

Kingdom of Saudi Arabia
Ministry of Education
Jazan University
College of Public Health and
Tropical Medicine
Department of Health Education
and Promotion

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2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA
كلية الصحة العامة وطب المناطق الحارة
Faculty of Public Health and Tropical Medicine



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Health Education and Promotion Course Descriptions

Course name: Introduction to Health education and Promotion (211 HEP)

Course Description: The purpose of this course is considered the most enriched course with the basic topics necessary in health education and promotion programs, including the general idea of evidence-based health education and promotion will be outlined (for HEP students and other students) to create a general understanding of what planned and systematic health education and promotion, Also it aims to provide general knowledge about concepts, philosophy, principles, planning, evaluation , communication& Communication skills , methods of Health education, health promotion health education concepts, Health Promotion competencies and health education, code of ethics approach(s) to the field after becoming familiar with the literature related to the discipline and engaging in a service-learning project.

Course Name: Pharmacology for Public Health (316 PHS)

Pharmacology is the study of drugs and their actions on living organisms. A sound knowledge of basic pharmacologic principles is essential for most health care professionals, especially those who interact with patients who receive medications. This course gives a basic overview of pharmacologic principles, drug development, and federal legislation affecting the dispensing and use of drugs.

Course Name: Health Promotion (322 HEP)

Course Description: This course aims to provide students with an understanding of the theoretical and empirical basis of health promotion. It provides an introduction to the principles of health promotion and the strategies used to promote health to individuals, to groups in specific settings such as schools and workplaces, and to whole communities. The course will develop and extend students' understanding of public health principles, human behavior and determinants of health, to explore recent advances in the science and art of health promotion.

Health Promotion course enlightens the students' knowledge on the role of mass media especially social media in health promotion and the social marketing skills to promote health behaviors in the community. This course also builds a knowledge base on the successfully implemented health promotion projects around the globe and build student's skills in planning, implementing and evaluating health promotion projects.

Course Name: Psychosocial foundation of Health Promotion (323 HEP)

This course provides an over view of the psychological and social processes in the study of health education and promotion. It orients students about the basic concepts and theories in Psychology and Sociology as applied in the field of health education and promotion. It highlights the unique role of psychosocial principles in public health and as an essential factor for the correct application of behavioral knowledge and theories. This course emphasizes student's learning on subjects like Psycho-social theories in health promotion, health psychology, social psychology, personality psychology, social construction of health, social inequality and health, social relationships and social

support. In addition, it also equips student's knowledge about different research methods used in psycho-social research therefore preparing students to reflect on the strategies for improving health among populations.

Course Name: Applied Statistics (323 STA)

This course will develop the knowledge and technical skill and applications of statistical methods for the solution of problems related to Public Health through different type of statistical test and measurements, draw the statistical inference, conclusion, setup the hypothesis and research question. Students will be able to acquire the practical knowledge at hand and skill of different type of statistical software, M.S Office, Excel, SPSS and STA Table.

Course Name: Primary health care (324 HEP)

The course is designed to introduce the Concepts, Components, and the Principles of Primary health care. The course also describes the how the concept of ALMAATA Declaration came into force. There is also an introduction to levels of prevention, levels of health care of KSA, along with the Primary health Services at individual and community level. Primary Health Care: "Essential health care based on practical, scientifically sound and socially acceptable methods and technology made universally accessible to individuals and families in the community....It forms an integral part of the country's health system...and of the social and economic development of the community...bringing health care as close as possible to where people live and work, and constitutes the first element of a continuing health care process."

Course Name: Communicable Diseases (331 HEP)

This course covers the management and control of communicable diseases affecting human populations. Management would include disease management as well as surveillance and outbreak / epidemic control in the domestic and international settings. Diseases will be discussed primarily grouped together according to their common modes of transmission. A few selected diseases would be discussed in detail. The global distribution, disease burden, epidemiology, life cycle, clinical manifestations, treatment, prevention, control and surveillance of selected communicable diseases will be described

Course Name: Community Health (325 HEP)

The purpose of this course is considered the most enriched course with the basic topics necessary in health education and promotion programs, including health empowerment, engagement, participation , hygiene education , nutritional counseling and education , Intersectoral collaboration in community promotion and communication strategies. This course is examining the philosophical, ethical and theoretical foundations of the professional practice of health education in community, work site and hospital settings, as well as in health promotion consultant activities. Students will be expected to develop their own philosophical, ethical and theoretical approach(s) to the field after becoming familiar with the literature related to the discipline and engaging in a service-learning project.

Course Name: Maternal and Child Health (333 HEP)

The course outlines the PHC concept, elements & strategies. It highlights the importance

of maternal and child health and it is objectives . The course provides out lines of pregnancy from early phases until delivery. It also describes the methods of family planning. The course describes postnatal and the care of children from new born till adolescent with focusing on growth and development.

Course Name: Health Education Methods and Materials (326 HEP)

The course consists of in-class sessions where various materials and media are demonstrated and their utility as enhancements to learning discussed. Technical and production aspects of materials and media are considered in several lab sessions. Students are required to produce health education materials or develop learning activities through fieldwork in addition to in-class and lab sessions.

Course Name: Non Communicable Diseases (332 HEP)

Non-communicable diseases (NCDs) are the leading causes of death globally, killing more people each year than all other causes combined. Contrary to popular opinion, available data demonstrate that nearly 80% of NCD deaths occur in low- and middle-income countries. Of the 57 million deaths that occurred globally in 2008, 36 million – almost two thirds – were due to NCDs, comprising mainly cardiovascular diseases, cancers, diabetes and chronic lung diseases. The combined burden of these diseases is rising fastest among lower-income countries, populations and communities, where they impose large, avoidable costs in human, social and economic terms. About one fourth of global NCD-related deaths take place before the age of 60.

NCDs are caused, to a large extent, by four behavioural risk factors that are pervasive aspects of economic transition, rapid urbanization and 21st-century lifestyles: tobacco use, unhealthy diet, insufficient physical activity and the harmful use of alcohol. The greatest effects of these risk factors fall increasingly on low- and middle-income countries, and on poorer people within all countries, mirroring the underlying socioeconomic determinants.

Theories in Health Promotion (341 HEP)

This course provides an overview of contemporary social and behavioral science theory use for development, implementation and evaluation of public health and health promotion interventions. The following section defines theory and key types of theory in the context of the multiple determinants and multiple levels of determinants of health and health behavior. The sections after that describe important theories and their key concepts, and summarize the evidence about the use of theory in health behavior intervention research.

Health Education Practicum 1 (342 HEP)

Course Description: Health education and the promotion practicum course will prepare students to function professionally in a variety of settings through faculty courses and practical experiences. The practicum course must take place in a setting that is related to the degree and major area of emphasis or the career goals of the student such as but are

not limited to, health-care settings, educational settings, work related settings, community and Non - governmental organizations (NGOs).

The practicum course is designed to offer the students an opportunity to engage in professional activities in a supervised and protected environment, to maximize the variety of activities and challenges that will help students develop their professional capacity and will enable the students to transition from theory to practice, from the classroom to the field where the students will be guided and supervised by site and Faculty coordinators.

Course Name: Research Methodology (352 GPH):

A research method is a systematic plan for conducting research. Sociologists draw on a variety of both qualitative and quantitative research methods, including experiments, survey research, participant observation, and secondary data. Quantitative methods aim to classify features, count them, and create statistical models to test hypotheses and explain observations. Qualitative methods aim for a complete, detailed description of observations, including the context of events and circumstances.

Course Name: Patient Health Education (427 HEP):

This course covers two parts; part I explain the Patient education which is one of several initiatives that aim to get people to participate in management of their own chronic disease. The purpose of patient education is to get patients to acquire competencies that enable them to manage their chronic disease better.

Part 2 discuss counseling techniques which is a process, organized in a series of steps and aims to help people cope (deal with or adapt to) better with situations they are facing. This involves helping the individual to understand their emotions and feelings and to help them make positive choices and decisions. Counseling is an approach for assisting people to reduce initial distress resulting from a difficult situation, and to encourage short and long-term adaptive functioning (positive coping). The boundaries between the tasks related to chronic disease for which the health care system traditionally has taken responsibility and the activities for which individual people are expected to take responsibility have shifted rapidly in elsewhere in recent years. People with chronic diseases are increasingly being involved in the treatment for their illness.

Course Name: School Health Education (428 HEP)

School health education (e.g., classroom instruction) has been defined as the “planned, sequential, K–12 curriculum that addresses the physical, mental, emotional and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors.” If designed properly, school health education could be one of the most effective means to reduce serious health problems, including cardiovascular disease, cancer, motor vehicle crashes, homicide, and suicide. School health education includes all health education in the school. It includes health education that takes place in the classroom as well as any other activities designed to positively influence the health knowledge and skills of students, parents, and staff.

Course Name: Nutrition and Health (434 HEP)

This course will provide students with information about the components of the human diet, and how food is processed in the body and will enable you to apply this information to understand the links between nutrition and health for people of all ages and a range of lifestyles. Nutrition can be considered to be the foundation of good health and freedom from disease. 'Nutrition science' has been comprehensively defined by Robinson as "The science of foods, nutrients and other substances therein; their action, interaction and balance in relationship to health and disease; the processes by which the organism ingests, digests, absorbs, transports and utilizes nutrients and disposes off their end products..." . Simply put the word nutrition is used to refer to the processes of the intake, digestion and assimilation of nutrients and the application of this knowledge to maintain health and combat disease.

Course Name: Mental Health (435 HEP)

This course explores major psychosociological theories and research that inform social conceptions of mental health and illness. Students investigate processes of defining mental health and examine how social definitions negotiate health and illness experiences for patients, providers and communities. Historical perceptions of mental health form an essential course component, with an emphasis on how these perceptions influence mental illness treatment protocols.

Course Name: Evidence Based Practices (444 EPI)

Evidence based practice is cited as the basis of all our public health and healthcare decisions, but what does that mean in practice?

Evidence-Based Medicine (EBM) can be defined as the integration of individual clinical expertise with the best available external clinical evidence from systematic research.

The fear on the part of many clinicians that their judgment is nullified by "practicing medicine by Medline search" is reduced by the fact that clinical expertise still plays a large part in any decision made on treatment, diagnosis, screening, etc.

The fear on the part of many patients that clinicians are just making a guess and hoping for the best is nullified by reliance on strictly codified criteria of what constitutes good evidence and how to find it.

Evidence-based medicine (EBM) or evidence based practice (EBP), is the judicious use of the best current evidence in making decisions about the care of the individual patient. EBP also integrates clinical expertise and takes patient desires, values, and needs into consideration. EBP differs slightly from EBM, in that EBP is an umbrella term of sorts. EBP encompasses evidence-based medicine, evidence-based nursing, evidence-based physical therapy, evidence-based dentistry, etc.

Course Name: Health Education Practicum 2 (443 HEP)

Course Description: Health education and the promotion practicum course will prepare students to function professionally in a variety of settings through faculty courses and practical experiences. The practicum course must take place in a setting that is related to

the degree and major area of emphasis or the career goals of the student such as but are not limited to, health-care settings, educational settings, work related settings, community and Non - governmental organizations (NGOs).

The practicum course is designed to offer the students an opportunity to engage in professional activities in a supervised and protected environment, to maximize the variety of activities and challenges that will help students develop their professional capacity and will enable the students to transition from theory to practice, from the classroom to the field where the students will be guided and supervised by site and Faculty coordinators.

Course Name: Health Research Design (451 HEP)

It is a practical based course plan for conducting research. Sociologists draw on a variety of both qualitative and quantitative research methods, including experiments, survey research, participant observation, and secondary data. Quantitative methods aim to classify features, count them, and create statistical models to test hypotheses and explain observations. Qualitative methods aim for a complete, detailed description of observations, including the context of events and circumstances.

Course Name: Health Service management (414 HSM)

The course has been designed to provide students with the fundamentals of management in the field of health services. The course in total will provide the students with knowledge and competencies to critically analyze the health care systems and health services, and to effectively manage health organizations and address their current and

future challenges. The course content is divided into three sections: health management, health care system, and the health services. The course introduces the concepts of health services management and gives the basis of structure and functions of the health care system and health services in Saudi Arabia.

Course Name: Health Care Quality and Patient safety (415 HSM)

This course provides students with quality care and patient safety. Understand Quality assurance through three aspects of health care namely, structure, process and outcome. Recognize the availability of resources, assess the quality of health care etc.

Course Name: Global Health and Mass Gathering (433 HEP)

This course will explore the factors that explain the unequal distribution of health and disease in the world. The course will begin with an introduction to the language of global health: the burden of disease, epidemiology, cost-effectiveness, and health systems. It will then analyze the rationale for and modes of intervention to improve global health by exploring a number of high-profile topics, including determinants of global health. The course will incorporate knowledge and views from multiple academic disciplines regarding the development of global health policies and outcomes of global health interventions. The course enlightens the students about mass gathering with a special focus on Hajj and Umrah. The course details about the surveillance strategies undertaken during mass gatherings. The course also focused on management of mass fatalities in mass gatherings like Hajj and umrah.

Course Name: Health Promotion Program Planning and Evaluation (444 HEP)

Course Description: This course introduces students to the professionalism in health education and promotion. The overall goal of the course is to enhance students' knowledge, skills and confidence in issues related to planning, implementation, monitoring and evaluation of health education and promotion programs. The course covered the major framework of planning cycle, critical components, concepts, principles of program monitoring and implementation, the basic knowledge of the most important health management models and theories and means of their application in the domain of health education and promotion. This course builds a s base on the successfully implemented health promotion projects around the global and build student's skills in planning, implementing and evaluating health promotion projects. Also the course contains solid and concrete knowledge and skills on planning and evaluating of skills-based health education beside the basic knowledge in the principles of models for program planning in health education and Promotion with special emphasis on PRECEDE / PROCEED Models.

Course Name: Field Training (445 HEP)

Course Description: Health education and the promotion practicum course will prepare students to function professionally in a variety of settings through faculty courses and practical experiences. The practicum course must take place in a setting that is related to the degree and major area of emphasis or the career goals of the student such as but are not limited to, health-care settings, educational settings, work related settings, community and Non - governmental organizations (NGOs). The practicum course is designed to offer the students an opportunity to engage in professional activities in a supervised and protected environment, to maximize the variety of activities and

challenges that will help students develop their professional capacity and will enable the students to transition from theory to practice, from the classroom to the field where the students will be guided and supervised by site and Faculty coordinators.

Course Name: Graduation Research (459 HEP)

Graduation Project (GP) is an important part of Health Education and Promotion Program at undergraduate level. The main purpose of these projects is to encourage students to apply the knowledge acquired during their studies. Students are also expected to show how proficient they are participate in solving real health.

Approval:



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