



ATTACHMENT 5.

T6.Course Specification
Mass Communication in Health Education
(CHS 438)

Revised
Second semester; 2018-2019

Course Specification

Institution: King Saud University (KSU)

College/Department: College of Applied Medical Sciences (CAMS), Department of Community Health Sciences.

A. Course Identification and General Information

1. Course title and code: Mass communication in health education (CHS 438)

2. Credit hours: 4 hours (3 theoretical and 1 practical)

3. Program(s) in which the course is offered. Health Education program, Bachelor degree

4. Name of faculty member responsible for the course

Dr Khaled Almutairi (Male section)

Mrs. Alaa Almaiman (Female section)

5. Level/year at which this course is offered: Level 8 / year 4

6. Pre-requisites for this course (if any): CHS 383, CHS 384, CHS 385

7. Co-requisites for this course (if any): None

8. Location if not on main campus: Two locations; Al Deriyah; Building NO 24 for male students and Building NO 11 for Female students

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>

Comments:

B. Objectives

1. What is the main purpose for this course?

The main purpose of the this course is to provide the students with the fundamental knowledge and skills concerning the usage of mass media as channels for health issues, formulation of different health messages in different mass media channels.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Regular reviewing and updating the course's contents as a result of new researches and findings of the experts in the field.
- Increasing the use of IT such as smart classrooms, Blackboard, relevant web sites, e-books and other web based reference materials.
- Results of students' course evaluations will be put into consideration and necessary modifications are made to improve the course.
- Results of alumni and employers evaluation of the program and its curricular plan will be considered to improving course's content.
- Preparing a course portfolio to provide information about the course and its development and improvements.
- Peer reviewing to improve teaching and student learning.

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

This course helps students to effectively plan, design and pre-testing written–printed materials posters, leaflets, fact sheet, newspapers, booklets, radio and television health education messages, video, computer learning materials, health faire with emphasis on effects – advantages- disadvantages of audiovisual aids and mass media in health education.

1 Topics to be covered		
List of Topics	No of Weeks	Contact hours
• Mass media and Health	2	10
• Electronic media and the internet / Print media	1	5
• Internet /Social networks and Social marketing	2	10
• Developing and testing a media strategy	1	5
• Health and Media literacy	1	5
• Health communication media choice model	3	15
• Advertising	1	5
• Communicating for policy and advocacy	2	10
• Risk and emergency risk communication	2	10

2. Course components (total contact hours and credits per semester): 75 hrs contact and 4 credit hrs

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45 hours	None	None	30 hours	None	75 hours
	Actual	45 hours	None	None	30 hours	None	75 hours
Credit	Planned	3 hours	None	None	1 hour	None	4 hours
	Actual	3 hours	None	None	1 hour	None	4 hours

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

One hour weekly

15 hrs/semester are used by students for preparation of an assignment either individually or in group depending on the number of students in the course. They are allowed to choose and prepare a research topic related to the study course under the instructor's supervision and present it orally using a PowerPoint presentation.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize concepts and theories of health communication, Process through which media affect health behaviours.	<ul style="list-style-type: none"> Interactive lectures using class discussion, brainstorming, case studies and others. Learner-cantered teaching through encouraging students to read from scientific journals, articles, textbooks and other sources. 	<ul style="list-style-type: none"> Examination in the form of MCQs, and true /false.
1.2	Outline the types and processes underlying health communication through media.		

2.0	Cognitive Skills		
2.1	Differentiate between different channels for communication using media.	<ul style="list-style-type: none"> • Interactive lectures using class discussion, brainstorming, case studies and others • Explanations and examples given in lectures. • Discussion of published papers. • Collaborative/ cooperative learning • Experimental learning 	Written exam including short essay questions. Assignment assessed using rubrics.
3.0	Interpersonal Skills & Responsibility		
	None	Not applicable	Not applicable
4.0	Communication, Information Technology, Numerical		
4.1	Deliver an up to date health messages using different mass media techniques.	<ul style="list-style-type: none"> • Interactive lectures using class discussion, brainstorming, case studies and others • Explanations and examples given in lectures. • Discussion of published papers 	<ul style="list-style-type: none"> • Assignment assessed using rubrics.
5.0	Psychomotor		
5.1	Design of health education intervention and/or messages using mass media	<ul style="list-style-type: none"> • Interactive lectures using class discussion, brainstorming, case studies and others • Explanations and examples given in lectures. • Discussion of published papers 	– Project assessed using rubric.

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1.	Mid term I	5- 7 th week	15 %
2.	Mid term II	10-12 th week	15 %
3.	Class discussion and participation	1 st -15 th week	10 %
4.	Assignment and/ or presentation	4 th to 12 th week	10 %
5.	Project	15-16 th week	10 %
6.	End Semester Exam	16 th -18 th wk	40 %

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (Include amount of time teaching staff are expected to be available each week)

- The e. mail of the instructor is given to the students; reply is usually within 24 hours.
- Office hours are allocated to the students for general and specific educational activities.
- General advice and consultation are available any time the instructor is not busy.
- Academic advisors are available for all students within the program from the beginning of their learning experience till their graduation.

E. Learning Resources

1. List Required Textbooks

- John Hubley & June Copemen (2013). Practical Health Promotion. Polity Press, UK.
- Claudia Parvanta, David E. Nelson (2011). Essentials of Health Communication. Jones & Bratlet Learning, USA.

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

- Mahwah, NJ: Erlbaum. Rice, R. E., & Atkin, C. K. (Eds.). (2013). Public communication campaigns (4th ed.).
- Crano, W. D., & Burgoon, M. (Eds.) (2002). Mass media and drug prevention: Classic and contemporary theories and research.
- Mahwah, NJ: Erlbaum. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2004). Health behavior and health education: Theory, research, and practice (4th ed.). San Francisco: Jossey-Bass.
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3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- McKenzie, J. F., Neiger, B. L., & Smeltzer, J. L. (2005). Planning, implementing & evaluating health promotion programs (4th Ed.). San Francisco, CA: Pearson.
- Thompson, T. L., Parrott, R., & Nussbaum, J.F. (Eds.) (2011). The Routledge handbook of health communication.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- Pew Research Center. Available at: Online Health Search 2006 - Pew Internet & American Life Project
- 'Don't buy it' Teachers Guide. Available at: <http://pbskids.org/dontbuyit/teachersguide.html>
- معرفة أساسيات المعلومات والإعلام <http://unesdoc.unesco.org/images/0019/001929/192971a.pdf>
- Center of Media Literacy. Available at: <http://www.medialit.org>
- Association of Media Literacy. Available at: <http://www.aml.ca>
- SPARK Media Project. Available at: <http://childrensmidiaproject.org>

- Evaluating Web Pages: Techniques to Apply & Questions to Ask. Available at: <http://lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
- Evaluating web sites: criteria and tools. Available at: <http://olinuris.library.cornell.edu/ref/research/webeval.html>
- ITHACA College Library. Available at: <http://www.ithaca.edu/library/training/think.html>

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

- Classrooms with 30- 50 seats

2. Technology resources

- LCD
- Data show projector or E-podium

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list):

- Educational materials and teaching aids

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Electronic course evaluation available on the University website (Edugate), each student has to fill before getting his/her final result

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer reviewing of teaching

3 Processes for Improvement of Teaching

- Reviewing students' feedbacks to identify strengths and opportunities for improvements to set a suitable action plan in the course report to be followed in the next semesters
- Participation in workshops related to the teaching process

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

- A sample of 10% of students' answer sheets (not less than 5 sheets) of the final exams are peer reviewed within 48 hours of the exam. The peer reviewers are independent faculty members. A peer review report is written and signed from both course instructor and reviewer.

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

- Department curricular plans and programs committee review the course contents and specification every five years. The suggested modifications are made as required. The reasons and details of such modifications to be retained in course portfolio.
- Establishment of an advisory board within the program including leading practitioners from the relevant professions to monitor and advise on contents and quality of course.
- Students' achievements are reviewed periodically during the whole semester.
- Students evaluations of the course and their propositions are put into consideration to improve the effectiveness of the course

Name of Course Instructor: Dr Khaled Almutairi , Mrs. Alaa Almaiman

Signature: Khalid Almutairi



Date **Specification** Completed: 14/1/2019

Program Coordinator: Dr. Nawal Alissa

Signature: Nawal Alissa

Date received: 16/1/2019

Date of CHS Dept. approval

Sixth meeting 23/1/2019