

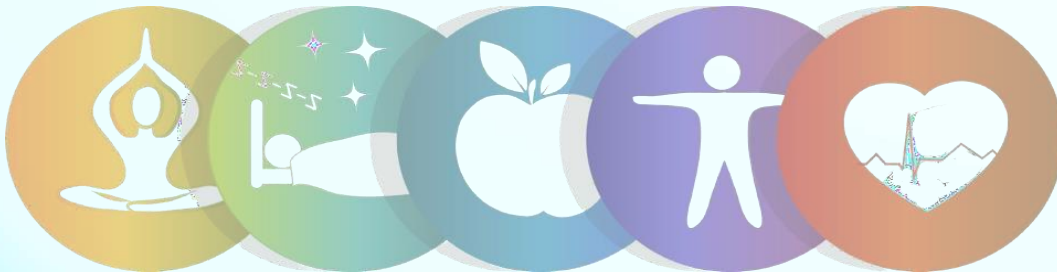
Department of Health Education and Promotion

Program Handbook



قسم التثقيف والتعزيز الصحي

Department of Health Education and Promotion



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

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



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Purpose of this Manual

The purpose of this program handbook is to provide students with program-specific details and other important information. The information in this handbook is current as of the date of publication and is applicable for the current academic year. If there are any changes to the handbook, students will be notified via college email. Students must consult their program handbook for the most recent edition, which is updated yearly.

College Profile

Public health is the science of preventing disease, promoting physical and psychological health through the efforts of organized society for health and environmental services, combating community diseases, teaching the individual the principles of personal hygiene, organizing medical and nursing services for early diagnosis and preventive treatment of disease. To develop social mechanisms that include everyone in the community, and ensure that they have an adequate standard of living to maintain health. The top priority of the Faculty of Public Health and Tropical Medicine in the Jazan region is the graduation of well-qualified health personnel to contribute to the prevention and control of current and potential health challenges, as well as enhancing the health of the population, locally and regionally, and thus strengthening the global health care initiatives, God willing.

Vision Mission Goals of the College

Vision

College of Public Health and Tropical Medicine will be locally and nationally recognized with its excellence in education, research and services to the community.

Mission

We provide education, research, and services in public health and tropical medicine that are based on science, proven in practice, and adapted through creativity to build a responsible and healthy community.

Goals

1. To provide evidence-based educational experience for students through study, research, and practice, to address public health challenges of the twenty-first century.
2. To create and advance research that can inform policy and practice in order to improve health of people and population.
3. To engage in service activities that expand the capacity of communities to improve health and public health advocacy.
4. To cultivate partnerships with governmental entities, private and non-profit organizations to address the health needs of people and population.
5. To nurture an academic setting that fosters work ethics, respect, diversity, cooperation, learning, and fun.
6. To ensure that the college infrastructure supports operational effectiveness, through enhanced personnel, technical and financial capacity, and adequate modern facilities that meet the needs and expectations of faculty, staff and students.

Organizational Chart

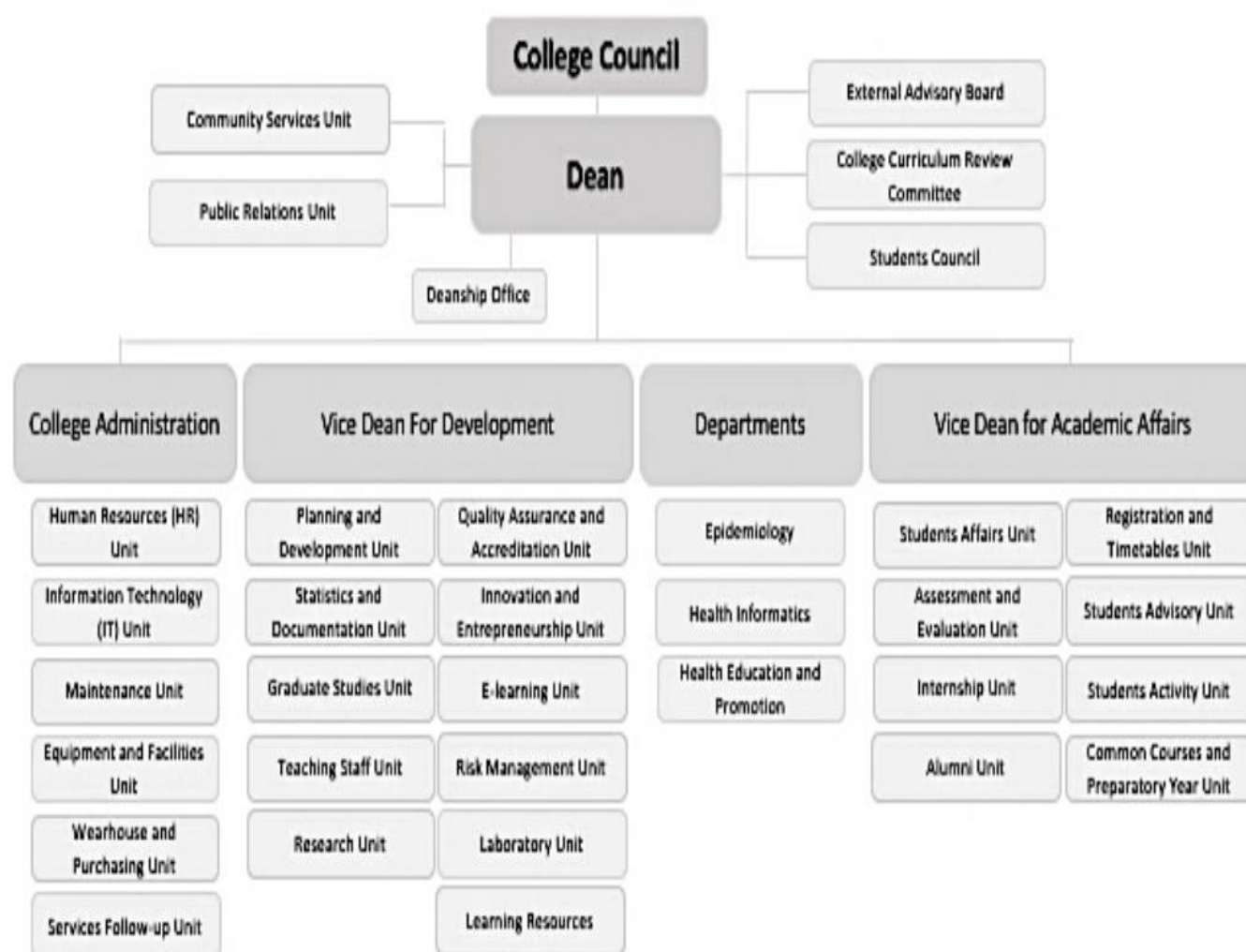


Figure 1

Department of Health Education and Promotion

Health education and promotion is a scientific discipline that combines biological, psychological, physical, environmental, and medical sciences to prevent disease, disability and premature death and promote health by educating individuals and societies to change their behaviors voluntarily in order to improve their health and well-being. Health education and promotion has a positive impact on the behavior of individuals and societies and helps prevent diseases through spreading health awareness, advocacy for health issues and helping people to adopt healthy behaviors. It also helps people with disabilities, chronic patients and their families to adapt and co-exist with illness or disability by teaching them new lifestyles. In addition to promote health of individuals and societies, it emphasizes on policy approaches to health behavior, health education and health promotion. The platform provides opportunity and the ability to design, implement and monetize health education and promotion research that deals with health issues in society, within the framework of professional ethics. The program is keen to provide its graduates with the knowledge, capabilities and skills that qualify them to work as specialists in this field, through the continuous updating of academic curriculum and the intensification of practical training in various fields of health education and promotion. The program intends to promote the values of community responsibility, continuous self-construction, and the development of built healthy practice based on scientific evidence and teamwork.

The Department of Health Education and Promotion was established in 2013 in the College of Public Health and Tropical Medicine to prepare qualified and trained cadres in the field of health education and promotion in order to improve community health and achieve a better quality of life for all segments.

Purpose of the Program

The department provides students with broad theoretical and practical knowledge and deep understanding of health education and promotion. It provides information about the different behavior and biological risk factors which are currently responsible for more than 50% of deaths around the world. The program also provides the students insight on how the different theories/models of health promotion can be used for prevention of these diseases. Health education and behavior program gives

an opportunity for graduating public health professionals to be competent in finding out the major behavior and biological risk factors, disseminating the knowledge about causes of diseases, applying different models of health promotion for prevention of diseases, for doing research on risk factors responsible for major burden of diseases and plan for evaluation of different programs in the field of health education

Mission and Goals of the Program

Mission

Health Education and Promotion program is committed to provide quality based academic education, research and innovative community services with in the spirit of professional ethics, responsibility and collaboration.

Goals

1. To graduate competent health education and promotion specialists to serve in different health care and community settings, based on Health education and Promotion core competencies.
2. To foster multidisciplinary health promotion research and intervention programs within academic institutions and in collaboration with the Ministry of Health and relevant sectors, in order to improve individuals, families and community's well-being.
3. To cultivate strong work ethics, teamwork and responsibility towards lifelong personal and community development.
4. To facilitate students' and staff members' engagement in community based health education and promotion programs and activities to promote health and improve quality of life.
5. To foster high quality of health education and promotion practices through providing consultation services and continuous professional and academic training program.

Program Duration

The duration of the program is 4 years

Credit Hours

The total credit hours required to successfully complete the Bachelors program of Health Education and Promotion are 125 hours.

Program Learning Outcomes

After successfully completing the program the students will be able to:

Program Learning Outcomes*

Knowledge and Understanding

K1	To identify the risk factors responsible for various health problems.
K2	To describe health educational and behavior promotion strategies for prevention of diseases.
K3	To describe the role of different behavior theories in prevention of diseases.
K4	To explain the disciplinary and interdisciplinary theories, concepts, principles, and ethics of health education and promotion.

Skills

S1	To apply different health behavior and preventive strategies for prevention of diseases.
S2	To analyze the role of theories/models for prevention of behavior and lifestyle related to health issues.
S3	To apply appropriate technologies and related technical skills and practices to promote, communicate, implement, evaluate, and adapt behavioral health information in an effective and ethical manner.

Values, Autonomy, and Responsibility

V1	To demonstrate personal competencies, leadership abilities and motivation to achieve environmental safety and community well-being.
V2	To demonstrate the ability to extrapolate the surrounding conditions when preparing various health educational and promotional strategies to solve health behavior problems.
V3	To demonstrate the best talents and innovative scientific practices to conduct research with integrity and high ethical standards while pursuing professional endeavors within Islamic ethics.

Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	101 ISLM	Islamic Culture 1	Required	...	2	Institution
	102 ARB	Arabic Writing	Required	....	2	Institution
	181 ENG-4	English Language for Health Specialties	Required	....	4	College
Level 2	182 ENG-4	English Language for Health Specialties	Required	....	4	College
	105 PHYS	Physics for Health Specialties	Required	181 ENG-4	4	College
Level 3	105 BIO	Biology for Health Specialties	Required	181 ENG-4	4	College
	183 ENG-3	English Language for Health Specialties	Required	....	3	College
	105 CHEM	Chemistry for Health Specialties	Required	181 ENG-4	4	College
Level 4	102 ISLM	Islamic Culture 2	Required	--	2	Department
	211 PHS	Introduction to Public Health	Required	--	3	Department
	211 HID	Learning Skills for Health Specialties	Required	--	2	Department
	212 PHYSIO-2	Human Physiology	Required	105 BIO	2	Department
	220 ANAT	Introduction to Human Anatomy	Required	--	2	Department
Level 5	221 ENV	Principles of Environmental & Occupational Health	Required	105 PHYS 105 CHEM	2	Department
	243 PHCL	Introduction to Ethics in the Health Professions	Required	--	2	Department
	212 HSM	Healthcare Systems and Policies	Required	---	2	Department
	213 PHS	Microbiology and Parasitology for Public Health	Required	220 ANAT, 212 Physio-2	3	Department
	214 PHS	First Aid and Physical Assessment	Required	220 ANAT, 212 Physio-2	2	Department
Level 6	221 HEP	Introduction to Health Education & Promotion	Required	---	2	Department
	221 HID	Introduction of Health Informatics	Required	---	2	Department
	215 PHS	Medical Terminology	Required	---	2	Department
	222 STA	Fundamentals of Biostatistics	Required	---	2	Department
	222 EPI	Principles of Epidemiology	Required	211 PHS	2	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 7	323 STA	Applied Biostatistics	Required	222 STA	3	Department
	322 HEP	Health Promotion	Required	---	3	Department
	323 HEP	Psychosocial Foundation of Health Promotion	Required	---	2	Department
	331 HEP	Communicable Diseases	Required	213 PHS	3	Department
Level 8	332 HEP	Non-Communicable Diseases	Required	220 ANAT	2	Department
	333 HEP	Maternal and Child Health	Required	---	2	Department
	341 HEP	Theories in Health Promotion	Required	323 HEP	3	Department
	324 HEP	Primary Health Care	Required	---	2	Department
Level 9	326 HEP	Health Education Methods and Materials	Required	332 HEP	3	Department
	325 HEP	Community Health	Required	---	2	Department
	428 HEP	School Health Education	Required	---	2	Department
	316 PHS	Pharmacology for Public Health	Required	---	2	Department
	434 HEP	Nutrition and Health	Required	---	3	Department
Level 10	342 HEP	Health Education Practicum 1	Required	---	2	Department
	435 HEP	Mental Health	Required	323 HEP	2	Department
	443 HEP	Health Education Practicum 2	Required	342 HEP	2	Department
	352 GPH	Research Methodology	Required	323 STA, 222 EPI	3	Department
Level 11	427 HEP	Patient Health Education	Required	332 HEP	3	Department
	444 EPI	Evidence Based Practices	Required	352 GPH	2	Department
	444 HEP	Health Promotion Program Planning and Evaluation	Required	341 HEP	2	Department
	451 HEP	Health Research Design	Required	352 GPH	3	Department
	415 HSM	Health Care Quality and Patient Safety	Required	---	2	Department
Level 12	414 HSM	Health Service Management	Required	---	2	Department
	445 HEP	Field Training	Required	443 HEP	2	Department
	459 HEP	Graduation Research	Required	451 HEP	4	Department
Elective	433 EPI	Global Health and Mass Gathering	Required	---	2	Department
	413 HSM	Health Economics	Elective	.....	2	Department
	436 HEP	Life style and health behavior	Elective	.....	2	Department
	446 HEP	Social Marketing for Health Promotion	Elective	.....	2	Department
	447 HEP	Graphic Design for Health	Elective	.....	2	Department

Course Descriptions

Course Name: Microbiology and Parasitology for Public Health (213 PHS)

Microbiology and Parasitology for Public Health is integral course required for all public health students. This course is designed to provide the fundamental information and necessary skills in basic and fundamental microbiology for public health students interested in working in the field of education, public health services and research. The course is designed to familiarize students with basic information in bacteriology, immunology, virology, genetics and parasitology.

Course Name: Medical Terminology (215 PHS)

This course focuses on orienting the student to the in-depth knowledge of the medical terminologies for all body systems. The course provides the techniques of medical word building using basic word elements. It also gives the student a basic knowledge of medical terms used in the health profession. The format presents terminology within the context of root words and use of prefixes and suffixes. It is designed to stimulate the student thinking process including proper use and pronunciation of medical terms. The course creates understanding of the rules for using elements by combining them correctly to write medical terms.

Course Name: Fundamental of Biostatistics (222 STA)

The purpose of this course is to familiarize students with the basics of biostatistics topics based on sources, scope, collection, classification, and presentation of descriptive data; Probability; Sampling; Inference; measures of population and vital statistics, Research with Statistical Package. The course will empower students to write statistical part of, data collection and statistical analysis plans for grants, enable to read most of the relevant health related literature with understanding of the statistical content, publications and to organize results in appropriate visual displays or tables. Hence forth, it revolves on the application of basic techniques as well as main concepts of inferential statistics.

Course Name: Introduction to Public Health (221 EPI)

The course is designed to introduce the multi-disciplinary nature and core functions of public health field. Public health concepts, disciplines, services, achievements, tools and challenges will

be presented so that the student will have sufficient background of public health practice. The Students will have the opportunity to review and apply basic principles of public health through individual and group assignments and selected case – studies based on daily life public health issues and events as reflected in newspaper

Course Name Introduction to Human Anatomy (220 ANA-3)

Introduction to human anatomy is integral course required for all public health students. This course is designed to provide the fundamental information and necessary skills in basic and fundamental anatomy for public health students interested in working in the field of education, public health services and research. The course is designed to familiarize students with basic information in about human body systems, anatomical terminologies.

Course Name: Introduction to Ethics in the Health Professions (101 IEHP)

The course is designed to offer the students a foundational knowledge in the field of professional ethics. The main goal is to provide students' knowledge and skills responsible for developing professional behavior that will enable them to address competently and resolve the ethical and socio-cultural issues that they may confront during their training and professional practice.

Course Name: Human Physiology (212Physio-2)

The course is required for all undergraduate second year applied medical sciences physical therapy, Dentist, Pharmacy, Public Health and Tropical Medicine and Nursing students. The course introduces the student to various bases of Human Physiology and theoretical concepts behind it. Also strong emphasis is provided on the humanistic holistic approach and develops an open communication with health care providers' team to facilitate the client healing process in a structured environment.

Course Name: First aid and physical Assessment (214 PHS)

This course teaches students critical skills needed to respond to and manage first aid during emergency situation, particular emphasis given to emergencies related to cardiac issues. Students learn skills such as, how to manage bleeding, sprains, broken bones, shock and other first aid emergencies as well as BLS-CPR (Basic Life Support and Cardio-Pulmonary Resuscitation) and

AED (Automated External Defibrillator). The CPR portion of the course teaches how to perform CPR on adults, children, and infants (including rescue breathing with a mask, a bag-mask device, and oxygen); how to use an AED in emergency; and rescue someone who is choking. They should understand the triage system in dealing with emergency to define imminent emergency situation to ascertain the priority in dealing with cases. Achieving certain competency, practical skills and passing written exam with good grades is required for certification.

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 its objectives . The course provides outlines 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 newborn 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.

Internship

The program requires the student to complete a 48 weeks internship after the completion of the all the courses in the study plan. The student will be posted in various locations which include:

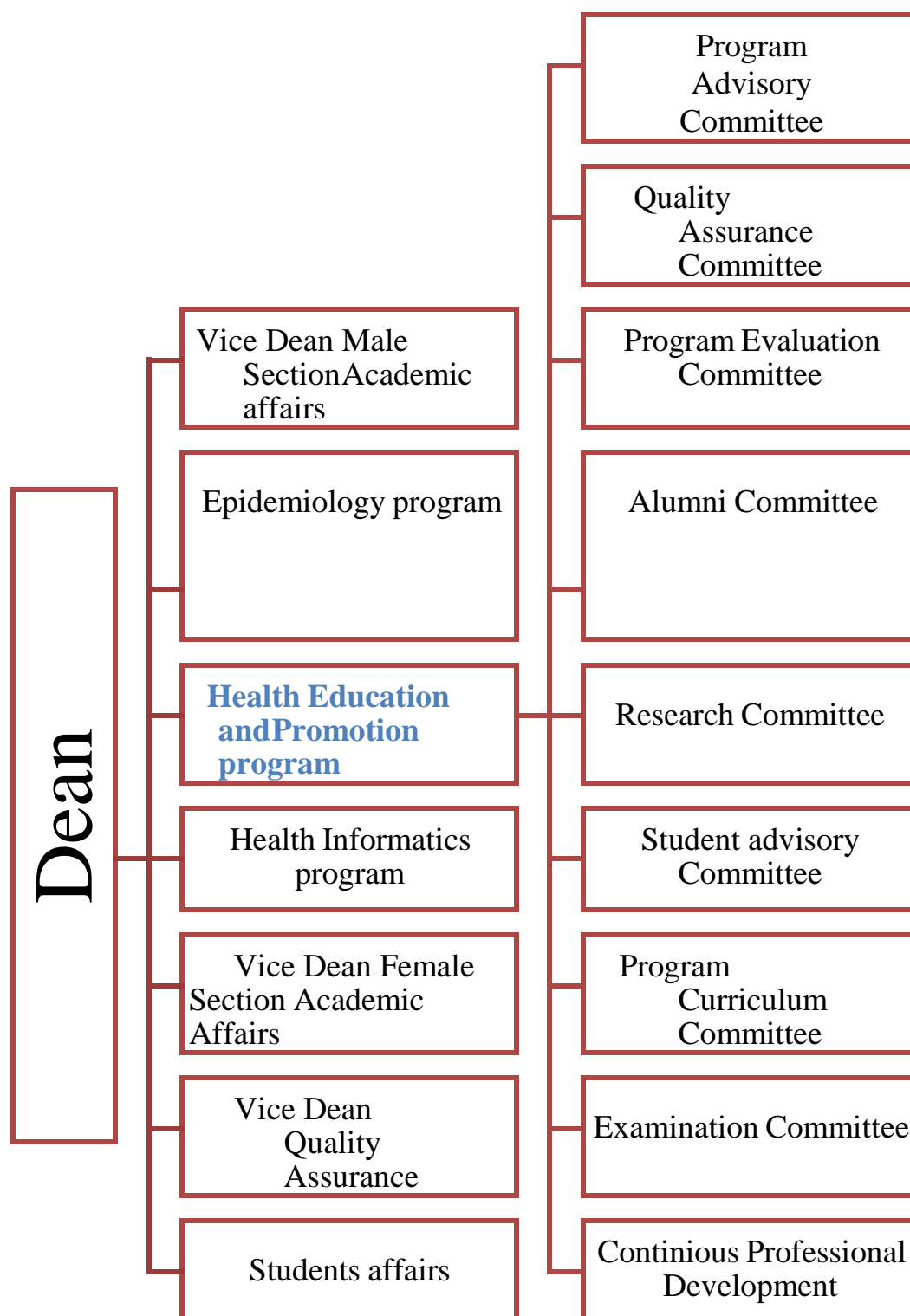
- Primary Health Care
- General Hospitals
- Schools

Designation and Potential Job Prospects

The students will be provided a certificate of Bachelors program and will be designated as Health Educator and promoter and have a potential of seeking employment at various institutions or organizations such as:

- ☐ General Hospitals
- ☐ Primary Health Centers
- ☐ Ministry of Health
- ☐ Schools

Department structure



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