

Course Specification

(2024/2025)

1. Basic Information

Course Title (according to the bylaw)	Health Education			
Course Code (according to the bylaw)	AHTE HI			
Department/s participating in delivery of the course	Technology of Radiology and Medical Imaging			
Number of credit hours/points of the course (according to the bylaw)	Theoretical	Practical	Other (specify)	Total
	1	-----	2	2
Course Type	Elective			
Academic level at which the course is taught	Level 1 (1 st semester)			
Academic Program				
Institute	Institute of High Technology Institute of Applied Health Science			
Academy	Nile delta for science and technology			
Name of Course Coordinator				
Course Specification Approval Date				
Course Specification Approval (Attach the decision/minutes of the department /committee/council)				

2. Course Overview (Brief summary of scientific content)

The purpose of this course is to enable participants develop skills and strategies in relation to facilitation, instruction as well as to use of theoretical concepts to more effectively implement health education and health promotion programs. Course participants will gain an understanding of the various ways in which people learn and develop a variety of skills to create effective learning strategies. Participants will also comprehend the fundamentals of health education as well as health literacy and how these concepts should be used to create more effective health promotion programs. Additionally, participants will learn how to use health behavior theories and models to create culturally appropriate health education materials.

3. Course Learning Outcomes CLOs

Matrix of course learning outcomes CLOs with program outcomes POs (NARS/ARS)

Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		Course Learning Outcomes Upon completion of the course, the student will be able to:	
Code	Text	Code	Text
	1.1.1- Demonstrate an understanding of fundamental knowledge of basic and applied health sciences.	CLOs 1	Utilize the concepts of health promotion models, and learning theories in designing an education program
		CLOs 2	Discuss the educational process in planning an education program for individuals, groups and community.
		CLOs 3	Discuss the recent trends in health education and health promotion.
	2.1.1- Exhibit appropriate professional behaviors and relationships in all aspects of practice.	CLOs 4	Communicate effectively with peers, colleagues, health care providers and client in promoting clients and community's health
		CLOs 5	Demonstrate the ability to write educational, behavioral and instructional objectives
	4.1.1- Participate in teamwork	CLOs 6	Analyze the concepts, principles, and the process of continuous quality improvement in health care services.

Program Outcomes (NARS/ARS) (according to the matrix in the program specs)		Course Learning Outcomes Upon completion of the course, the student will be able to:	
Code	Text	Code	Text
	harmoniously and exhibit collaborate effectively with colleagues and other health care professionals	CLOs 7	Evaluate the effective learning method that could be used to implement an education program
		CLOs 8	Adhere to professional ethics when carryout and running an interactive lecture
		CLOs 9	Design a health education program to clients to promote, resort and protect their health
		CLOs 10	Explain the role of health educator
		CLOs 11	Integrate an appropriate instructional materials and methods in conducting an effective health education program
		CLOs 12	Discuss the determinant of learning in relation to care giver and care receiver
		CLOs 13	Analyze trends affecting the health care system and nursing practice
		CLOs 14	Utilize Bloom's taxonomy in structuring different types of objectives
		CLOs 15	Integrate the results of evidence-based practice in health promotion and health education in educating clients and their families

4. Teaching and Learning Methods

The course comprises a combination of lectures, and case discussions.
Required facilities: Data Show.

Course Schedule

Number of the Week	Scientific content of the course (Course Topics)	Total Weekly Hours	Expected number of the Learning Hours			
			Theoretical teaching (lectures/discussion groups/)	Training (Practical/ Clinical/)	Self-learning (Tasks/ Assignments/ Projects/ ...)	Other (to be determined)
1	Introduction to the Course Discuss the course syllabus and the Program Intended Learning Outcomes	2	1	2		
2	Overview of health Education in Health care	2	1	2		
3	Overview of health Education in Health care II	2	1	2		
4	Overview of health Education in Health care III	2	1	2		
5	Determinants of Learning	2	1	2		
6	Mid term exam					
7	Determinants of Learning II	2	1	2		
8	Determinants of Learning III	2	1	2		
9	Behavioral Objectives	2	1	2		
10	Behavioral Objectives II	2	1	2		
11	Instructional Methods	2	1	2		
12	Health Promotion and wellness	2	1	2		
13	Health promotion and behavior change	2	1	2		
14	Health promotion and behavior change II	2	1	2		
15	---					
16-17	Final exam					

5. Methods of students' assessment

No.	Assessment Methods *	Assessment Timing (Week Number)	Marks/ Scores	Percentage of total course Marks
1	Mid term exam	6 th	40	40%
2	Exam 2 (Semester work)	-----	-----	-----
3	Final Written Exam	17 th	50	50%
	Final Practical/Clinical/... Exam	--	--	--
	Final Oral Exam	-----	-----	-----
	Presentation	-	--	--
	Field training	-----	-----	-----
	Other (Mention)	Attendance	10	10%

*** The methods mentioned are examples, the organization may add and/or delete**

6. Learning Resources and Supportive Facilities *

Learning resources (books, scientific references, etc.) *	The main (essential) reference for the course (must be written in full according to the scientific documentation method)	Bastable S.B. (2017) Nurse as Educator: Principles of Teaching and Learning for Nursing Practice (5 th edition. USA: Jones & Bartlett Publisher.
	Other References	
	Electronic Sources (Links must be added)	Latest version of the following software: Abode reader, JAVA script, and Real player
	Learning Platforms (Links must be added)	
	Other (to be mentioned)	https://www.ekb.eg/ar
Supportive facilities & equipment for teaching and learning *	Devices/Instruments	Projector, Desktop Computer
	Supplies	, Whiteboard Markers
	Electronic Programs	ابن الهيثم Model
	Skill Labs/ Simulators	Presentation
	Virtual Labs	-----

	Other (to be mentioned)	-----
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*** The list mentioned is an example, the institution may add and/or delete depending on the nature of the course**

**Name and Signature
Course Coordinator**

**Name and Signature
Program Coordinator**