

This course gives a wrap-up of evidence-based health promotion, and includes also other levels than the individual level (micro level) like the intermediate level (meso, e.g., school boards, community leaders) and the policy level (macro).

This course includes also injury prevention and safety education regarding road accidents.

## **Health Education and Promotion Ethics**

This course builds upon the content of the courses about different settings, where the specific ethics were addressed. This course would be an appropriate place to discuss the principles of health education and promotion ethics in relation to HP in general and to place it in a broader perspective.

## **Health Education Practicum**

in this practicum student will apply their knowledge of statistics and SPSS to specific cases and get information on the different possibilities for their graduation project.

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## HEP Department Staff Members

<b>Male teaching staff</b>	<b>Female teaching staff</b>
1. Dr. Yahiya al Amir (H.O.D)	1. Dr. Tahani
2. Dr. Nasir Ahmed Ali (Program coordinator)	2. Dr. Ibtihaj
3. Dr. Shanawaz Mohd (Quality coordinator)	3. Dr. Manal Absher
4. Dr. Ahmed Fathy (Lecturer)	4. Dr. Pushpalata
5. Mr. Hythem Massad (Lecturer)	5. Dr. Amani
	6. Dr. Ayesha Fatima
	7. Dr. Ebtihaj
	8. Dr. Bahja Yousuf
	9. Dr. Elham
	10. Dr. Amal